ENHANCING PEDAGOGIC COMPOTENCE OF EFL TEACHERS IN PINRANG REGENCY BY IN SERVICE TRAINING

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THESIS

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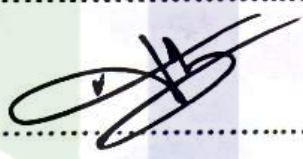
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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

اَلْحَمْدُ للهِ رَبِّ الْعَالَمِيْن وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِيْن سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَأَصْحَابِهِ أَجْمَعِيْن.

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This thesis serves as an academic contribution to the development of pedagogic competence among teachers, particularly English teachers, through in-service training. The writer realizes that the preparation and completion of this thesis would not have been possible without the support and assistance of many individuals, both directly and indirectly. Therefore, with utmost humility, the writer would like to express sincere thanks and profound appreciation to:

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The writer is fully aware that this thesis is still far from perfect. Therefore, constructive suggestions and criticisms are most welcome for future improvement. Finally, it is the writer's hope that this thesis will provide meaningful benefits for the development of education, particularly in improving teacher professionalism.

Parepare, 10 July 2025

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ABSTRACT

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Judul   :   Enhancing Pedagogic Competence of EFL Teachers in Pinrang Regency by In-Service Training (Supervised by Magdahalena Djalla dan Arqam)

This study aims to enhance the pedagogical competence of English teachers through in-service training conducted in Pinrang Regency. Pedagogical competence is a crucial aspect of the teaching profession, as it reflects a teacher's ability to manage the learning process effectively and in accordance with student characteristics. In-service training is considered an appropriate strategy to improve this competence, especially in facing the challenges of 21st century education.

This research employed a mixed-method approach with a convergent parallel design. Quantitative data were collected through pre- and post-training questionnaires to measure changes in teachers' pedagogical competence, while qualitative data were gathered through in-depth interviews with selected teacher participants. The quantitative data were analyzed using descriptive and inferential statistics, whereas the qualitative data were analyzed thematically through data reduction, presentation, and conclusion drawing.

The quantitative findings revealed a significant improvement in teachers' pedagogical competence after attending the training. Aspects such as understanding student characteristics, mastery of teaching materials, instructional strategies, and assessment of learning outcomes showed notable progress. Meanwhile, the qualitative findings indicated that the teachers felt more confident, better equipped to teach, and more aware of relevant instructional approaches that suit their students' needs.

Furthermore, teachers expressed that the in-service training was relevant to their classroom conditions and provided opportunities to share experiences and best practices with their peers. The training not only enhanced their theoretical knowledge but also equipped them with practical skills that could be directly applied in the classroom. As a result, the training was perceived as a positive step toward continuous professional development.

Based on the findings, it can be concluded that in-service training plays a vital role in improving English teachers' pedagogical competence. Therefore, it is recommended that such training programs be continuously developed and institutionalized by educational authorities, involving teachers in the planning and evaluation processes. With well-designed and structured training, the quality of teaching and learning in schools is expected to improve significantly.

Keywords: pedagogical competence, EFL teachers, in-service training, mixed-method, professional development

ABSTRAK

Nama   :   Nurjannah
NIM   :   2120203879102001
Judul   :   Peningkatan Kompetensi Pedagogik Guru Bahasa Inggris (EFL) di Kabupaten Pinrang melalui Pelatihan Jabatan (Dibimbing oleh Magdahalena Djalla dan Arqam)

Penelitian ini bertujuan untuk meningkatkan kompetensi pedagogik guru Bahasa Inggris sebagai Bahasa Asing (EFL) melalui pelatihan dalam jabatan yang dilaksanakan di Kabupaten Pinrang. Kompetensi pedagogik merupakan salah satu aspek penting dalam profesi keguruan, karena mencerminkan kemampuan guru dalam mengelola pembelajaran secara efektif dan sesuai dengan karakteristik peserta didik. Pelatihan dalam jabatan dipandang sebagai strategi yang tepat untuk meningkatkan kemampuan tersebut, terutama dalam menghadapi tantangan pendidikan abad ke-21.

Penelitian ini menggunakan pendekatan campuran (*mixed method*). Data kuantitatif dikumpulkan melalui kuesioner sebelum dan sesudah pelatihan untuk melihat perbedaan tingkat kompetensi pedagogik guru, sedangkan data kualitatif diperoleh melalui wawancara mendalam dengan beberapa guru yang menjadi partisipan pelatihan. Teknik analisis kuantitatif menggunakan statistik deskriptif dan inferensial, sedangkan data kualitatif dianalisis secara tematik melalui proses reduksi, penyajian data, dan penarikan kesimpulan.

Hasil dari analisis data kuantitatif menunjukkan adanya peningkatan yang signifikan pada kompetensi pedagogik guru setelah mengikuti pelatihan. Aspek-aspek seperti pemahaman karakteristik siswa, penguasaan materi ajar, strategi pembelajaran, serta evaluasi hasil belajar menunjukkan perbaikan yang nyata. Sementara itu, data kualitatif menunjukkan bahwa guru merasa pelatihan membantu mereka dalam meningkatkan rasa percaya diri, memperkuat kemampuan mengajar, serta memahami pendekatan pembelajaran yang lebih relevan dengan kondisi siswa.

