



Pedagogical Mechanisms Associated with the Manifestation of Transformative Competencies in Arabic Language Learning: A Multiple-Case Study in Malang, Indonesia

الآليات التربوية المرتبطة بتجلي الكفاءات التحويلية في تعلم اللغة العربية: دراسة حالات

متعددة في مالانج، إندونيسيا

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ABSTRACT

This study examines how pedagogical mechanisms are associated with the manifestation of Transformative Competencies 2030 in Arabic language learning at Madrasah Aliyah in Malang, Indonesia. Using a qualitative multiple-case study, the research located in MAN 2 Kota Malang and MA Nurul Ulum Kota Malang, representing public and private institutional contexts. Data were collected through classroom observations, semi-structured interviews, document analysis, and a supporting questionnaire involving 83 students, and analyzed through within-case and cross-case analysis. The research indicate that transformative competencies became visible through context-responsive pedagogical mechanisms that created opportunities for meaningful learning, learner agency, and co-agency. Creating New Value was manifested through students' reinterpretation and application of existing Arabic knowledge; Reconciling Tensions and Dilemmas through perspective-taking, dialogue, negotiation, and constructive responses to differences; and Taking Responsibility through students' recognition of learning needs and strategic use of teachers, peers, and additional learning resources. Although the two madrasahs followed different contextual pathways, both provided conditions for transformative competency manifestations. The study provides an empirically grounded account of how transformative competencies become observable through ordinary Arabic language learning activities rather than through a separate competency-oriented programme. Theoretically, it connects the OECD framework with learner agency, co-agency, and institutionally situated learning contexts. Practically, it suggests that Arabic teachers can create transformative learning opportunities by organizing contextual, participatory, collaborative, and adaptive learning environments.

Keywords: Pedagogical mechanisms; Arabic language learning; Transformative Competencies 2030

مستخلص البحث

تهدف هذه الدراسة إلى الكشف عن كيفية ارتباط الآليات التربوية بتجلي الكفاءات التحويلية لعام ٢٠٣٠ في تعلم اللغة العربية لدى طلبة المدارس الثانوية الإسلامية بمدينة مالانج في إندونيسيا. واعتمدت الدراسة منهجاً نوعياً من خلال تصميم دراسة حالات متعددة، وشملت المدرسة الثانوية الإسلامية الحكومية الثانية بمدينة مالانج ومدرسة نور العلوم الثانوية الإسلامية بمدينة مالانج، بوصفهما يمثلان سياقين مؤسسين حكوميين. وخصوصاً، جُمعت البيانات من خلال الملاحظة الصفية، والمقابلات شبه المنظمة، وتحليل الوثائق، والاستبانة الداعمة التي شملت ٨٣ طالباً، ثم خلّلت البيانات داخل كل حالة وعبر الحالات. أظهرت النتائج أن الكفاءات التحويلية أصبحت ظاهرة من خلال آليات تربوية مستجيبة للسياق أتاحت فرصاً للتعلم ذي المعنى، وفاعلية المتعلم، والفاعلية المشتركة. وتجلّت كفاءة إبداع قيمة جديدة من خلال إعادة تفسير المعرفة العربية وتطبيقها، وتجلّت كفاءة التوفيق بين التوترات والمعضلات من خلال مراعاة وجهات النظر والحوار والتفاوض والاستجابة البناءة للاختلافات، بينما تجلّت كفاءة تحمّل المسؤولية من خلال إدراك الطلبة لحاجاتهم التعليمية واستخدامهم الاستراتيجي لمصادر الدعم. وعلى الرغم من اختلاف المسارات السياقية في المدرستين، فقد وفّر كلاهما شروطاً لظهور الكفاءات التحويلية في ممارسات تعلم اللغة العربية اليومية. وتقدّم الدراسة تفسيراً تجريبياً يربط إطار منظمة التعاون والتنمية في الميدان الاقتصادي بفاعلية المتعلم والفاعلية المشتركة والسياق المؤسسي، وتقترح بناء بيئات

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INTRODUCTION

Technological development, globalization, and social complexity conditions have transformed the demands placed on education in the twenty-first century. Education is expected not only to equip students with disciplinary knowledge and technical skills but also to prepare them to navigate uncertainty, respond to change, understand diverse perspectives, interact respectfully with others, and act responsibly. This shift calls for a broader conception of competencies that integrates knowledge and skills with attitudes and values, enabling learners to contribute to individual and collective well-being in an interconnected and changing world. In this perspective, future-oriented education is not limited to anticipating new knowledge or occupational demands; it also concerns how learners use what they know in situations that are uncertain, socially complex, and not fully predetermined (OECD, 2018).

As a response to these challenges, the OECD developed the Learning Compass 2030 as an evolving framework for future-oriented education. The framework places learner agency at the centre of learning, emphasizing students' capacity and willingness to set goals, reflect on experiences, and act responsibly. Agency is exercised within social relationships through co-agency, in which students interact and work with teachers, peers, families, and communities within a broader learning ecosystem. Building on these principles, the OECD identifies three Transformative Competencies 2030: Creating New Value, Reconciling Tensions and Dilemmas, and Taking Responsibility. These competencies involve generating new ideas and solutions, responding constructively to competing perspectives and complex situations, and making responsible decisions and taking responsible action. Importantly, the Learning Compass is globally informed but intended to be locally contextualized; therefore, the pedagogical expression of these competencies can legitimately differ across institutional and cultural settings (OECD, 2019).

