



International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

Islamic Studies and Arabic Language (ISAL) Teachers' Competency Levels on Students' Learning in Diverse Educational Settings

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ABSTRACT

This study explored the competency levels of Islamic Studies and Arabic Language (ISAL) teachers and their impact on students' learning in diverse educational settings. It examines key areas of teacher competency, including classroom management, pedagogical skills, cultural competency, and subject knowledge. As well as influence on students' academic and personal development. Using quantitative data to measure competency levels. Findings revealed that ISAL teachers demonstrated high competency levels, with subject knowledge and cultural competency being particularly strong. Statistical analyses indicated a significant relationship between teacher competency and students' learning, especially in areas such as language proficiency, cultural diversity, and educational needs. The study emphasizes the need for targeted teacher training programs, mentorship initiatives, and policy support to enhance ISAL instruction. Strengthening these competencies will foster inclusive, engaging, and culturally responsive learning environments that promote both academic success and the holistic development of students. Future research should further explore intervention strategies and long-term impacts on ISAL education.

INTRODUCTION

The Ministry of Basic, Higher, and Technical Education (MBHTE) in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) has launched Regional Memorandum No. 437 to enhance the Islamic Studies and Arabic Language (ISAL) teaching program. This initiative focuses on recruiting and developing ISAL teachers (Asatidz) to improve education in these subjects. ISAL teachers are responsible for teaching Islamic subjects and Arabic and are expected to have strong expertise in these areas. However, many of these Asatidz hold a Kuliya degree, an Islamic higher education qualification, but lack of formal secular education. While the Kuliya degree provides expertise in Islamic studies, it does not equip teachers with modern pedagogical skills or training in secular subjects. This gap hinders their ability to adapt to the needs of a modern, multicultural classroom and integrate secular knowledge with Islamic teachings. This study is essential as it seeks to assess how teachers' competencies impact students' learning outcomes and to identify strategies for improving teaching practices. By understanding these gaps, the research can inform target teacher training, contributing to better educational practices and ultimately enhancing the quality of education in both religious and academic settings.

Shabudin et. al. (2020) noted that Islamic Studies and Arabic Language (ISAL) teachers encountered significant challenges, including cultural differences, resource limitations, and discrimination, despite the growing number of Muslim students in public schools.

Additionally, Abdullah (2015) highlighted that teaching Islamic Studies and Arabic Language in such settings requires not just subject-matter expertise but also a deep understanding of the classroom's cultural, social, and linguistic diversity. Teachers must be prepared to bridge the gap between students' experiences and the learning content, ensuring that every student can relate to and benefit from the curriculum. This study aims to investigate the competency levels of ISAL teachers and their impact on student learning in diverse educational settings. It focused on key competencies such as classroom management, pedagogical skills, cultural competency, and subject knowledge. By examining how these competencies influence student outcomes, the research will offer insights to inform professional development for ISAL teachers. The study seeks to improve ISAL education through curriculum development, teacher training, and policy recommendations, ultimately supporting teachers in addressing diverse student needs and contributing to the broader discourse on enhancing educational practices in multicultural contexts.

Research Questions

This study used to assess the Islamic Studies and Arabic Language (ISAL) Teachers' Competency Levels on Student Learning in Diverse Educational Settings. Specifically, it answers the following questions.

1. What is the level of ISAL teachers' competency in terms of classroom management, pedagogical skills, cultural competency, and subject knowledge competency?
2. What is the level of student learning in diverse educational settings in terms of cultural diversity, language, socio-economic?

3. Is there a significant relationship between the levels of the ISAL Teachers' competency on the student learning in diverse educational settings?
4. Is there significant influence of ISAL Teachers' competency level on the student learning in diverse educational settings?

METHODS

Research Design

The researchers used a descriptive research design (Williams, 2017). Data were described using quantitative analysis and the data was presented using the frequency count, weighted mean, and statistical tools.

The **quantitative** involved administering structured surveys to ISAL teachers, which assessed their competency levels in key areas such as classroom management, pedagogical skills, cultural competency, and subject knowledge. The data were analyzed using descriptive statistics to explore the distribution of teacher competencies and student learning outcomes, followed by regression analysis to examine the relationships between these variables.

Locale of the Study

This study was conducted in the school division of Special Geographic Area (SGA) specifically in the Municipality of Old Kaabakan, Kaplawan, Ligawasan, Tugunan, Malidegao, Nabalawag, Kadayangan and Pahamuddin.