Lebih lanjut, para guru juga menyatakan bahwa pelatihan dalam jabatan yang mereka ikuti relevan dengan kondisi lapangan, serta memberikan kesempatan untuk berbagi pengalaman dan strategi pembelajaran dengan rekan sejawat. Pelatihan ini tidak hanya meningkatkan pengetahuan teoritis, tetapi juga memberikan keterampilan praktis yang dapat langsung diterapkan di kelas. Dengan demikian, pelatihan ini dianggap sebagai langkah positif dalam upaya pengembangan profesionalisme guru secara berkelanjutan.

Berdasarkan hasil penelitian ini, dapat disimpulkan bahwa pelatihan dalam jabatan berperan penting dalam peningkatan kompetensi pedagogik guru Bahasa Inggris. Oleh karena itu, disarankan agar pelatihan ini terus dikembangkan dan dijadikan program berkelanjutan oleh instansi pendidikan, dengan melibatkan para guru dalam proses perancangan dan evaluasi program. Dengan adanya pelatihan yang tepat dan terstruktur, kualitas pembelajaran di sekolah diharapkan dapat meningkat secara signifikan.

Kata Kunci: kompetensi pedagogik, guru EFL, pelatihan dalam jabatan, metode campuran, pengembangan profesional

تجريد البحث

الإسم	:	نور جنة
رقم التسجيل	:	٢١٢٠٢٠٣٨٧٩١٠٢٠٠١
موضوع الرسالة	:	استخدام تطبيق علم التجويد في تحسين قدرة الطلاب على قراءة القرآن الكريم في المدرسة الثانوية نصر الحق باجليلي منطقة سيدنيرنج رابانج.

تهدف هذه الدراسة إلى تحسين الكفاءة التربوية لمعلمي اللغة الإنجليزية كلغة أجنبية (EFL) من خلال التأهيل الوظيفي الذي يتم في منطقة بينرانج. تُعد الكفاءة التربوية أحد الجوانب المهمة في مهنة التدريس، لأنها تعكس قدرة المعلم على إدارة عملية التعلم بشكل فعال وبما يتناسب مع خصائص الطلاب. يُعتبر التأهيل الوظيفي استراتيجية مناسبة لتعزيز هذه القدرة، لا سيما في مواجهة تحديات التعليم في القرن الحادي والعشرين.

تستخدم هذه الدراسة نهجًا مختلطًا. تم جمع البيانات الكمية من خلال استبيان قبل التأهيل وبعده لمعرفة الفرق في مستوى الكفاءة التربوية للمعلمين، بينما تم الحصول على البيانات النوعية من خلال مقابلات معمقة مع بعض المعلمين المشاركين في التأهيل. تستخدم تقنية التحليل الكمي الإحصاء الوصفي والاستدلالي، بينما يتم تحليل البيانات النوعية بشكل موضوعي من خلال عملية الاختزال وعرض البيانات واستخلاص النتائج.

أظهرت نتائج تحليل البيانات الكمية تحسناً ملحوظاً في الكفاءة التربوية للمعلمين بعد حضورهم التأهيل وأظهرت جوانب مثل فهم خصائص الطلاب، وإتقان المواد التعليمية، واستراتيجيات التعلم، وتقييم نتائج التعلم تحسناً ملحوظاً. وفي الوقت نفسه، أظهرت البيانات النوعية أن المعلمين شعروا أن التأهيل ساعدهم في تعزيز ثقتهم بأنفسهم، وتقوية قدراتهم التعليمية، وفهم نهج تعليمي أكثر ملاءمة لظروف الطلاب.

علاوة على ذلك، ذكر المعلمون أيضًا أن التأهيل الوظيفي الذي تلقوه كان مناسبًا لظروفهم الميدانية، وأتاح لهم فرصة تبادل الخبرات واستراتيجيات التعلم مع زملائهم. لم يقتصر هذا التأهيل على تحسين المعرفة النظرية فحسب، بل زودهم أيضًا بمهارات عملية يمكن تطبيقها مباشرة في الفصول الدراسية. وبالتالي، يعتبر هذا التأهيل خطوة إيجابية في جهود تطوير مهنية المعلمين بشكل مستمر.

بناءً على نتائج هذه الدراسة، يمكن استنتاج أن التأهيل الوظيفي يلعب دورًا مهمًا في تحسين الكفاءة التربوية لمعلمي اللغة الإنجليزية. لذلك، يوصى بمواصلة تطوير هذا التأهيل وجعله برنامجًا مستمرًا من قبل المؤسسات التعليمية، مع إشراك المعلمين في عملية تصميم البرنامج وتقييمه. من خلال وجود تأهيل مناسب ومنظم، من المتوقع أن تتحسن جودة التعلم في المدارس بشكل كبير.