Those competencies require more than competency-oriented learning objectives; they depend on educational practices that allow students to mobilize knowledge, skills, attitudes, and values through reflection, anticipation, and action. The OECD therefore emphasizes translating transformative competencies into curriculum and pedagogical practices that enable students to engage with unfamiliar situations, explore alternatives,

collaborate, and make responsible decisions. Curriculum implementation consequently involves not just delivering predetermined content but also creating learning environments in which curriculum intentions can be translated into meaningful learning experiences. This implication is particularly important when curriculum frameworks provide broad goals that teachers must interpret and adapt to learners, available resources, and institutional conditions. Curriculum flexibility can thus function as an implementation condition through which common educational aspirations are connected with context-sensitive pedagogical decisions (OECD, 2024). In the Indonesian madrasah context, this flexibility is operationalized through national curriculum guidance that provides a common framework while allowing madrasahs to organize implementation according to their institutional conditions (Kementerian Agama Republik Indonesia, 2024).

This pedagogical orientation is particularly relevant to Arabic language learning because language learning involves more than acquiring linguistic knowledge but also using language meaningfully in interaction, inquiry, and communication. Recent research in an Indonesian madrasah context shows a movement toward learner-centred Arabic instruction in which teachers function as facilitators and learning designers. The integration of digital platforms and deep-learning approaches was found to support student participation, reflective collaboration, and meaningful Arabic learning. Research on contextual teaching in Arabic language learning similarly indicates that connecting language activities with meaningful contexts can strengthen students' opportunities to use Arabic in oral and written communication. These findings suggest that the potential of Arabic language learning to support broader competencies depends substantially on the pedagogical conditions created within the learning environment (Asyari et al., 2025). Research on contextual Arabic teaching likewise indicates that connecting learning activities with meaningful contexts can strengthen students' use of Arabic for communication (Haryono & Hikmah, 2023). The national learning-outcome framework for Arabic likewise positions the subject as communicative and oriented toward the meaningful use of language rather than the acquisition of linguistic forms alone (Direktur Jenderal Pendidikan Islam, 2024).

Student agency provides an important lens for understanding these pedagogical conditions. In language learning, agency involves students' capacity to make purposeful choices, regulate engagement, use available resources, and respond to learning challenges. Such agency is shaped by learning designs, teacher support, participation

opportunities, and access to resources. Because learning is relational, co-agency is also important for understanding how students exercise agency through interaction and collaboration with teachers and peers. Pedagogical mechanisms therefore concern how activities, interactions, support, and participation are organized so that students can exercise agency and co-agency within meaningful learning experiences (Zhou et al., 2025; Hennebry-Leung et al., 2023). A systematic review likewise cautions that agency should be treated as a substantive analytical concept rather than a generic label for student activity (Inouye et al., 2023).

Recent studies have begun to examine how transformative competencies can be supported through particular educational experiences and pedagogical contexts. In Indonesian Islamic education, Junaedi et al. (2024) examined the relationship between religious moderation, collaborative educational practices, and transformative competencies in an Islamic boarding-school context. Similarly, van Wieringen and Schuitmaker-Warnaar (2026), through a qualitative case study of Placemaking education, showed how authentic, challenge-driven, collaborative, and reflective learning experiences can support transformative learning. Together, these studies suggest that transformative competencies are more meaningfully examined through educational experiences involving interaction, collaboration, reflection, and engagement with authentic contexts than through knowledge transmission alone. They also indicate the importance of examining the pedagogical and social conditions through which competency manifestations become visible in students' learning practices (Junaedi et al., 2024; van Wieringen & Schuitmaker-Warnaar, 2026).

Although these studies have expanded understanding of transformative competencies, learner agency, co-agency, and meaningful learning, limited empirical attention has been given to how pedagogical mechanisms connect these processes with the three transformative competencies in Arabic language learning at the Madrasah Aliyah level. This gap is particularly relevant because Arabic learning takes place within diverse institutional and cultural environments. Recent studies indicates that learner-centred Arabic pedagogy can support meaningful learning and student agency, while collaborative Arabic learning emphasizes teacher facilitation, interaction, and social conditions. The present study therefore examines the intersection between transformative-competency research and Arabic language pedagogy through a multiple-case analysis of two Madrasah Aliyah in Malang City (Asyari et al., 2025; Simon et al.,

2025).

Based on this gap, this study aims: How are pedagogical mechanisms in Arabic language learning associated with the manifestation of Transformative Competencies 2030 among Madrasah Aliyah students? The study aims to explain how pedagogical mechanisms, meaningful learning experiences, learner agency, and co-agency are connected with the manifestation of Creating New Value, Reconciling Tensions and Dilemmas, and Taking Responsibility across two Madrasah Aliyah in Malang City, East Java, Indonesia. By examining two institutionally different cases, the study also seeks to identify both shared pedagogical patterns and context-specific pathways through which these competencies become visible in Arabic language learning.

RESEARCH METHOD

This research used a qualitative multiple-case study design to examine pedagogical mechanisms associated with the manifestation of Transformative Competencies 2030 in Arabic language learning. The study was conducted at two Madrasah Aliyah in Malang City, East Java, Indonesia: MAN 2 Kota Malang, a public Islamic senior high school, and MA Nurul Ulum Kota Malang, a private Islamic senior high school. The cases were selected purposively to provide institutional variation and enable analytical comparison between public and private madrasah contexts. MAN 2 Kota Malang was retained as the public case, while MA Nurul Ulum was selected as the private case because of its established educational profile and its integration of formal Arabic learning with the pesantren environment. This contrast provided an analytically useful basis for examining how similar transformative orientations were manifested through different institutional and pedagogical configurations. The purpose of case selection was not statistical representation of all Madrasah Aliyah but analytical comparison across contrasting contexts.