The Special Geographic Area (SGA) is a collection of 63 barangays in six municipalities of Cotabato province, Philippines. These barangays became part of the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) following a plebiscite on February 6, 2019. Despite their inclusion in BARMM, they remain geographically situated within Cotabato Province.

The SGA administered by the Special Geographic Area Development Authority (SGDA), which operates under the direct supervision of the Bangsamoro Chief Minister through the Ministry of the Interior and Local Government (MILG). The SGDA oversees the affairs of the SGA, ensuring the delivery of government services and the implementation of development projects. As of 2022, Butch Panigel Malang serves as the SGDA Administrator.

Research Instrument

The researchers used adapted survey questionnaires from Al-Bakri (2019) to generate and validate the question or questionnaires consisting of indicators that measured the competency level of ISAL Teachers on student learning in diverse educational settings.

The first part of the instrument measured the competency level of teachers'. This part was evaluated using the following scale (Dancey, 2018).

Level	Range	Verbal Description
5	4.50 - 5.00	Highly Competent
4	3.50 - 4.49	Competent
3	2.50 - 3.49	Moderately Competent
2	1.50 - 2.49	Less Competent
1	1.00 - 1.49	Least Competent

The second part of the instrument assessed student learning across diverse educational settings, as evaluated by the ISAL teachers, using the following scale.

This part was scored using the following scale (Dancey 2018).

Level	Range	Verbal Description
5	4.50 - 5.00	Strongly Agree
4	3.50 - 4.49	Agree
3	2.50 - 3.49	Moderately Agree
2	1.50 - 2.49	Disagree
1	1.00 - 1.49	Strongly Disagree

Research Respondents

The respondents of this study were the Islamic Studies and Arabic Language (ISAL) Teachers in Special Geographic Area of BARMM. As of 2024 division data, revealed that there was a total of 334 ISAL Teachers in Special Geographic Area consisting of 238 male and 96 female.

Table 1. Distribution of respondents of the study in Special Geographic Area

Municipality in SGA	No. of ISAL Teachers
Old Kaabakan	24
Kapalawan	41
Malidegao	52
Ligawasan	47
Tugunan	49
Nabalawag	49
Kadayangan	34
Pahamuddin	38
TOTAL	334

Data Analysis

In the data gathered for this study was analyzed and interpreted using a descriptive design such as weighted mean, and Spearman Rho correlation coefficient Spearman, and the hypotheses of the study were tested using multiple regression analysis Pearson (Gelman, 2020).

RESULTS AND DISCUSSIONS

This section deals with the results of the data gathered from the respondents using a survey questionnaire. It discusses the extent of teachers' competency level of ISAL teachers in terms of classroom management, pedagogical skills, cultural competency, and subject knowledge competency and the level of student learning in diverse educational settings in terms of cultural diversity, language, socio economic and educational needs.

It discusses significant influence of the ISAL Teachers' competency level on the student learning in diverse educational settings and relationship between the levels of the ISAL Teachers' competency level on the student learning in diverse educational settings.

ISAL Teachers' Competence

Islamic Studies and Arabic Language (ISAL) teachers play a vital role in shaping the minds and values of their students, bridging cultural and religious understanding through education. Their competency goes beyond language proficiency and subject knowledge it encompasses a deep commitment to fostering moral development, critical thinking, and a love for lifelong learning. A highly competent ISAL teacher is not only well-versed in Islamic teachings and Arabic linguistics but also skilled in pedagogy, classroom management, and student engagement. With the evolving educational landscape, they must continuously adapt, integrating modern teaching strategies while preserving the authenticity of Islamic education. Their dedication ensures that students gain both knowledge and character, preparing them to navigate the world with faith, wisdom, and integrity.

Extent of Teachers' Competency Level of ISAL Teachers

Table 2 presents the summary of the extent of teachers' competency level of ISAL teachers. The overall competency level of ISAL teachers, as reflected in the weighted mean of 4.79 with a verbal description of "Highly Competent," indicates a high standard of excellence in their teaching practices. This suggests that ISAL teachers are highly skilled in key areas such as classroom management, pedagogical skills, cultural competency, and subject knowledge.

It reveals that competency ensures that they can effectively engage students, create a positive learning environment, and deliver quality education that nurtures both academic and moral development. This high rating highlights their dedication and capability in shaping well-rounded learners, reinforcing the importance of ISAL education in fostering knowledge, values, and cultural identity.