الكلمات الرئيسية: الكفاءة التربوية، المعلمو لـEFL، التأهيل الوظيفي، الطريقة المختلطة، التطوير المهني.

CHAPTER I

INTRODUCTION

A. *Background of Research*

The quality of education is closely linked to the competence of teachers. Among the various competencies, pedagogic competence is considered the most essential for ensuring effective teaching and learning. In the context of English as a Foreign Language (EFL)

Improving teacher competence is essential to ensuring that education systems remain effective, responsive, and equitable. Competent teachers are better equipped to address the varying needs of students, apply appropriate instructional strategies, and adapt to new teaching challenges. Enhancing teacher competence allows educators to stay up-to-date with evolving curriculum standards, technological advancements, and diverse classroom dynamics.

On going professional growth through in-service training, workshops, and reflective practices enables teachers to sharpen their skills and expand their pedagogical understanding. This continuous learning process not only improves classroom instruction but also fosters innovation and adaptability in teaching

Pedagogical competence can be described as a teacher's skill in organizing and guiding the learning process in a way that meets the needs and characteristics of students. It involves not only the ability to plan and implement effective instruction

but also to evaluate learning outcomes and nurture each student's potential in a supportive and structured environment.

Pedagogical competence is a fundamental aspect of teaching that significantly influences the effectiveness of the learning process. It enables teachers to tailor their instructional methods based on students' individual needs, learning styles, and developmental stages. With strong pedagogical skills, educators can design lessons that are not only informative but also engaging and student-centered.

This competence is crucial in helping teachers foster a classroom environment where students feel supported, challenged, and motivated to learn. It also equips teachers to respond effectively to diverse learning situations, curriculum demands, and evolving educational technologies.

Teachers lacking pedagogical competence may find it difficult to communicate content clearly, manage the classroom effectively, or adapt instruction to students' needs. This can hinder student learning and limit educational outcomes.In summary, pedagogical competence is not just a professional requirement; it is an essential tool for promoting high-quality education. It empowers teachers to deliver meaningful learning experiences and contributes directly to student achievement and lifelong learning.

In Pinrang Regency, many EFL teachers are still struggling to meet the pedagogic demands of modern English language teaching. Observations and preliminary interviews indicate that a considerable number of teachers rely heavily on

outdated methods and lack professional development opportunities to improve their teaching strategies, classroom management, and learner-centered practices.

There are a variety of strategies that teachers can adopt to enhance their pedagogical competence, and one of the most impactful is participation in professional training. In-service training programs, workshops, and seminars provide structured environments where educators can deepen their knowledge of teaching methodologies, improve their classroom management techniques, and develop more learner-centered approaches. These opportunities also encourage teachers to reflect critically on their instructional practices, engage in collaborative learning with peers, and explore innovative tools and strategies that respond to the evolving needs of students. Through continuous professional development, teachers not only refine their teaching skills but also increase their confidence and adaptability, which ultimately contributes to more meaningful and effective learning experiences for their students.

This study focuses on the issue of underdeveloped pedagogic competence among EFL teachers in Pinrang and investigates how in-service training can be used as a strategy to enhance their teaching effectiveness.

Previous research emphasizes the importance of continuous professional development in enhancing teacher quality. In-service training has been widely acknowledged as a powerful tool to develop teachers' pedagogic and didactic abilities (Richards & Farrell, 2005). Additionally, studies such as those by Guskey (2002) and Widodo (2017) affirm that targeted training programs can significantly improve teachers' classroom practices and student engagement.

Despite the growing attention to teacher training in general, limited studies have specifically examined how in-service training influences the pedagogic competence of EFL teachers in rural or underdeveloped areas such as Pinrang Regency. This research attempts to fill that gap. Considering the strategic role of teachers in shaping student achievement, addressing their pedagogic limitations through structured in-service training is urgent. Without timely intervention, the quality of English education in Pinrang may continue to lag behind.

This study contributes to the field of teacher education by offering insights into the effectiveness of in-service training in enhancing pedagogic competence, particularly in less privileged educational contexts. It also provides practical guidance for educational stakeholders.

The study is limited to EFL teachers at selected junior high schools in Pinrang Regency. It focuses on the implementation of in-service training programs and their impact on pedagogic competence, without evaluating other forms of teacher training or general competencies.

This research uses a mixed-method approach to collect both qualitative and quantitative data to evaluate the impact of in-service training on teachers' pedagogic competence.

B. *Research Question*

Having stated the background, the researcher would like to formulate the problem as follow:

1. What are the teachers' perceptions of the in-service training program?

C. *Research Objective*

In relation the problem statements mentioned previously, the objectives of the research are formulated as follow:

1. To explore teachers' perceptions of the training process

D. *Research Significance*

1. For teachers: to gain a better understanding of pedagogic principles and classroom practices.
2. For policymakers: to design more relevant and effective training programs.
3. For researchers: to serve as a reference for future studies on teacher development in EFL contexts.