Student perspectives were obtained through interviews with five students at MAN 2 Kota Malang, comprising two students from Grade XI Bahasa and three from Grade XI Keagamaan, while student perspectives at MA Nurul Ulum were examined through classroom observations, questionnaire responses, and documentary evidence. The questionnaire involved 83 students across the two madrasahs, comprising 35 students from MAN 2 Kota Malang and 48 from MA Nurul Ulum Kota Malang.

Data were collected through direct non-participant classroom observation, semi-structured interviews, document analysis, and a Likert-scale questionnaire.

Observations were conducted at MAN 2 Kota Malang from 29–31 July 2025 and at MA Nurul Ulum Kota Malang from 17–19 March 2025, focusing on Arabic learning activities, teacher–student interaction, individual and collaborative student activities, instructional methods and media, student responses, and assessment and feedback. Semi-structured interviews were conducted using interview guidelines that allowed follow-up questions according to participants’ responses. Interviews were audio-recorded and transcribed for analysis. Document analysis was used to corroborate evidence from interviews and observations, while the questionnaire provided supporting information about students’ perceptions, learning experiences, and reflections related to Transformative Competencies 2030.

To strengthen interpretive credibility, evidence from interviews, classroom observations, documentary materials, and questionnaire responses was compared within and across the two cases. The questionnaire was used as supporting evidence rather than as a standalone quantitative measure. Because the study did not use statistical sampling or a psychometric instrument as its primary design, qualitative adequacy was considered through the convergence and complementarity of the available evidence across data sources and cases rather than through a claim of statistical generalizability. The absence of student interviews at MA Nurul Ulum was treated as a fieldwork limitation and addressed through triangulation with the other available sources.

Questionnaire Development and Construct Mapping

The questionnaire was researcher-developed rather than adapted from an existing instrument. Its 33 items were constructed from the study’s indicator framework and informed by the OECD conceptualization of the three Transformative Competencies 2030: Creating New Value, Reconciling Tensions and Dilemmas, and Taking Responsibility. The questionnaire used a four-point Likert-type response scale consisting of strongly agree, agree, disagree, and strongly disagree. Before administration, the instrument was reviewed and validated through consultation with the researcher’s supervisors and lecturers, focusing on the relevance, clarity, and alignment of the items with the three competency domains. Because the questionnaire was used as supporting evidence within a qualitative multiple-case study rather than as a standalone quantitative measurement instrument, no statistical reliability coefficient was calculated or used to interpret the qualitative findings. The final analytical mapping consisted of 12 items for Creating New Value, 11 items for Reconciling Tensions and Dilemmas, and 10

items for Taking Responsibility. The distribution was based on conceptual correspondence between item content and the respective competency indicators rather than on an imposed equal number of items across constructs.

Table 1. Questionnaire Item Mapping Across the Three Transformative Competencies

No	Transformative Competency	Item Numbers	No. of Items
1	Creating New Value	4, 5, 8, 9, 13, 17–23	12
2	Reconciling Tensions and Dilemmas	10–12, 14–16, 25–29	11
3	Taking Responsibility	1–3, 6–7, 24, 30–33	10
Total		1–33	33

Source: Authors' analysis of the researcher-developed questionnaire and OECD competency indicators.

The questionnaire was used as supporting evidence within the qualitative multiple-case study rather than as a standalone quantitative measurement instrument.

Data analysis followed the interactive model of Miles, Huberman, and Saldana, consisting of data condensation, data display, and conclusion drawing and verification. Interview transcripts, observation notes, and documentary evidence were coded and thematically categorized according to the research focus. Analysis was first conducted within each case and then through cross-case comparison to identify convergent and divergent patterns. The analysis focused on relationships among pedagogical mechanisms, meaningful learning experiences, learner agency, co-agency, and the three Transformative Competencies 2030. Questionnaire findings were used as supporting evidence to corroborate the qualitative interpretation rather than as a separate quantitative analysis. The use of within-case and cross-case analysis was intended to preserve the particularity of each madrasah while allowing analytically relevant similarities and differences to be identified across cases (Miles et al., 2020).

RESULT AND DISCUSSION

Context-Responsive Pedagogical Mechanisms in Arabic Language Learning

The findings indicate that pedagogical mechanisms in the two Madrasah Aliyah were not centred on a single teaching method but on combinations of adaptive and learner-oriented practices. Teachers translated curriculum intentions into classroom activities by adjusting strategies, materials, interaction patterns, participation opportunities, and feedback to students' characteristics and institutional contexts. Across

both cases, this responsiveness created opportunities for active participation, collaboration, and meaningful Arabic learning. Responsiveness was therefore understood as a mechanism linking curriculum intentions with classroom realities (Yahya et al., 2025). The teachers' ability to adapt learning materials and instructional decisions also draws on their command of Arabic content knowledge (Ulum et al., 2023).

At MAN 2 Kota Malang, context-responsive pedagogy was particularly evident in the adaptation of instructional strategies to differences in students' academic characteristics, interests, and learning orientations. The teacher reported using different approaches across classes and adjusting instruction according to students' characteristics. Classroom observations and interviews also indicated the use of contextual examples, digital resources, and technological facilities, while differences in students' prior abilities required the teacher to identify learning needs and adjust instruction during classroom activities. Thus, pedagogical adaptation at MAN 2 involved an ongoing alignment between instructional decisions, learner characteristics, and available learning resources rather than merely varying teaching techniques. This finding is important because it shows that differentiation operated as an interpretive process: teachers did not simply select different methods in advance, but responded to evidence of students' needs during learning. Such responsiveness creates space for students to participate and use available resources while retaining teacher guidance as an important source of structure (Rahmawati et al., 2024).

