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## RESEARCH ARTICLE

# An Analysis of Pedagogical Competence of Pre-Service Teacher Professional Education (PPG-Prajabatan) Teacher

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**Abstract:** This research is aimed to find out the teacher's pedagogical competence and the ways the teacher applied the pedagogical competence in the classroom. This research was conducted under the qualitative case study design. The subject of this research involved an EFL teacher in SMP Negeri 2 Pangkep using purposive sampling. The data were gathered from classroom observations and interviews. The findings showed that the teacher demonstrates a fair level of competence in understanding students' characteristics, learning theories and approaches, curriculum development, assessment and evaluation development, utilizing technology, and learning reflection while showing a poor level of competence in creating engaging learning activities and developing into students' potential. However, the teacher excels in communication with students. The findings also showed the ways the teacher applied the pedagogical competence through various practices based on nine pedagogical competencies: understanding the students' characteristics, understanding theories and learning approaches, developing curriculum, developing assessments and evaluations, utilizing technology in learning, communicating with the students, developing an engaging and educative learning activities, developing students' potential, and learning reflections. However, there are areas for improvement, particularly in creating engaging learning activities and identifying and developing students' potential. In conclusion, the teacher implements strategies to maintain a supportive learning environment based on the teacher's pedagogical competence. These findings underscore the importance of comprehensive pedagogical development to enhance teaching effectiveness.

**Keywords:** Pedagogical competence, English teachers, PPG Prajabatan.

## 1. Introduction

The presence of teachers holds a forefront position in the success of educational services, the improvement of educational quality, and the achievement of national educational goals. In doing their function as an educator, teachers require specific competencies. According to Regulation of the Minister of Education and Culture Indonesia Number 16 of 2007, that there are four distinct competences that teachers should have, these competencies include pedagogic, personal, social, and professional skills. Teachers that possess the four core competences contribute to the establishment of a highly qualified education system in schools.



Furthermore, those four competencies play an important role especially for pedagogical competence. Tsafe (2013) stated that the teachers with good pedagogical content knowledge understand the challenges that the students face in learning material, so that the students can understand the subject and be avoided from its difficulty. The effect of improving teacher pedagogical abilities is gradually received by the pupils, hence when the teachers improve their pedagogical skills, students' achievement will also increase. However, in reality, sometimes teachers, as educators and instructors, do not possess complete competencies in fulfilling their tasks. Hence, improving the quality of teachers is vital and it continues to be a challenging task in Indonesia.

Furthermore, the teacher competency issue brought a good consideration for the government as a wake-up call to improve a better education quality, because the whole system of education system needs a comprehensive reformation especially the teachers' quality. One of the regulations for teachers' improvement is Law Number 20 of 2003 on the National Education System and Law Number 19 of 2005 on Teachers and Lecturers state that teachers, as professional personnel, should possess academic qualifications, competencies, and educator certificates acquired through professional education. In implementing these laws, the government conducts teacher certification through various mechanisms and strategies, including portfolios, Teacher Professional Education and Training (PLPG), and the Teacher Professional Education Program (PPG).

Research was conducted by Iriani and Galih (2018) who investigated about the perception of PPG program students of historical education on PPG program. According to 80.7% respondents, the PPG program is considered as an appropriate program for producing qualified teachers through effective learning activities during the program.

The rationale for focusing on pedagogic competence of professional English teachers rather than the other three competences (personal, social, and professional) is because the fact that it would be meaningless for the English teachers to have a mastery of English itself if they are unable to assist students in learning the target language. Considering the place of English as a foreign language in Indonesia where the students do not normally interact in the target language every day, the classroom setting plays a crucial role in their acquisition of the language.