Banks (2018) stressout that it enhanced teacher effectiveness fosters a deeper connection with the subject matter and better student outcomes. School administrators will benefit from this study by gaining a clearer understanding of teacher performance, which can inform recruitment, professional development programs, and overall school leadership strategies.

Table 2. Extent of teachers' competency level of ISAL teachers in terms of classroom management, pedagogical skills, cultural competency, and subject knowledge competency.

ISAL Teachers' Competence	Weighted Means	Verbal Description
Classroom management	4.79	Highly Competent
Pedagogical skills	4.72	Highly Competent
Cultural competency	4.83	Highly Competent
Subject knowledge competency	4.82	Highly Competent
OVER-ALL WEIGHTED MEAN	4.79	Highly Competent

Level	Range	Verbal Description
5	4.50 - 5.00	Highly Competent
4	3.50 - 4.49	Competent
3	2.50 - 3.49	Moderately Competent
2	1.50 - 2.49	Less Competent
1	1.00 - 1.49	Least Competent

Students' Learning in Diverse Educational Settings

In diverse educational settings, students' learning is shaped by various factors, including cultural diversity, language differences, socio-economic backgrounds, and individual educational needs. A supportive and inclusive learning environment allows students to thrive by embracing their unique identities while fostering mutual respect and understanding. Effective teaching strategies that cater to diverse learners, such as differentiated instruction and culturally responsive teaching, ensure that every child receives the support they need to succeed. When schools acknowledge and adapt to these differences, pupils become more engaged, confident, and equipped with the skills necessary to navigate an increasingly diverse world.

Level of Student Learning in Diverse Educational Settings

Table 3 presents the summary of students' learning levels in diverse educational settings, with a weighted mean of 4.77, verbally described as "Strongly Agree." This high rating indicates that students are thriving in classrooms that embrace cultural diversity, linguistic differences, socio-economic backgrounds, and varying educational needs. It suggests that the learning environment is inclusive, supportive, and responsive to the unique experiences of each student.

The result reveals that schools are successfully fostering a learning space where all students feel valued and empowered, regardless of their backgrounds. It highlights the effectiveness of teaching approaches that address individual learning needs, promote cultural awareness, and ensure equitable opportunities for academic success. As a result, students are more engaged, motivated, and prepared to navigate diverse social and educational landscapes with confidence and respect for others.

Shadid (2018), understanding and addressing the diverse educational needs of students is essential for fostering an inclusive and effective learning environment. Educational needs in ISAL settings are influenced by various factors, including the students' language proficiency, cultural backgrounds, previous exposure to Islamic studies, and socio-economic conditions.

Student Learning in Diverse Educational Settings	Weighted Means	Verbal Description
Cultural Diversity	4.81	Strongly Agree
Language	4.72	Strongly Agree
Socio-Economic	4.76	Strongly Agree
Educational Needs	4.77	Strongly Agree
OVER-ALL WEIGHTED MEAN	4.77	Strongly Agree

Level	Range	Verbal Description
5	4.50 - 5.00	Strongly Agree
4	3.50 - 4.49	Agree
3	2.50 - 3.49	Neutral
2	1.50 - 2.49	Disagree
1	1.00 - 1.49	Strongly Disagree

Table 3. Level of student learning in diverse educational settings in terms of cultural diversity, language, socio economic and educational needs.

Relationship with the ISAL Teachers' Competence and Students' Learning in Diverse Educational Settings

The third research problem focused on finding out the relationship of the ISAL Teachers' Competence and Students' Learning in Diverse Educational Settings,

Classroom Management and Cultural Diversity

Table 4 presents the correlation matrix showing the relationship between ISAL teachers' competence in classroom management and students' learning in diverse educational settings, specifically in terms of cultural diversity. The correlation coefficient (Cor. Coef.) is 0.119, with a probability value of 0.030. The p-value is less than 0.01 level of significance. Therefore, the hypothesis of the study was rejected.

The result suggests that as ISAL teachers improve their classroom management skills, pupils' learning in culturally diverse settings also benefits. While the correlation is relatively low, it is statistically significant, indicating that a well-managed classroom promotes an inclusive and respectful environment where students from different cultural backgrounds feel safe, valued, and engaged in learning.