At MA Nurul Ulum Kota Malang, context-responsive pedagogy was manifested through the adaptation of learning materials and the use of the pesantren environment as an extended learning context. Teachers did not rely exclusively on existing worksheets but selected and modified materials according to students' comprehension and learning needs. This responsiveness was reinforced by extracurricular and religious activities such as *muhadatsah*, *masrahiyyah*, and *kitab kuning*, which provided additional opportunities for Arabic use beyond formal classroom instruction. The combination of teacher adaptation and the pesantren learning environment indicates that pedagogical responsiveness at MA Nurul Ulum was shaped by the distinctive institutional and cultural context of the madrasah. This finding also resonates with research in Islamic boarding-school education showing that transformative competencies can be cultivated through social, collaborative, and value-oriented educational practices embedded in the wider institutional environment (Sanusi et al., 2024). Research in an Indonesian

pesantren/non-pesantren comparison likewise highlights the importance of learning intensity, language practice, and supportive learning environments in shaping Arabic learning outcomes (Annisa et al., 2025).

An Arabic language teacher at MA Nurul Ulum explained that an important aim was how students could use Arabic to support their understanding of Islamic sciences: “What matters is how they can use Arabic to help them understand Islamic sciences” [translated by the authors] (Arabic language teacher, MA Nurul Ulum Kota Malang, interview, 17 March 2025). This statement illustrates that students’ application of Arabic knowledge was connected to the wider intellectual context of the pesantren rather than confined to formal language exercises.

The cross-case comparison shows different but complementary pathways of context-responsive pedagogy. MAN 2 emphasized differentiated classroom practices, digital resources, and adaptation to differences in students’ prior learning experiences, whereas MA Nurul Ulum more strongly connected classroom learning with the pesantren environment. Both cases nevertheless adapted activities, resources, and interactions so that students could participate actively. Contextual variation therefore shaped the pedagogical pathway without changing the broader orientation toward active and meaningful learning (Mursyidan et al., 2025).

Meaningful Learning Experiences, Student Agency, and Co-Agency

The findings show that meaningful learning experiences emerged when students participated actively in varied, interactive, and collaborative Arabic learning activities. Discussions, group work, language games, presentations, and collaborative problem-solving were perceived as more engaging and supportive of understanding than learning dominated by continuous teacher explanation. Classroom observations similarly showed participation, interaction, collaboration, contextual activities, and feedback. Meaningful learning was therefore not defined simply by students’ enjoyment but by opportunities to participate, communicate, collaborate, and make sense of Arabic language content in context. This interpretation is consistent with research emphasizing contextual Arabic learning and with recent literature showing that collaborative learning in Indonesian Arabic instruction depends on interaction, teacher facilitation, feedback, and opportunities for learners to work toward shared learning goals (Simon et al., 2025).

The relational character of learning was also evident at MA Nurul Ulum. The Arabic language teacher noted, “They really like group tasks. They often ask questions, but there still has to be supervision” [translated by the authors] (Arabic language teacher,

MA Nurul Ulum Kota Malang, interview, 17 March 2025). The statement illustrates reciprocal participation supported by teacher guidance rather than independent learning without instructional structure.

Student agency was reflected in how students responded to learning difficulties and took initiative in managing their learning. Students sought clarification from teachers, discussed problems with peers, and used digital resources when additional explanations were needed. These practices indicate agency because students identified learning difficulties, selected available resources, and acted to address them rather than relying exclusively on teacher instruction. Agency nevertheless remained relational and context-dependent, emerging within support from teachers, peers, and available learning resources. This interpretation is consistent with second-language research on learners' strategic use of linguistic and contextual resources and with Arabic learning research on self-regulated practices (Hsieh et al., 2022; Jang, 2022; Albantani et al., 2022).

Student agency was enacted within relational learning environments, indicating the presence of co-agency among students, teachers, and peers. Co-agency is particularly relevant when individual agency is expanded through reciprocal meaning-making and shared activity (Singh & Engeness, 2025). Classroom activities involved teacher–student interaction, peer collaboration, group work, discussion, feedback, and reciprocal assistance. Students could seek clarification from teachers, consult peers, exchange ideas, and work together on learning tasks, while teachers adjusted support according to students' needs. Co-agency was therefore evident not simply because students worked together, but because their capacity to act was shaped through reciprocal relationships in which teachers provided guidance and students responded, participated, and contributed to shared learning activities. This distinction is important because collaboration alone does not necessarily constitute co-agency; the present findings point to reciprocal participation in which individual initiative and social support mutually shape learning activity (Sun & Ruohotie-Lyhty, 2023).

Across the two madrasahs, meaningful learning, learner agency, and co-agency followed different contextual pathways but shared a relational orientation. At MAN 2, agency was supported through differentiated activities, teacher guidance, peer interaction, and digital resources, whereas at MA Nurul Ulum it was additionally reinforced by the pesantren environment and opportunities for Arabic use beyond formal classroom learning. In both cases, students' initiatives interacted with

pedagogical and social resources available in the learning environment. This pattern supports the OECD emphasis on agency as exercised within an ecosystem of relationships rather than as an isolated individual attribute (OECD, 2019; OECD, 2024).