Moreover, Indonesia has seen limited research dedicated to the Pre-service Teacher Professional Education (PPG Prajabatan) program, even though it plays a crucial role in enhancing the competence of future educators in the country. Therefore, considering that the pedagogical competence is a fundamental aspect of effective teaching, it is imperative to conduct a comprehensive analysis of the pedagogical competency of junior high school teacher who have graduated in PPG Prajabatan Program. This study aims to answer the research questions as follow: 1) What are the teacher's pedagogical competences applied in classroom? 2) How does the teacher apply the pedagogical competences in classroom.

## 2. Literature Review

According to Richard (2015), pedagogic competence is a component of teachers' knowledge and skills. It involves teachers' comprehension toward the students, classroom management, interaction in classroom, teaching language skills (reading, listening, speaking, writing, grammar, and vocabulary), evaluating language skills, and implementing suitable approach, method, technique, and strategy. In order to become a professional teacher, it is necessary to possess pedagogical competence. Gliga (2002) stated that the concept of pedagogic competence is often used to refer the minimal professional standard required by law for individuals in teaching profession to fulfill their role as an educator.

Pedagogical competence for subject teachers holds the same function in general, but they of course have to master the subject that they teach especially how they implement their pedagogical competences when they teach the subject. In this study, the pedagogical competence are classified into nine based on Regulation Number 16 of 2007 on Teacher

Qualification and Competency Standards: (1) Mastering the characteristics of students from the aspects of physical, moral, spiritual, social, cultural, emotional, and intellectual. (2) Mastering learning theories and educational principles. (3) Developing a curriculum related to the subject being taught (4) Conducting educative teaching, (5) Developing Students' Potential, (6) Utilizing technology for learning purposes, (7) Communicating with students, (8) Conducting assessment and evaluation of the learning process and outcomes, (9) Performing reflective actions to improve the quality of learning.

The Teacher Professional Education Program (PPG) is a higher education following the undergraduate program, preparing students for employment with specific expertise as teachers to cultivate professional teacher competencies, including pedagogical, personal, social, and professional competencies, thereby enabling them to obtain educator certificates. Kennedy et al (2018) stated that the purpose of pre-service teacher program is to assess not just the knowledge that the teachers gain during the program, but also their ability to implement that knowledge in real classroom context. It is in line with Ministerial of Education and Culture Regulation Number 87 of 2013 law that the Teacher Professional Education Program (Pendidikan Profesi Guru Prajabatan or PPG Prajabatan) is an education program designed to prepare graduates with a Bachelor's degree in education and non-education fields (S1/D IV) who have the talent and interest to become teachers. The program aims to equip them with comprehensive teaching competencies in accordance with national educational standards so that they can obtain professional educator certificates for early childhood education, primary education, and secondary education.

### 3. Method

The present research used qualitative method. Creswell (2014) explains that Qualitative research is a method used to explore and understand the meaning people or groups assign to social or human issues. The selected research methodology is a case study. The subject of the present research was an English teacher in SMPN 2 Pangkajene who already has one year experience in teaching and had taken PPG Prajabatan program. Researcher in collecting the data used two instruments those were classroom observation and interview. The classroom observation was adapted from Guideline of Teacher Performance Assessment (2010). The researcher used classroom observation and interview to know the teacher's pedagogical competence and the ways the teacher applied in the pedagogical competences in classroom. the data from observation guide was analyzed to determine the score of the pedagogical competency owned by the teacher (Guidelines of Teacher Performance Assessment, 2010).

The score of observation checklist was divided into three scores that were not fulfilled (0), partially fulfilled (1), and fully fulfilled (2). The results of the observation were summed and converted into scores scale of 0 – 100 according to Permeneg PAN & RB No. 16 of 2009 with formula:

There were several steps undertaken in analyzing the interview result from the teachers. First step was collecting the raw data that the interviewer recorded while interviewing the interviewees. Second, the interviewees' opinion was transcribed into written form. The last step was the interviewer took a conclusion.