E. *Research Focus*

One thing to be proud of students in learning process is a good achievement for the education always required to do something better than what's been done so far. Everything we do in our best school emphasize to all students that we care deeply about them. Our job is to deliver like babies not to give a mother wonderful experiences. The level of student achievement of course is supported by several factors, including the competence of teachers.

According to Charles, competence refers to rational behavior aimed at achieving desired goals under expected conditions. Within the context of education,

pedagogical competence refers to a teacher's ability to effectively manage the teaching and learning process. This competence is essential for every educator as part of their role in fostering the intellectual development of the nation. Moreover, based on the National Education Standards, as outlined in Article 28 paragraph (3)(a), pedagogical competence is defined as the capability to manage student learning. This includes understanding learners, designing and delivering instruction, assessing learning outcomes, and facilitating student development to help them realize their full potential.

According to Mulyasa (2009, p. 75), this condition encompasses several key aspects, including: (a) a comprehensive understanding of educational principles and philosophy, (b) insight into student characteristics, (c) curriculum and syllabus development, (d) instructional design, (e) the implementation of engaging and educative learning processes, (f) the integration of learning technologies, (g) the assessment of learning outcomes, and (h) the facilitation of student development to help them realize their diverse potentials.

In this study, the researcher limits the focus to three aspects of pedagogical competence: understanding learning theories, curriculum development, and the evaluation of learning outcomes.

There are several things you can do to increase pedagogic competence of teachers. Among them was the introduction of ICT. Technology is the agent of change according to Moran et al (2005) ICT can transform the learning process the door closed, which is bounded by walls classroom into a learning by open learning and

memorizing be a learning-based inquiry, learning is limited by time into learning flexible. Because it educators should be able to take the advantage of ICT

ICT is useful to create conditions based on Learned Center. Online learning is not only includes one instruction that is one direction but stressed their special communication only between the third component educators. In this study, researchers will introduce ICT in Learning English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Related Research Findings*

In his study titled *"Teachers'* Wamala, in his study *"Competence and the Academic Achievement of Sixth Grade Students in Uganda,"* discovered that students' high performance in reading and numeracy was closely associated with teachers' strong subject-specific competencies. However, this conclusion may not be universally applicable, as variations in student learning characteristics and educational environments across different countries could affect outcomes. Nonetheless, the findings highlight the importance of strengthening teacher competence as a key strategy to improve student achievement in formal education. Fernandez in his research "Teachers Competence and Learner's Performance in the alternative learning system toward an Enriched Instructional Program" he found that no significance between teacher's competence and certain of socio demographic such as gender and educational background.

In their study titled *"ICT and Teachers' Attitude in English Language Teaching"*, Nair et al. found that teachers generally have a positive attitude toward the use of ICT, and their level of ICT usage is also considered satisfactory. The research also revealed a significant relationship between teachers' attitudes toward ICT and three variables: their actual level of ICT usage, their age, and their experience in attending ICT workshops. The researchers suggest that further studies with larger

sample sizes should be conducted to allow for broader generalization of the findings. In his literature review titled *"Factors Influencing Teachers' Adoption and Integration of Information and Communication Technology into Teaching,"* Charles identified various barriers to ICT integration at the teacher, school, and system levels. These barriers include insufficient ICT skills among teachers, low confidence in using technology, inadequate pedagogical training, limited availability of appropriate educational software, restricted access to ICT resources, rigid traditional education structures, and inflexible curricula. The study concludes that understanding the extent to which these factors impact both individuals and institutions is essential for developing effective strategies to overcome them. Here are some research findings:

1. Guskey (2002)

   Title : Professional Development and Teacher Change Finding : In-service training that is focused, sustained, and closely tied to classroom practice significantly improves teachers' pedagogical strategies. Teachers showed improved lesson planning, student engagement techniques, and formative assessment skills. The research emphasized the importance of follow-up support after training to ensure long-term impact.

2. Widodo (2017)

   Title: Empowering EFL Teachers Through Continuous Professional Development Finding: Indonesian EFL teachers who participated in structured in-service training improved their ability to integrate communicative teaching methods, design learner-centered lessons, and evaluate student performance more

effectively. Teachers reported increased confidence and better classroom management.

3. Avalos (2011)

   Title: Teacher Professional Development in Teaching and Teacher Education

   Finding: The study found that teacher learning occurs when in-service programs include reflective practice, peer collaboration, and contextual relevance. Teachers' pedagogical competence grew significantly in schools that encouraged teachers to apply new knowledge and share practices.

4. Rahman et al. (2019)

   Title: In-Service Training and Its Impact on the Performance of Teachers

   Finding: Quantitative analysis showed a positive correlation between the frequency of in-service training and teachers' pedagogical performance. The most notable improvements were in curriculum delivery, instructional planning, and learner-centered approaches.

5. Desimone et al. (2002)

   Title: Effects of Professional Development on Teachers' Instruction

   Finding: High-quality in-service training programs that focused on specific content and included active learning components led to measurable changes in instructional practices. Teachers were more effective in differentiating instruction and scaffolding student learning.