The main similarities and contextual differences identified across the two madrasahs are summarized in Table 2.

Table 2. Cross-Case Characteristics of Arabic Language Learning

No	Dimension	MAN 2 Kota Malang	MA Nurul Ulum Kota Malang
1	Curricular and pedagogical context	Curriculum implementation supported by structured planning, adaptive teaching strategies, differentiated learning, and varied learning resources	Curriculum implementation integrated with the academic and educational traditions of the pesantren
2	Learning approach	Interactive, varied, contextual, and responsive to students' different learning needs	Interactive and contextual, supported by continuous academic and pesantren-based learning activities
3	Teacher role	Facilitator who adopts learning strategies to students' characteristics and learning needs	Facilitator and learning guide within an integrated madrasah–pesantren environment
4	Meaningful learning experiences	Discussion, collaboration, presentation, digital resources, contextual tasks, and opportunities for independent learning	Collaborative learning, contextual activities, peer interaction, and continued learning beyond formal classroom instruction
5	Student agency	Students seek assistance, use additional resources, repeat materials, express opinions, and manage aspects of their learning	Students seek assistance, learn with peers, practise Arabic, and participate in academic and pesantren activities

6	Co-agency	Teacher guidance and peer collaboration within classroom and school activities	Teacher–student and peer relationships reinforced by intensive pesantren interaction
7	Learning environment	Madrasah environment supported by classroom learning, digital resources, and the Ma’had/asrama program	Integrated madrasah and pesantren environment with extended academic, religious, and social interaction
8	Key contextual characteristic	Pedagogical adaptation and structured learning supported by diverse resources	Continuity between formal learning and pesantren culture

Source: Authors’ analysis of interview, observation, questionnaire, and documentary data.

Table 2 shows that the two madrasahs shared an orientation toward active, contextual, and collaborative Arabic learning while differing in the institutional conditions through which these practices were organized. These differences provide the contextual basis for interpreting how the three transformative competencies were manifested across the cases. The table also indicates that agency and co-agency were supported by somewhat different resource configurations: digital and school-based resources were prominent at MAN 2, while the continuity between formal learning and pesantren activities was more prominent at MA Nurul Ulum. The cross-case interpretation therefore treats institutional context as a condition that shapes pedagogical pathways rather than as a variable that determines a single outcome (Nuzula & Muflihah, 2024).

Manifestation of Transformative Competencies 2030

1. Creating New Value

The findings indicate that Creating New Value was manifested through students’ opportunities to generate ideas, explore alternatives, and apply Arabic language knowledge in contextual situations. Across the two madrasahs, discussion, collaborative tasks, presentations, creative activities, and digital resources enabled students to move beyond simply reproducing linguistic information. At MAN 2, these opportunities were supported by varied activities and digital resources, while at MA Nurul Ulum they were reinforced by contextualized materials and the broader pesantren environment. Creating New Value therefore appeared less as the production of entirely novel products than as

students' capacity to reinterpret knowledge, formulate ideas, and apply learning in different situations. This interpretation is consistent with the OECD conception of Creating New Value as involving creativity, questioning established approaches, collaboration, and the application of ideas or solutions to problems. In the present cases, the competency was visible at the level of students' learning actions rather than as evidence of large-scale innovation (Park, 2022).

A concrete example was reported by an Arabic language teacher at MAN 2 Kota Malang: "When we give them a reading text or a grammar rule, they give examples. Or they adapt a text to make a similar text, but modified. For Arabic lessons, it is still at that level" [translated by the authors] (Arabic language teacher, MAN 2 Kota Malang, interview, 29 July 2025). This example shows that Creating New Value was observable in students' modification and reapplication of existing language material rather than in the production of entirely novel products.

The learning environments strengthened these opportunities in different ways. At MAN 2, digital resources and varied instructional activities expanded how students accessed and communicated information. At MA Nurul Ulum, the pesantren environment provided additional opportunities to encounter and use Arabic beyond regular classroom instruction. The significance of these resources lay in how teachers incorporated them into learning experiences that enabled students to apply and reinterpret knowledge, rather than in the resources themselves (Muthmainnah et al., 2024; Rahmah et al., 2024).

2. Reconciling Tensions and Dilemmas

Reconciling Tensions and Dilemmas was reflected in students' experiences of dealing with differences in learning abilities, educational backgrounds, personal characteristics, and perspectives. In both madrasahs, such differences became part of classroom interaction, particularly during collaborative work, discussion, and problem-solving. Teachers responded by adapting instructional strategies and fostering mutual respect, tolerance, empathy, and social responsibility. These conditions provided students with opportunities to encounter different perspectives, adjust their responses, and work toward constructive solutions rather than simply avoid disagreement. Such experiences are compatible with the OECD view that reconciling tensions requires learners to recognize competing perspectives and balance apparently incompatible demands rather than reduce complex situations to a single position (OECD, 2019).

This competency was particularly visible in students' responses to differences of

opinion and understanding. At MAN 2, students were encouraged to acknowledge differing views, discuss them, and seek an acceptable resolution, while students who had understood the material were encouraged to assist peers who were still experiencing difficulties. Such interactions demonstrate perspective-taking, openness to alternative views, and reciprocal problem-solving. The evidence therefore suggests that collaborative Arabic learning provided a practical setting in which students could negotiate differences and balance individual perspectives with collective learning needs. The emphasis was not on eliminating disagreement but on managing differences constructively within a shared learning task (Sholihah & Mohammed Ali, 2024).