The result suggests that ISAL teachers structured yet flexible classroom strategies that encourage cultural exchange, mutual respect, and active participation. Schools and teachers can further enhance this relationship by incorporating culturally responsive teaching methods, promoting inclusivity, and ensuring that classroom management approaches support a diverse and enriching learning experience for all students.

Aldanese and Limpot (2023) explored this relationship in public schools in Davao City, Philippines. Their study found significant correlations between differentiated instruction and student engagement, with classroom management serving as a full mediator. This suggests that effective classroom management can enhance the impact of differentiated instruction on student engagement.

Classroom Management and Language

Table 4 presents the correlation matrix showing the relationship between ISAL teachers' competence in classroom management and students' learning in diverse educational settings, particularly in terms of language. The correlation coefficient (Cor. Coef.) is 0.201, with a probability value of 0.000. The p-value is less than 0.01 level of significance. Therefore, the hypothesis of the study was rejected.

The result implies that effective classroom management by ISAL teachers contributes to better language learning outcomes for students. A well-structured and organized classroom creates an environment where students can focus on developing their language skills, actively participate in discussions, and engage in meaningful communication without unnecessary disruptions.

Al-Roubaie (2023), teaching Arabic as a second language (L2) involves a deep understanding of both grammar and the cultural context in which the language is used, especially in the context of Islamic studies. ISAL teachers must possess not only technical proficiency in Arabic grammar, syntax, and vocabulary but also an understanding of its application in religious and cultural texts.

Classroom Management and Socio-economic

Table 4 presents the correlation matrix showing the relationship between ISAL teachers' competence in classroom management and students' learning in diverse educational settings, particularly in terms of socio-economic factors. The correlation coefficient (Cor. Coef.) is 0.130, with a probability value of 0.018, indicating a statistically significant but modest positive relationship. The p-value is less than 0.01 level of significance. Therefore, the hypothesis of the study was rejected.

The result entails that effective classroom management by ISAL teachers plays a role in supporting students from different socio-economic backgrounds. A well-managed classroom provides structure, consistency, and an inclusive environment where all students regardless of their financial situation can focus on learning. This is especially important for students who may face challenges such as limited access to learning materials, unstable home environments, or financial constraints that impact their academic engagement.

Sirin (2015), socio-economic status is a strong predictor of academic performance, with students from higher SES backgrounds generally outperforming their peers from lower SES backgrounds.

Classroom Management and Educational Needs

Table 4 presents the correlation matrix showing the relationship between ISAL teachers' competence in classroom management and students' learning in diverse educational settings, specifically in terms of educational needs. The correlation coefficient (Cor. Coef.) is 0.129, with a probability value of 0.018, indicating a statistically significant but moderate positive relationship. The p-value is less than 0.01 level of significance. Therefore, the hypothesis of the study was rejected.

It signifies that effective classroom management by ISAL teachers contributes to meeting the diverse educational needs of pupils. A well-organized and structured classroom provides an environment where students with different learning styles, abilities, and special needs receive the necessary support to thrive. When ISAL teachers effectively manage their classrooms, they can implement differentiated instruction, adapt teaching methods, and provide targeted interventions that help all students, including those with learning difficulties or exceptional talents.

Al-Bakri (2019) Education is a fundamental right and a crucial factor in personal and societal development. Understanding education needs help in designing effective curricula, instructional strategies, and interventions to enhance learning outcomes.

Pedagogical Skills and Cultural Diversity

The correlation matrix in Table 4 shows the relationship between ISAL teachers' pedagogical skills and students' learning in diverse educational settings, specifically in terms of cultural diversity. The correlation coefficient (Cor. Coef.) is 0.242, with a probability value of 0.000, indicating a statistically significant and moderately strong positive relationship. The p-value is less than 0.01 level of significance, hence, the hypothesis was rejected.

This positive correlation suggests that the stronger the pedagogical skills of ISAL teachers, the better pupils learn in culturally diverse environments. ISAL Teachers with effective pedagogical skills can adapt their teaching methods to incorporate cultural responsiveness, making learning more engaging and inclusive for students from various backgrounds.

Nieto (2015) Cultural competency is a critical aspect of effective teaching, particularly in diverse educational settings where students come from varying cultural, religious, and linguistic backgrounds. ISAL teachers play a significant role in shaping students' learning experiences and outcomes.