   According to some studies that have been described above, a conclusion that the thing distinguishes the research that will be conducted by the authors in this study

is more emphasis on practical pedagogic aspects which only involves the teacher as a research object and does not involve students. This research will not only see the role of pedagogic and interrelated aspects to it but more particularly in view on how the pedagogic competence improvement with the introduction of ICT as one of the alternative media online learning.

B. *Some Partinent Ideas*

1. Teachers' Competence

a. Définitions of Compétences

According to the *Indonesian General Dictionary* by W.J.S. Poerwadarminta (1999, p. 405), *competence* is defined as the authority or power to decide or determine a matter. In a broader sense, basic competence refers to an individual's ability or skill. Lynn (1985, p. 33) further explains that competence encompasses a wide range of abilities from the recall and understanding of facts and concepts, to advanced motor skills, teaching behaviors, and adherence to professional values.

Competence encompasses a range of abilities, from recalling facts and concepts to acquiring motor skills, as well as demonstrating learning behaviors and professional values. According to Spencer and Uno (2007, p. 63), competence is characterized by consistent attributes that influence how a person behaves and thinks across various situations over an extended period of time. Based on these perspectives, it can be understood that competence refers to an individual's performance in their

profession, which is reflected in their thoughts, attitudes, and behaviors. As further stated by Spencer and Uno (2007, p. 63).

The term competence refers to an ability to cause *"competence means fitness or ability"* which means the ability or skill. Sources from the Ministry of Education (1982: 51), said that the competence refers to the ability to implement something that is acquired through education or training. Meanwhile, According to *The National Council for Vocational Qualification (NCVQ)* said

> *Competence can be described as the capability to carry out tasks within a specific profession. It is a broad concept that involves the application of skills and knowledge to various new situations within a professional context and also encompasses essential or "key" skills.*

Competence refers to the ability to perform tasks, demonstrated by the capacity to apply skills and knowledge in new situations. Mukminan, citing the views of Hall and Jones, defines competence as the manifestation of a specific and complete set of knowledge, skills, and attitudes that can be observed and measured (Hall and Jones, as cited in Mukminan, 2003, p. 2). Therefore, an individual possessing the relevant competence is one whose abilities are observable and measurable.

The concept of competence has been widely discussed and interpreted by various scholars across disciplines, particularly in the realm of education. At its core, competence refers to the integrated set of abilities that enable individuals to perform tasks effectively and meet expected standards within specific professional contexts. Spencer and Spencer (1993) describe competence as a combination of underlying

characteristics such as motives, traits, self-concept, knowledge, and skills—that predict effective performance in a job role. These elements are not only observable through behavior but are also deeply rooted in an individual's cognitive and emotional makeup.

Expanding on this, Boyatzis (1982) defines competence as the capacity to produce desired results consistently in a given professional setting. He emphasizes that competence is not merely about having the right knowledge or skill set, but also about the ability to apply them appropriately based on situational demands and interpersonal dynamics.

In the context of education, Mulder (2001) introduces the idea that competence is a dynamic integration of knowledge, skills, and attitudes, enabling educators to perform tasks meaningfully and responsibly. According to him, teacher competence is demonstrated through the ability to adapt instructional strategies, respond to diverse student needs, and engage in reflective teaching practices.

Similarly, Winkel (2005) points out that competence in teaching involves more than theoretical knowledge. It includes the ability to make informed instructional decisions, manage classroom environments effectively, and evaluate learning outcomes in alignment with educational goals.

Taken together, these perspectives suggest that competence is multidimensional it involves not only what a person knows, but also how they behave, how they think, and how they relate to others in the performance of their duties. For

teachers, this means that professional competence is an essential foundation for delivering high quality education and fostering meaningful student learning.

b. Definition of Pedagogical Competence

Pedagogical competence refers to the essential ability of a teacher to effectively manage the learning process of students. This competence involves a comprehensive understanding of learners' characteristics, the planning and execution of engaging and purposeful instruction, as well as the continuous assessment of student learning to refine teaching practices. It serves as a foundational requirement for teachers as they enter the educational profession, particularly because of the direct and dynamic interaction they maintain with their students.

Students, by nature, are individuals who are still developing physically and mentally. Therefore, they require consistent guidance from adults to navigate various aspects of life, including social, spiritual, and environmental dimensions. Pedagogical competence is closely tied to a teacher's capacity to understand student development and to foster a learning environment that is both educational and dialogic.

At its core, pedagogical competence demands that teachers are capable of recognizing students' developmental stages, designing effective lesson plans, implementing instructional strategies, evaluating learning outcomes, and supporting students in realizing their individual potential. Given its practical nature, this competence highlights the dual role of a teacher not only as an instructor who delivers content but also as an educator who nurtures, guides, and facilitates holistic development through meaningful engagement with learners.

c. Teacher Competency Indicators

According to Law No. 14 of 2005 on Teachers and Lecturers, teacher competencies consist of four core domains: pedagogical, personal, social, and professional competencies. These four domains serve as a framework for evaluating and reflecting on teacher competence. Below is a description of each competency:

1). Pedagogical Competence

Pedagogical competence refers to a teacher's ability to manage and facilitate the learning process effectively. This includes understanding learners' characteristics, designing and delivering instruction, supporting student development, and conducting assessments to improve learning outcomes.