One student at MAN 2 Kota Malang explained: “When there are differences of opinion, we still respect our friends’ opinions. If there is another opinion, we accept it first and then look for the best middle ground” [translated by the authors] (student, Grade XI-O Language, MAN 2 Kota Malang, interview, 30 July 2025). The statement provides direct evidence of perspective-taking and constructive negotiation rather than simple avoidance of disagreement.

At MA Nurul Ulum, the available evidence likewise pointed to constructive management of differences through collaborative and socially mediated learning. Classroom observation showed students receiving feedback, working with peers, and maintaining respectful communication, while questionnaire responses indicated that students valued cooperation, respected differing opinions, and were willing to seek assistance when facing learning difficulties. Because no student interviews were conducted at this case, these observations and questionnaire responses are treated as supporting case evidence rather than as direct student testimony.

The cross-case analysis indicates different but complementary pathways. At MAN 2, Reconciling Tensions and Dilemmas was supported mainly through heterogeneous student backgrounds, classroom discussion, adaptive teaching, and peer interaction. At MA Nurul Ulum, it was reinforced by the pesantren environment, where academic and religious activities created sustained opportunities for interaction, deliberation, and mutual assistance. Thus, the competency was associated with the interaction between pedagogical responsiveness and the social environment rather than with a single instructional technique (Junaedi et al., 2024).

3. Taking Responsibility

Taking Responsibility was manifested in students' efforts to manage their learning, participate actively, fulfil academic responsibilities, support peers, and extend Arabic learning beyond formal classroom activities. Responsibility therefore operated at individual and collective levels and involved more than compliance with teacher instructions. In Arabic learning, it was reflected in independent learning, discipline, participation, and efforts to use Arabic in everyday activities, consistent with the OECD conception of responsible action based on reflection and consideration of personal and social consequences (OECD, 2019).

At MA Nurul Ulum, this pattern was reinforced by the pesantren learning environment. The teacher explained that assessment included oral evaluation (*syafawi*) and that the purpose of Arabic learning was not merely obtaining grades but developing students' ability to use Arabic to understand Islamic sciences. Classroom observation also showed students carrying out individual and group responsibilities, while questionnaire responses indicated that many students perceived themselves as responsible for their learning and academic obligations.

Empirical evidence showed that students sometimes responded to learning difficulties by seeking additional resources, reviewing material independently, and practising beyond immediate classroom requirements. At MAN 2, students reported using internet and YouTube resources when classroom explanations were insufficient. Similar patterns of persistence, review, additional practice, and peer assistance were observed across the two madrasahs. These practices suggest responsibility through self-directed learning, persistence, fulfilment of academic obligations, and recognition of students' own role in learning (Fath & Sahayu, 2022; Calafato, 2023).

Students at MAN 2 Kota Malang described this initiative directly: "If I still do not understand, I look for explanations on the internet or YouTube so that I can understand better" [translated by the authors] (student, MAN 2 Kota Malang, interview, 31 July 2025). This episode illustrates responsibility as an active response to a perceived learning need, rather than mere compliance with an assigned task.

The two cases nevertheless showed different contextual pathways. At MAN 2, responsibility was supported through teacher guidance, classroom routines, assessment, and additional learning resources. At MA Nurul Ulum, it was reinforced by the pesantren environment, where academic learning, discipline, independent study, and Arabic use were integrated into daily activities. Institutional context therefore shaped the

opportunities through which responsibility could be enacted.

4. Interrelationship among the Three Transformative Competencies

The cross-case findings indicate that Creating New Value, Reconciling Tensions and Dilemmas, and Taking Responsibility were interconnected dimensions of students' learning experiences rather than isolated outcomes. The same collaborative activities could require students to contribute and apply ideas, consider different perspectives, and fulfil individual and collective responsibilities. Thus, the three competencies were manifested simultaneously through learning experiences that positioned students as active contributors, collaborators, and responsible participants. This pattern is consistent with the OECD Learning Compass 2030, which conceptualizes the three transformative competencies as interconnected capacities for navigating complexity, considering multiple perspectives, and acting responsibly. The empirical contribution of the present study is to show how this interconnectedness can become visible within Arabic language learning through ordinary classroom and institutional practices rather than through a separate competency programme (OECD, 2019).

Cross-Case Synthesis: From Pedagogical Mechanisms to Transformative Competencies

The cross-case analysis reveals a consistent pattern linking pedagogical mechanisms, meaningful learning experiences, learner agency, co-agency, and the manifestation of Transformative Competencies 2030. Although the two madrasahs operated within different institutional environments, both provided opportunities for active participation, interaction with teachers and peers, responses to learning difficulties, and meaningful application of Arabic knowledge. At MAN 2 these opportunities were supported mainly through adaptive classroom practices, differentiated activities, digital resources, and teacher guidance; at MA Nurul Ulum they were additionally reinforced by the pesantren environment. Across both cases, these conditions provided opportunities for agency and co-agency associated with the manifestation of the three transformative competencies.

Despite this common pattern, the two madrasahs demonstrated different contextual pathways. MAN 2 emphasized classroom-based adaptation, differentiated instruction, and digital learning resources, while MA Nurul Ulum benefited from continuity between formal Arabic instruction and the pesantren environment. These differences suggest that transformative competencies do not require a single standardized pedagogical model; their manifestation can be supported through

arrangements that connect participation with the resources, relationships, and expectations available in particular learning environments (OECD, 2024).

To clarify this relationship, the cross-case findings were synthesized across the main analytical dimensions of pedagogical mechanisms, meaningful learning, learner agency, co-agency, and transformative competencies. Table 3 presents the shared pattern and the contextual pathways identified in each madrasah.