### 4. Results and Discussions

#### 4.1. Teacher's Pedagogical Competence

The researcher observed the teacher's pedagogical competence by using classroom observation assessment from Guidelines of Teacher Performance Assessment (Pedoman Pelaksanaan Penilaian Kinerja Guru). This part consists of nine components as the pedagogical competences consists of nine indicators: understanding the students' characteristics, understanding theories and learning approaches, developing curriculum, developing assessments and evaluations, utilizing technology in learning, communication with the students, developing an engaging and educative learning activities, developing

students' potential, and learning reflections. The result of teacher's pedagogical competence can be seen on a figure 1.

NO	PEDAGOGICAL COMPETENCES	SCORE	DESCRIPTIONS
1	Understanding the students' characteristics	75	Fair
2	Understanding theories and learning approaches	66	Fair
3	Developing curriculum	75	Fair
4	Developing an engaging and educative learning activities	59	Poor
5	Developing students' potential	57	Poor
6	Communication with the students	91	Excellent
7	Developing assessments and evaluations	70	Fair
8	Utilizing technology in learning	67	Fair
9	Learning reflections	67	Fair

**Figure 1.** Teacher's Pedagogical Competency Scores

From the figure 1, it can be seen that in average, the teacher demonstrates fair competence across various aspects of pedagogical competence. The descriptions of the results of teacher's pedagogical competence can be seen below:

From the table above (see figure 1), we can see that the score of the teacher in understanding students' characteristics falls on score 75 which it can be described that the teacher has a **fair** competence.

From the table above (see figure 1), we can see that the score of the teacher in understanding learning approaches and theories falls on score 66 which it can be described that the teacher has a **fair** competence..

From the table above (see figure 1), we can see that the score of the teacher in understanding learning approaches and theories falls on score 75 which it can be described that the teacher has a **fair** competence.

From the table above (see figure 1), we can see that the score of the teacher in developing an educative and engaging learning activity falls on score 59 which it can be described that the teacher has a **poor** competence.

From the table above (see figure 1), we can see that the score of the teacher in understanding and developing students' potentials falls on score 57 which it can be described that the teacher has a **poor** competence.

From the table above (see figure 1), we can see that the score of the teacher in communicating with the students falls on score 91 which it can be described that the teacher has an **excellent** competence.

From the table above (see figure 1), we can see that the score of the teacher in utilizing technology and information in learning activities falls on score 67 which it can be described that the teacher has a **fair** competence.

From the table above, (see figure 1), we can see that the score of the teacher in developing assessment and evaluation falls on score 70 which it can be described that the teacher has a **fair** competence.

From the table above (see figure 1), we can see that the score of the teacher in utilizing technology and information in learning activities falls on score 67 which it can be describe that the teacher has a **fair** competence.

#### 4.2. *The Ways the Teacher Applied the Pedagogical Competence in Classroom*

##### 1) *Understanding Students Characteristics*

The findings showed that the teacher realizes the importance of understanding the students' characteristics and tries to apply it in her class. During the teaching practice, the teacher focused on giving the chance and reinforcement words for every student to answer the quiz questions without giving a different treatment to the students. It showed the evidence on how the teacher has the ability to understand the students' characteristics:

##### **Extract 1: Classroom observation**

*"... okay, who wants to give an example? Coba di sini naik and write it down. It's okay, siapa mau naik kita periksa sama-sama"*

[*"... okay, who wants to give an example? Come here and write it down. It's okay, who wants to come here. We can check it together"*]

Furthermore, the teacher also tried to know the cause of misbehaviour that happened in some students in the class and tried to give a different treatment so that it does not bother the other students.

##### 2) *Understanding Learning Approaches and Theories*

The result on teacher's understanding in learning approaches and theories showed that during the teaching practice, the teacher gave a chance for the students to master the material based on the students' development/age thus this shows that the teacher understands the learning theory of the students need to learn according on their ability to process the learning material and their learning development based on their age. Moreover, the teacher paid attention to the students' response of their understanding in material and use it as feedback to fix the upcoming learning session.