Pedagogical competence includes several components:

- Understanding students deeply, which involves recognizing their individual characteristics by applying principles of personality development and cognitive growth, as well as identifying their learning readiness.

- Planning instruction, which requires teachers to have a sound grasp of educational foundations, apply learning theories, choose instructional strategies suited to learners' characteristics, the subject matter, and learning objectives, and design effective lesson plans.

- Implementing instruction, which involves creating a positive learning environment and delivering lessons in a structured and engaging manner.

- Assessing and evaluating learning, meaning teachers must continuously assess both the learning process and outcomes using appropriate methods, analyze the results to determine student mastery, and use the findings to refine instructional strategies.

- Fostering student development, whereby teachers facilitate the development of both academic and non-academic potential of students, supporting them to become well-rounded individuals.

2). Professional Competence

Professional competence is defined as the mastery of subject matter in a broad and in-depth manner. It encompasses an understanding of the subject content within the curriculum, the underlying scientific discipline, its structure, and the methodology of the subject.

This competence includes:

- Mastery of subject content, concepts, and scientific reasoning that support effective instruction.

- Understanding the standard and basic competencies for each subject area.

- Creatively developing instructional materials aligned with the subject matter.

- Engaging in continuous professional development through reflective practice.

- Utilizing technology for communication and professional growth.

3). Personal Competence

Personal competence relates to a teacher's character and integrity, which are essential for being a role model for students. Teachers are also responsible for helping students develop strong personal values.

This includes:

- Emotional stability, adhering to social norms, and demonstrating pride in the teaching profession.

- Maturity, showing independence and a strong work ethic in their role as educators.

- Wisdom, acting in ways that benefit students, schools, and communities, and being open-minded in both thought and action.

- Authority, displaying behaviors that positively influence students and command respect.

- Moral integrity, acting in accordance with religious and ethical norms, and becoming a moral exemplar for students.

4). Social Competence

Social competence refers to a teacher's ability to communicate and interact effectively with students, fellow educators, school staff, parents, and the wider community.

This includes:

- Demonstrating an inclusive attitude, objectivity, and nondiscriminatory behavior regardless of religion, gender, physical condition, ethnicity, family background, or social status.
- Communicating respectfully, empathetically, and effectively with colleagues, parents, and the community.
- Adapting to various cultural contexts across different regions in Indonesia.
- Being able to communicate clearly in both oral and written forms.

Although teachers are expected to demonstrate competence across all four domains pedagogical, professional, personal, and social pedagogical competence plays a central role, as it directly influences the quality of classroom learning. Teachers with strong pedagogical skills are better equipped to understand their students, design relevant learning experiences, integrate educational technologies effectively, and carry out constructive evaluations and follow-ups. Without sufficient pedagogical competence, mastery of subject matter, personal integrity, and social skills alone are unlikely to lead to significant improvements in student learning outcomes.

Therefore, the enhancement of pedagogical competence should be a key priority in teacher professional development programs whether through in-service training, ongoing coaching, or collaborative practices among educators.

2. Definition and the role of teachers

   a. Definition of teacher

   A teacher is a fundamental component of any educational system, entrusted with the responsibility of not only imparting academic knowledge but also shaping the

intellectual, emotional, moral, and social growth of students. In its most basic form, a teacher is someone who facilitates learning, manages instructional activities, and guides students toward achieving educational objectives. However, the role of a teacher has evolved significantly over time. Teachers today are expected to be curriculum designers, learning facilitators, motivators, mentors, and even lifelong learners themselves. According to Uno (2007), a teacher is a professional individual who systematically organizes the teaching process with the goal of guiding and supporting students toward intellectual and personal maturity.

From a pedagogical perspective, teaching is not merely the act of delivering content, but a deliberate and reflective process that requires careful planning, instructional innovation, and an understanding of students' unique characteristics. Sagala (2009) explains that a teacher is responsible for not only conveying subject matter but also influencing students' attitudes, behavior, and values through structured interaction. In this sense, the effectiveness of a teacher lies not only in what they teach, but in how they engage learners and respond to their developmental needs. Moreover, in the context of 21st century education, teachers are required to integrate technology, promote collaborative learning, and cultivate critical and creative thinking skills.

They must continuously improve their competencies through professional development and adapt to ongoing educational reforms and student diversity. Teachers are no longer viewed as the sole source of information; rather, they are facilitators who

create learning environments where students are encouraged to think independently, solve problems, and become active participants in their own learning.

According to Law No. 20 of 2003 on the National Education System, Article 1, Paragraph 6, an educator is defined as teaching staff who are qualified in various roles such as teachers, counselors, tutors, lecturers, instructors, facilitators, or other similar positions, and actively participate in the educational process. In his book *Effective Teacher-Being*, Suparlan offers a different perspective on the definition of a teacher. According to Suparlan (2008, p. 12), a teacher can be defined as an individual whose work is integral to shaping the national life across all its dimensions, including spiritual, emotional, intellectual, physical, and other aspects.