Pedagogical Skills and Language

Presented the correlation matrix in Table 4 shows a significant positive relationship between ISAL teachers' pedagogical skills and students' learning in diverse educational settings, specifically in terms of language. The correlation coefficient (Cor. Coef.) is 0.228, with a probability of 0.000, indicating a strong and statistically significant relationship. The p-value is less than 0.01 level of significance, hence, the hypothesis was rejected.

The result reveals that the higher the pedagogical skills of ISAL teachers, the more effectively pupils develop their language proficiency. Pedagogical skills include the ability to design engaging lessons, use effective teaching strategies, and adapt instruction to meet the needs of diverse learners. Teachers who are skilled in pedagogy can create meaningful language learning experiences that enhance students' comprehension, communication, and fluency.

Recent studies highlight the importance for Asatidz to adopt student-centered teaching approaches that foster active learning, encourage critical thinking, and demonstrate cultural awareness (Syamsuddin, 2021).

Pedagogical Skills and Socio-Economic

Table 4 presents the correlation matrix showing the relationship between ISAL teachers' pedagogical skills and students' learning in diverse educational settings, specifically in terms of socio-economic factors. The correlation coefficient (0.161) with a probability value of (0.003) indicates a statistically significant positive relationship. The p-value is less than 0.01 level of significance, hence, the hypothesis was rejected.

It signifies that the stronger the pedagogical skills of ISAL teachers, the better students from different socio-economic backgrounds perform in their learning. Skilled teachers can adapt their teaching methods to accommodate the unique challenges faced by students from varying financial situations. For instance, they may use differentiated instruction, provide additional academic support, and integrate low-cost yet effective learning resources to ensure that no student is left behind.

Yusof and Othman (2021), despite these disparities, schools and policymakers can bridge the gap through targeted interventions, such as scholarship programs, community-based learning initiatives, and inclusive educational policies that ensure every child, regardless of socio-economic background, has an equal opportunity to succeed.

Pedagogical Skills and Educational Needs

The correlation matrix in Table 4 indicates a significant positive relationship between ISAL teachers' pedagogical skills and students' learning in diverse educational settings, particularly in addressing educational needs. The correlation coefficient (Cor. Coef.) is 0.204, with a probability value of 0.000, showing a strong and statistically significant connection. The p-value is less than 0.01 level of significance, hence, the hypothesis was rejected.

The result entails that the more skilled ISAL teachers are in their teaching methods, the better they can meet the diverse educational needs of their pupils. ISAL Teachers with strong pedagogical skills can effectively adapt their lessons to accommodate different learning styles, abilities, and challenges, ensuring that all students whether they need additional support or more advanced learning opportunities receive the education they require.

Al-Qarni (2020) educational needs is essential for fostering effective teaching and learning environments. Addressing these needs requires a multifaceted approach, incorporating policy changes, instructional innovations, and inclusive practices. Future research should explore the impact of emerging technologies and educational reforms on evolving learning needs.

Cultural Competence and Cultural Diversity

The correlation matrix in Table 4 shows a significant positive relationship between ISAL teachers' cultural competence and students' learning in diverse educational settings, specifically in terms of cultural diversity. The correlation coefficient (Cor. Coef.) is 0.231, with a probability value of 0.000, indicating a strong and statistically significant connection. The p-value is less than 0.01 level of significance. Therefore, the hypothesis of the study was rejected.

It signifies that ISAL teachers who demonstrate a high level of cultural competence create an environment where pupils thrive in culturally diverse settings. ISAL Teachers with strong cultural competence understand, respect, and integrate diverse traditions, values, and perspectives into their teaching. As a result, students feel more included, valued, and engaged in their learning experiences.

Cultural diversity refers to the presence of multiple cultural groups within a society, classroom, or educational setting. Cultural diversity is particularly relevant as these subjects often intersect with students' religious beliefs, ethnic backgrounds, and cultural practices (Almazroa, 2016).

Cultural Competence and Language

The correlation matrix in Table 4 shows a positive and statistically significant relationship between ISAL teachers' cultural competence and students learning in language. The correlation coefficient (Cor. Coef.) is 0.150, with a probability of 0.006, indicating a meaningful connection. The p-value is less than 0.01 level of significance, hence, the hypothesis was rejected.

The result entails that ISAL teachers who possess strong cultural competence create an environment that enhances students' language learning. When ISAL teachers understand and respect cultural backgrounds, they can use teaching methods that are more relatable and engaging for students, making language acquisition more effective. By incorporating culturally relevant examples, multilingual resources, and inclusive communication strategies, teachers help students feel more comfortable and confident in learning new languages.