##### 3) *Developing Curriculum*

The result of classroom observation indicated that the teacher has the ability in composing a syllabus based on the latest curriculum which is Merdeka curriculum. Moreover, it is according to the teacher's interview that stated all of the teachers must have the ability in producing the lesson materials, like the syllabus, semester program, annual program, or lesson plan/RPP. However, it is revealed that the teacher had a problem in delivering the lesson plan that she has made before. During the teaching practice, the teacher did not much pay attention to give the students such an engaging activity such as a group work or a game even though the lesson plan was well made. This finding is supported from the lesson plan (Modul Ajar) that the teacher showed before the class started, and there was an inconsistency between the lesson plan and what the teacher presented in classroom.

##### 4) *Developing an Engaging and Educative Learning Activities*

The result of classroom observation showed that during the teaching practice, the teacher did not carry out the learning in accordance with the design that has been prepared completely before. This showed from the lesson plan she had given to the researcher before. However, the teacher handled the class successfully without dominating or being busy with her own tasks, which it is allowing the students to learn productively even though some of the steps of the lesson plan did not come out, however the teacher carried out the class from opening (praying, absence), delivering the materials, and closing (quiz).

Moreover, the teacher also viewed students' mistakes as a part of learning stages rather than errors that must be corrected. The teacher made sure whether the students agree or disagree with the solution before explain the correct answer. It proves that the teacher helped the students learn rather of just evaluating them to put them under pressure.

##### **Extract 2: Classroom Observation**



“...coba kita liat ulang hasil kerja teman kalian ini, apakah sudah benar? Is there anyone who does not agree? Raise your hand if you agree!”

[“...Let's look back at the work of your friend, is it correct? Is there anyone who does not agree? Raise your hand if you agree!”]

#### 5) *Understanding and Developing Students' Potential*

The result of the interview indicated the teacher's intention about how she wanted her students to fully gain knowledge and potential in her English class even though the teacher never did an in-depth observation to know and plan a lesson based on students' needs, potential, and difficulty. Moreover, during the teaching practice the teacher did not design and implement learning activities that encourage students to learn according to their ability and learning patterns. There were no activities that encourage the students' creativity and critical skill. Thus, the teacher only gave the students the same tasks and activities. The cause of this treatment toward the students during the teaching practice was the students who were already capable in the material did not have enough chance to expand their skill and the students who were still lacking also did not have enough time to do the other task because their task was difficult for them to solve.

However, the teacher actively assisted the learners in the learning process by paying attention to each individual. It showed the teacher intention to the students' development during the learning process. The teacher focused on interaction with the learner and encouraged the students to understand and use the information presented in classroom.

#### 6) *Communication with Students*

The result of classroom observation showed that during the teaching practice, the teacher showed how good she was in communicating with the students which one of the ways was it delivered through giving the students feedback by giving the students a chance to ask or answer the questions from the teacher.

The classroom observation showed that the teacher provided a question during the teaching and learning process to check the students' understanding and to keep the students' participation which it included giving the students' a question that demand the students to answer the question based from their idea or understanding. Besides giving feedback to check the students' understanding, the teacher also gave the students attention and listened to all questions and responses of learners, without interrupting, unless necessary to help or clarify the question/response.

Moreover, one of the ways to keep the communication going in class was the teacher involved the other students in giving feedback. In other words, the teacher was not only the one who can provide feedback, but the students can also give a contribution so that the communication in the classroom can keep going in interesting way. It was apparent in the observation that when one of the students solve the question, the teacher asked the class first.

#### **Extract 3: Classroom Observation**

*“Okay class, let's check it together. It is a quarter half eleven. Coba liat apakah sudah benar? Bagaimana kelompok 1, apakah ini sudah benar? Yang agree sama ini please raise your hand!”*

[“Okay class, let's check it together. It is a quarter half eleven. See if it's, correct? How about group 1, is this correct? Who agrees with this please raise your hand!”]