Suparlan (2008, p. 13) further explains that, based on formal legal standards, a teacher is an individual who has received a decree (SK) from either the government or a recognized authority, granting them the right to teach. Suparlan's definition of teachers is complemented by Imran (2010, p. 23), who adds that teaching is a position or profession requiring specialized expertise. This profession involves tasks such as educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, primary education, and secondary education. From these definitions, it can be concluded that a teacher is someone who has obtained an official decree (SK) from either the public or private sector, and whose role requires specialized knowledge and skills to educate and teach students at various levels of education, with the primary goal of contributing to the education of the nation in all its aspects.

b. The role of teacher

The role of the teacher is fundamental to the success of any educational system. Teachers are not only responsible for transferring knowledge, but also for shaping the character, mindset, and future potential of their students. In modern education, the responsibilities of teachers have expanded significantly beyond the conventional image of delivering lectures in front of a classroom. They are now recognized as curriculum developers, facilitators of learning, motivators, mentors, evaluators, and even agents of social change. This shift reflects a deeper understanding that learning is not a passive process, and that the teacher plays a vital part in actively engaging students in meaningful, personalized, and contextually relevant experiences.

Teachers are required to understand the individual differences among learners and adapt their teaching methods accordingly. They are expected to foster intellectual curiosity, promote critical and creative thinking, encourage collaboration, and guide students in becoming independent, lifelong learners. Their role involves managing the classroom effectively, assessing student progress, and providing constructive feedback to help students grow academically and personally. As highlighted by modern pedagogical theories, the teacher must create a supportive learning environment where students feel safe, respected, and inspired to participate fully in their own educational journey.

Moreover, in the context of 21st century education, teachers must be competent in integrating technology, addressing diverse learning needs, and navigating complex educational challenges such as curriculum changes, inclusion, and global

competencies. Their role is no longer limited to academic content delivery, but extends to preparing students for real-life challenges, instilling values, and cultivating the skills needed in a rapidly changing world.

In essence, the role of the teacher today is multifaceted and dynamic. Teachers are not merely conveyors of information; they are architects of learning who hold the responsibility of shaping not only the minds but also the character and aspirations of future generations. Understanding the full scope of a teacher's role is therefore crucial in developing effective strategies to support teacher growth and enhance the quality of education as a whole.

Teachers play a crucial role in the learning process. Students rely on teachers to support their personal development and to help maximize their talents and potential. Without a teacher's guidance, it may be difficult for learners to fully achieve their life goals. This idea is grounded in the understanding that humans, as social beings, depend on others to meet their various needs. According to Mulyasa (2007:37), teachers fulfill at least nineteen different roles in the learning environment. These include being an educator, instructor, counselor, coach, advisor, innovator, role model, mentor, motivator of creativity, source of inspiration, routine worker, change agent, storyteller, performer, liberator, evaluator, and preserver

c. Pedagogic competence of teacher

Pedagogical competence refers to a teacher's ability to effectively plan, execute, and evaluate the teaching and learning process in a way that meets students' needs and supports their overall development. It involves a comprehensive set of professional

skills, including the capacity to understand student characteristics, design suitable learning strategies, use diverse instructional tools, and assess learning outcomes. This competence serves as the foundation of effective teaching, as it enables educators to translate curriculum goals into meaningful classroom practices that promote student engagement and success.

In educational contexts, pedagogical competence is seen as more than just delivering academic content. It encompasses a deep understanding of how students learn, the ability to create supportive and inclusive learning environments, and the skills to foster higher-order thinking such as analysis, evaluation, and problem-solving. Teachers with strong pedagogical competence are able to adapt their instruction to students' cognitive and emotional levels, respond to various learning styles, and ensure that all learners have equitable opportunities to succeed.

According to national and international frameworks such as the Regulation of the Indonesian Minister of National Education No. 16 of 2007 teachers' pedagogical competence includes several core elements: identifying student characteristics, mastering learning theories, designing curriculum, implementing varied instructional approaches, using technology, evaluating learning processes and outcomes, and conducting reflective teaching to continuously improve professional practice. These elements are interconnected and essential to achieving effective, student-centered education.

In today's classrooms, where diversity, digital learning, and active methodologies are increasingly prominent, pedagogical competence is more important

than ever. It empowers teachers to manage real-world challenges, connect with students meaningfully, and cultivate a dynamic learning environment that prepares students not only for academic success but also for life beyond school. Thus, pedagogical competence is not only a requirement for professional teaching but also a powerful influence on the quality of education as a whole.