Table 3. Cross-Case Synthesis of Pedagogical Mechanisms and Transformative Competencies

No	Analytical Dimension	MAN 2 Kota Malang	MA Nurul Ulum Kota Malang	Cross-Case Interpretation
1	Pedagogical mechanisms	Adaptive pedagogical strategies, differentiated learning, varied instructional activities, digital resources, and teacher guidance	Contextualized learning supported by the pesantren environment, teacher guidance, peer interaction, and continuous learning activities	Context-responsive pedagogy
2	Meaningful learning experiences	Interactive and varied classroom activities, discussion, collaboration, contextual learning, and opportunities to use additional learning resources	Classroom learning connected with academic, religious, and pesantren activities, including collaborative learning and extended Arabic use	Active, contextual, and socially mediated learning
3	Student agency	Seeking assistance from teachers and peers, using digital resources, repeating material, and developing individual learning initiatives	Seeking assistance, learning with peers, repeating vocabulary/material, and extending Arabic practice within the	Agency develops through students' initiatives and available

			pesantren environment	learning resources
4	Co-agency	Teacher guidance, peer collaboration, discussion, and mutual assistance	Teacher–student interaction, peer collaboration, <i>musyawarah</i> , mutual assistance, and intensive pesantren interaction	Relational and mutually supportive learning
5	Creating New Value	Creativity through learning strategies, differentiation, technology use, generating ideas, and applying Arabic in varied contexts	Creativity supported by the pesantren learning environment, contextual use of Arabic, collaboration, and integration with daily learning activities	Different contextual pathways for generating and applying ideas
6	Reconciling Tensions and Dilemmas	Respect for different opinions, finding common ground, openness to feedback, adaptation to differences in students' prior abilities, and collaborative problem- solving	Tolerance, <i>musyawarah</i> , mutual assistance, openness to correction, and adaptation to differences within the pesantren learning environment	Perspective- taking, adaptation, and constructive management of differences
7	Taking Responsibility	Responsibility for learning, independent learning, discipline, participation, use of digital/additional	Responsibility for learning, discipline, participation, independent learning, and sustained Arabic	Individual and collective responsibility within different learning environments

		resources, and personal initiative	use through the <i>bi'ah</i> <i>lughawiyah</i>	
8	Institutional/ contextual pathway	School-based pedagogical adaptation strengthened by digital resources and the Ma'had/asrama program	Integration of formal education with pesantren culture and daily academic- religious activities	Different institutional pathways toward a shared transformative orientation

Source: Authors' cross-case analysis of the two madrasahs.

Table 3 shows that the two madrasahs shared a common transformative orientation despite differences in institutional and pedagogical contexts. In both cases, context-responsive mechanisms created opportunities for meaningful learning, agency, and co-agency, which were associated with the manifestation of the three transformative competencies. MAN 2 emphasized pedagogical adaptation, differentiated learning, digital resources, and structured teacher guidance, whereas MA Nurul Ulum more strongly integrated classroom learning with the pesantren environment. Contextual variation therefore shaped the pathways through which competencies became visible (OECD, 2024).

The results also clarify the role of the teacher. Teacher responsiveness did not disappear as students became more active; it provided structure, feedback, and access to resources through which agency could be exercised. Students' questions, peer assistance, independent resource use, and participation also fed back into classroom interaction and shaped subsequent pedagogical responses. This reciprocal structure is particularly relevant to co-agency because teachers and students jointly constituted the learning conditions in which transformative competencies became observable (Putra, 2024).

Overall, the results show that the manifestation of Transformative Competencies 2030 in Arabic language learning is best understood as a relational and context-responsive process. Teachers' adaptations, student participation, peer interaction, learning resources, and institutional environments interacted to create conditions for agency and co-agency. These conditions provided opportunities for students to generate and apply ideas, respond to differences and competing perspectives, and take responsibility for learning and social interactions. The analytical value of the model lies

in identifying the conditions and relationships through which competencies become visible, rather than claiming that a particular method automatically produces a particular competency.