*“Okay, menurutnya teman kalian ini seharusnya It is a quarter past eleven. Apakah sudah benar? Semua setuju? Okay jadi yang benar adalah It is a quarter past eleven yaa.”*

[“Okay, according to your friend, this should be It's a quarter past eleven. Is it correct? All agree? Okay so the correct answer is It's a quarter past eleven.”]

Furthermore, during the teaching practice the teacher also showed her attention to keep the communication going in the class to build a comfortable learning environment. The teacher was walking around the classroom to check the students' progress.

#### 7) *Assessment and Evaluation*

The result of the observation showed that during the classroom observation, the teacher did not give many assessments to check the students' progress even though the teacher's lesson plan is fully complete with all of the evaluation instruments thus this statement was explained by the teacher in interview that one of the problems she faced in teaching is developing the assessment and evaluation. Furthermore, the teacher did not carry out assessments with various techniques and types of assessment such as there was no worksheet or LKPD (Lembar Kerja Peserta Didik), besides the teacher only gave the students a written task on the whiteboard. However, the teacher adjusts the assessment based on the material for example, if the material involves a long text such as narrative text, then the assessment will mostly be a performance assessment such as reading test or even a role play. Frequently, the teacher analyzed the students' evaluation result as feedback for the upcoming lesson or learning program only from the formal assessment from the school such as Penilaian Akhir Sumatif or Penilaian Tengah Semester.

#### 8) *Utilizing Technology in Learning*

The result of the observation showed that during observation, the teacher did not include any media or technology in learning process in the classroom. The teacher explained the reason for not utilizing any technology during the teaching practice that the need of using technology in this material was not really unnecessary. The teacher stated that the limited tools such as infocus projector, speaker, or laptop, also affects the use of technology in her classroom. Moreover, during the teaching practice the teacher gave the students a task that utilized the use of technology by assigning tasks that utilize technology outside of the classroom, such as watching educational videos on YouTube or engaging with English words found on social media, the teacher effectively utilizes technological tools to enhance student learning beyond traditional classroom settings. This proactive approach reflects the teacher's commitment to adapting instructional methods to incorporate technological resources, thereby enriching students' learning experiences and fostering digital literacy skills.

#### 9) *Learning Reflection*

The result of the observation showed that during the teaching practice, the teacher showed how she reflected the learning that has been done. At the end of the learning process, the teacher spontaneously requested the students to summarize the material and asked the students to give a question.

#### **Extract 4: Classroom Observation**

*"So now, I need Muhammad Rizky to tell us what did you get from today's learning! Coba bisa beritahu ke teman-teman dan juga ke Ma'am apa yang sudah kamu pelajari hari ini"*

[*"So now, I need Muhammad Rizky to tell us what did you get from today's learning! Try to tell your friends and also to me what you have learned today."*]

*"Anyone wants to ask question? Ada yang masih ingin ditanyakan? Ada yang kurang jelas? Atau saya yang bertanya?"*

[*"Anyone wants to ask question? Anything else to ask? Is there anything less clear? Or should I be the one who gave the question?"*]

Furthermore, the reflective practice undertaken by the teacher extends beyond mere reflection. The teacher also conducted classroom action research as a means of enhancing learning effectiveness. The teacher stated that she has undertaken two classroom action

research initiatives thus far, which have significantly contributed to enhancing her comprehension and improvement of the class.

## 5. Conclusion

The teacher demonstrates a fair level of competence in understanding students' characteristics, learning theories and approaches, curriculum development, assessment and evaluation development, utilizing technology, and learning reflection while showing a poor level of competence in creating engaging learning activities and developing into students' potential. However, the teacher excels in communication with students.

The teacher applied the pedagogical competence through various practices based on nine pedagogical competencies: understanding the students' characteristics, understanding theories and learning approaches, developing curriculum, developing assessments and evaluations, utilizing technology in learning, communicating with the students, developing an engaging and educative learning activities, developing students' potential, and learning reflections.

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