Cummins (2020) emphasized that language competency in academic settings is linked to the cognitive development of students, especially in disciplines such as religious studies and philosophy, where students are required to engage with complex texts. Teachers who have a strong command of the Arabic language can guide students through the interpretation of religious texts, helping them develop not only linguistic skills but also intellectual skills such as analysis, interpretation, and synthesis.

Cultural Competence and Socio-economic

The correlation matrix in Table 4 reveals a significant positive relationship between ISAL teachers' cultural competence and students' learning in diverse educational settings, particularly in relation to socio-economic factors. The correlation coefficient (Cor. Coef.) is 0.229, with a probability value of 0.000, indicating a strong and statistically significant connection. The p-value is less than 0.01 level of significance, hence, the hypothesis was rejected.

This strong positive correlation suggests that ISAL teachers with high cultural competence are more effective in supporting students from diverse socio-economic backgrounds. ISAL Teachers who understand and acknowledge socio-economic diversity are better equipped to create inclusive learning environments that address the challenges faced by students from different financial situations. They can implement equitable teaching strategies, provide additional support to disadvantaged students, and foster a classroom culture where every child feels valued, regardless of their economic status.

Al-Khater (2019) reported that students from lower SES backgrounds may require more personalized support and attention to bridge gaps in their academic performance.

Cultural Competence and Educational Needs

The correlation matrix in Table 4 reveals a significant positive relationship between ISAL teachers' cultural competence and students' learning in diverse educational settings, particularly in terms of addressing educational needs. The correlation coefficient (Cor. Coef.) is 0.247, with a probability value of 0.000, indicating a strong and statistically significant connection. The p-value is less than 0.01 level of significance, hence, the hypothesis was rejected.

The result suggests that ISAL teachers with high cultural competence are better able to meet the diverse educational needs of their pupils. When ISAL teachers understand and respect different cultural backgrounds, they can implement inclusive teaching strategies that cater to varying learning styles, abilities, and challenges. Cultural competence allows teachers to create adaptive and student-centered learning environments where all pupils feel recognized and supported.

Subject Knowledge Competency and Cultural Diversity

The correlation matrix in Table 4 reveals a significant positive relationship between ISAL teachers' subject knowledge competency and students' learning in diverse educational settings, particularly in terms of cultural diversity. The correlation coefficient (Cor. Coef.) is 0.261, with a probability value of 0.000, indicating a strong and statistically significant connection. The p-value is less than 0.01 level of significance, hence, the hypothesis was rejected.

This strong correlation suggests that ISAL teachers who possess deep subject knowledge are more effective in fostering cultural diversity awareness among their pupils. When ISAL teachers have a strong command of their subject matter, they can incorporate culturally diverse perspectives into their lessons, making learning more inclusive and meaningful. This allows students to develop a broader understanding of different cultures, traditions, and worldviews, promoting respect and appreciation for diversity.

Subject Knowledge Competency and Language

The correlation matrix in Table 4 indicates a positive and statistically significant relationship between ISAL teachers' subject knowledge competency and students' learning in language. The correlation coefficient (Cor. Coef.) is 0.158, with a probability value of 0.004, showing a meaningful connection. The p-value is less than 0.01 level of significance, hence, the hypothesis was rejected.

This positive correlation suggests that ISAL teachers with strong subject knowledge are better equipped to enhance pupils' language learning. When ISAL teachers have a deep understanding of their subject matter, they can explain concepts more effectively, use appropriate linguistic structures, and incorporate engaging, content-rich discussions that support language development. Strong subject knowledge also enables teachers to provide clear explanations, correct misconceptions, and encourage students to use language accurately and confidently.

Al-Bakri (2019) accentuated that teachers who have a strong command of the Arabic language can guide students through the interpretation of religious texts, helping them develop not only linguistic skills but also intellectual skills such as analysis, interpretation, and synthesis.

Subject Knowledge Competency and Socio-economic

The correlation matrix in Table 4 indicates a significant positive relationship between ISAL teachers' subject knowledge competency and students' learning in diverse educational settings, particularly in relation to socio-economic factors. The correlation coefficient (Cor. Coef.) is 0.217, with a probability value of 0.000, signifying a strong and statistically significant connection. The p-value is less than 0.01 level of significance, hence, the hypothesis was rejected.