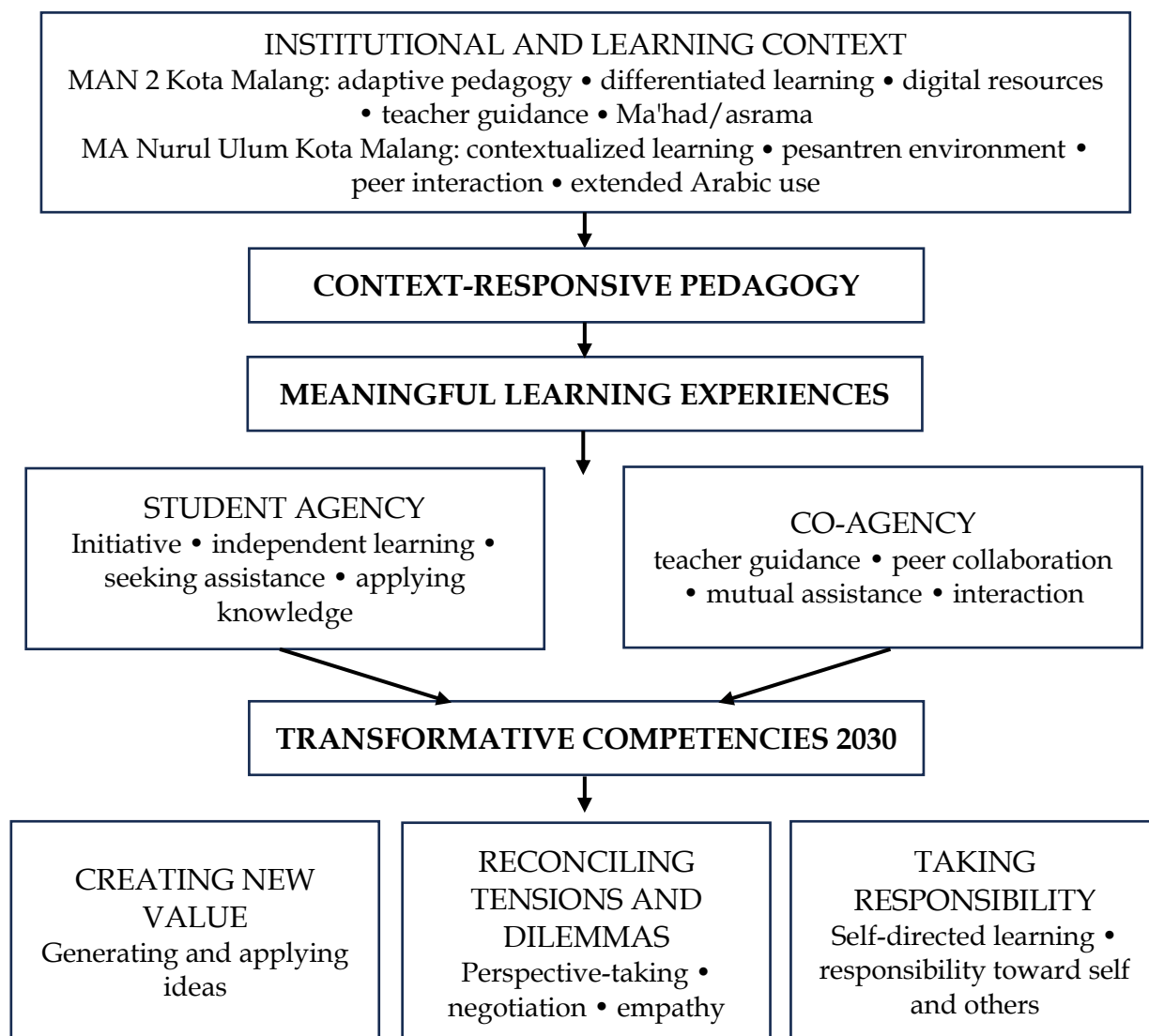


Figure 1. Integrated Model of Context-Responsive Arabic Language Learning and Transformative Competencies

Source: Authors' synthesis based on the findings of the present study

Figure 1 summarizes the cross-case model emerging from the findings. It connects institutional context with context-responsive pedagogy, meaningful learning experiences, and students' agency and co-agency, which together provide conditions for the manifestation of the three transformative competencies. The model does not imply a strictly linear sequence; rather, the competencies are interconnected and their particular expressions are shaped by the institutional and social characteristics of each madrasah.

The figure therefore captures the principal contribution of the cross-case analysis: transformative competency manifestations are associated with pedagogical and relational conditions that enable students to participate, make choices, collaborate, respond to differences, and take responsibility within meaningful Arabic learning experiences.

CONCLUSION

This study concludes that pedagogical mechanisms in Arabic language learning at MAN 2 Kota Malang and MA Nurul Ulum Kota Malang reflect different but complementary forms of context-responsive pedagogy. Although the two madrasahs operate within different institutional environments, both provide meaningful opportunities for students to participate actively, interact with teachers and peers, respond to learning difficulties, and apply Arabic knowledge in contextual situations. MAN 2 primarily supports these opportunities through differentiated classroom practices, digital resources, adaptive activities, and teacher guidance, whereas MA Nurul Ulum more strongly integrates classroom learning with the pesantren environment and its associated academic and religious activities. Across both cases, these pedagogical conditions support learner agency and co-agency through participation, peer interaction, independent resource use, collaboration, and mutual assistance. The findings therefore indicate that contextual differences do not prevent a shared orientation toward active and meaningful Arabic learning; rather, they shape the particular pedagogical pathways through which such learning is organized.

The study shows that Creating New Value, Reconciling Tensions and Dilemmas, and Taking Responsibility are manifested as interconnected dimensions of students' learning experiences rather than as isolated competencies. These manifestations become visible when students are provided with opportunities to generate and apply ideas, consider different perspectives, manage differences constructively, assist peers, respond to learning difficulties, and take responsibility for their individual and collective participation. The cross-case synthesis consequently proposes that Transformative Competencies 2030 are not attributable to a single instructional technique or programme but become visible through meaningful learning experiences embedded in supportive pedagogical and social relationships, consistent with research linking student voice and agency to transformative educational change (Kirk, 2025). The principal contribution of the study is therefore an empirically grounded understanding of how institutional context, context-responsive pedagogy, meaningful learning, learner agency, and co-

agency are interconnected in Arabic language learning and provide conditions for the manifestation of transformative competencies in madrasah settings. This interpretation is also consistent with research examining transformative competencies in language education, which highlights the pedagogical relevance of activities that move beyond routine language reproduction (Park, 2022). This interpretation also resonates with competency-based education research emphasizing autonomy, adaptive learning arrangements, and relationships with peers and teachers as features of supportive learning environments (Marcellis et al., 2024).

Overall, the research findings suggest that transformative competencies in Arabic language learning are best understood as situated manifestations of learner agency and co-agency shaped by pedagogical and institutional contexts.

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