The result suggests that ISAL teachers with strong subject knowledge role in supporting students from diverse socio-economic backgrounds. ISAL Teachers who deeply understand their subject can deliver high-quality instruction that benefits all learners, regardless of their financial situation. A well-informed teacher can also adapt their lessons to be more accessible, ensuring that students who may lack resources at home still receive quality education and the necessary academic support.

Hassan and Jamal (2017) emphasized that teachers who are aware of the socio-economic factors affecting their students can adapt their teaching strategies to better meet their needs, improving overall engagement and academic success.

Subject Knowledge Competency and Educational Needs

The correlation matrix in Table 4 shows a strong positive relationship between ISAL teachers' subject knowledge competency and students' learning in diverse educational settings, particularly in addressing educational needs. The correlation coefficient (Cor. Coef.) is 0.282, with a probability value of 0.000, indicating a statistically significant and meaningful connection. The p-value is less than 0.01 level of significance, hence, the hypothesis was rejected.

The result entails that ISAL teachers who possess deep subject knowledge are better equipped to meet the diverse educational needs of their pupils. When teachers have a solid understanding of their subject, they can modify their teaching methods, provide differentiated instruction, and offer targeted interventions to support students with varying learning abilities and challenges. A well-informed teacher can create engaging and effective lessons that cater to students' individual needs, ensuring that every learner regardless of their academic level receives appropriate support.

Moreover, economic hardships can create stress and instability at home, impacting students' concentration, motivation, and emotional well-being. On the other hand, children from well-off families typically benefit from private schooling, extracurricular activities, and individualized support, providing them with a competitive edge in education (Shadid, 2018).

Table 4 Correlation matrix showing the relationship between the ISAL teachers' competence and pupils' learning in diverse educational settings.

<i>Spearman Rho</i>					
Teachers' Competence		Cultural Diversity	Language	Socio-economic	Educational Needs
Classroom Management	Cor. Coef.	0.119*	0.201**	0.130*	0.129*
	Probability	0.030	0.000	0.018	0.018
Pedagogical Skills	Cor. Coef.	0.242**	0.228**	0.161**	0.204**
	Probability	0.000	0.000	0.003	0.000
Cultural Competence	Cor. Coef.	0.231**	0.150**	0.229**	0.247**
	Probability	0.000	0.006	0.000	0.000
Subj. knowledge Competency	Cor. Coef.	0.261**	0.158**	0.217**	0.282**
	Probability	0.000	0.004	0.000	0.000

**.Correlation is significant at the 0.01 level.

*.Correlation is significant at the 0.05 level.

Influence of the ISAL Teachers' Competence on the Pupils' Learning in Diverse Educational Settings

Presented in table 5 the summary of the influence of the ISAL teachers' competence on the pupils' learning in diverse educational settings. The significant influence of subject knowledge competency and classroom management on pupils' learning in diverse educational settings, schools and educational institutions must prioritize ongoing professional development for ISAL teachers. Strengthening content mastery, instructional strategies, and classroom management techniques can lead to better student engagement and improved learning outcomes.

Additionally, structured mentoring programs, collaborative lesson planning, and access to updated teaching resources can further enhance teachers' effectiveness.

Abdullah (2015) highlights, teaching Islamic Studies and Arabic Language in such settings requires not just subject-matter expertise but also a deep understanding of the classroom's cultural, social, and linguistic diversity. Teachers must be prepared to bridge the gap between students' experiences and the learning content, ensuring that every student can relate to and benefit from the curriculum.

Table 5. Influence of the ISAL Teachers' Competence on the Pupils' Learning in Diverse Educational Settings

ISAL Teachers' Competence	Cultural Diversity		Language		Socio-economic		Educational Needs	
	t-value	Prob.	t-value	Prob.	t-value	Prob.	t-value	Prob.
Classroom Management	-2.032	0.043*	2.085	0.040*	-1.556	0.121	-1.437	0.152
Pedagogical Skills	1.909	0.050*	1.055	0.292	.991	0.322	0.021	0.983
Cultural Competency	0.811	0.418	-0.518	0.605	.967	0.334	1.521	0.129
Subject Knowledge Competency	0.907	0.365	0.354	0.724	-.518	0.605	1.913	0.048*
R ²	0.038		0.040		0.010		0.040	
F – Value	3,207		3.998		0.884		3.404	
Probability	0.013*		0.010*		0.498 ^{ns}		0.010*	

*.Correlation is Significant at 0.05 level.

**.Correlation is significant at 0.01 level

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