The term pedagogy taken from the Dutch language *Pedagogic* named as science education. Another definition of pedagogical competence is the ability of teachers to manage learning for learners. Setiono (2009:26)

Pedagogic competence is the ability to manage learners includes:

a) Insight supervision of teachers will be the foundation and philosophy of education

b) Teachers understand the potential and diversity of learners so that they can be designed to learn the appropriate service strategy uniqueness of each learner.

c) Teachers develop curriculum / syllabus either in the form of documents and the implementation in the form of learning experience

d) The teacher is able to plan and Strategy learning based on standards of competence and basic competence

e) Capable of carrying out an educational learning and interactive dialogue with the atmosphere so that learning becomes active, innovative, creative, effective and fun

f) Able to develop their talents and interests of learners through intrakulikuler to actualize various potentials.

Pedagogical knowledge tests assess the understanding that prospective teachers have in areas such as learning and development, educational psychology, classroom management, instructional strategies, and assessment methods. These tests typically include topics like structuring content for effective student learning, creating supportive learning environments, implementing teaching strategies to enhance learning outcomes, and upholding professional standards in teaching.

Pedagogic as a science which is useful for the implementation of education has scope range of theory and practice.

1) Pedagogic theory, which is part of the pedagogic who questioned the basis for the possibility in practice for practical pedagogic

2) Pedagogic systematic, discuss and analyze issues and educational situation theoretically prepared on something specific system

3) Empirical pedagogic, discuss theory based on experience or the results of research in the field of education practice

4) Pedagogic practical, functional learn the practical aspects of education, such as how to carry out education in families, schools and communities

5) Didactics, pedagogical practical Principe talk about teaching and learning effective and efficient so that lessons can be held to discuss pupils with the best. Manage learning, teachers are expected to pick the capabilities include:

a) The ability to understand learners

b) The ability of the lesson plan

c) The ability to design and implement learning

d) Ability to use the method in learning

e) The ability to evaluate learning

The development of pedagogical competence in teachers is strongly supported by various educational theories that emphasize the importance of continuous learning, reflection, and social interaction in the teaching profession. One of the foundational perspectives is the constructivist theory, which asserts that individuals build their understanding of the world through experience and active engagement. Applied to teacher education, this theory suggests that teachers develop pedagogical competence not simply by acquiring information but by reflecting on their teaching experiences and adjusting their instructional strategies based on students' needs and classroom realities.

Another significant framework is Kolb's Experiential Learning Theory (1984), which outlines a cyclical model of learning that includes concrete experiences, reflective observation, abstract conceptualization, and active experimentation. In teacher development, this approach implies that educators enhance their pedagogical competence by engaging in direct teaching experiences, reflecting on their effectiveness, formulating new strategies, and testing them in classroom settings. This cycle enables teachers to continuously refine their methods and become more responsive to diverse learning environments.

The sociocultural theory developed by Vygotsky also contributes greatly to our understanding of how teachers develop professionally. Vygotsky emphasized that

learning occurs through social interaction, especially with more knowledgeable individuals. In the context of teacher growth, this theory highlights the importance of collaboration with mentors, peers, and professional learning communities. Through dialogue, feedback, and shared practices, teachers internalize new pedagogical knowledge and skills, which enhances their overall competence in managing teaching and learning processes effectively.

In addition, Guskey's Model of Teacher Change (2002) underlines that changes in teacher competence often stem from improvements in student learning outcomes. According to this model, when teachers see the positive impact of their instructional changes, they become more motivated to adapt and enhance their practices. Therefore, high-quality professional development should be practical, directly linked to student performance, and sustained over time to produce meaningful improvements in pedagogical competence.

The development of pedagogical competence is a complex and ongoing process shaped by experience, reflection, collaboration, and student feedback. These theoretical perspectives show that effective teacher development involves more than technical training it requires a supportive environment that encourages critical thinking, innovation, and a willingness to grow professionally. As such, understanding and applying these theories can help educators and institutions design more effective strategies to support teacher competence and improve educational outcomes.

Here are some pedagogic competence of teachers

1) A thorough understanding of students' individual characteristics is a fundamental aspect of pedagogical competence. Teachers who are aware of their students' cognitive abilities, cultural and social backgrounds, learning styles, and special needs are better equipped to design meaningful and effective instruction. Mastery of these characteristics enables teachers to adapt their teaching strategies, materials, and assessment methods to match the diverse needs and potentials of their learners. As a result, the learning process becomes more inclusive, responsive, and supportive of students' holistic development academically, socially, and emotionally.

2) One of the most vital elements of a teacher's pedagogical competence is a solid understanding of various learning theories and the application of effective, educative teaching principles. By mastering foundational theories such as behaviorism, cognitivism, constructivism, and sociocultural theory, teachers gain a deeper awareness of how students acquire knowledge, process information, and construct meaning. These theoretical frameworks provide a basis for selecting appropriate instructional strategies that align with students' developmental stages, learning needs, and socio-emotional contexts. For instance, behaviorist approaches emphasize reinforcement and repetition, which may be suitable for memorization tasks, while constructivist perspectives advocate for student-centered learning through exploration, collaboration, and reflection. In addition, understanding principles such as

scaffolding, differentiated instruction, active learning, and meaningful feedback allows teachers to design and implement learning experiences that not only transfer knowledge but also develop students' critical thinking, creativity, and autonomy.

Furthermore, applying educative teaching principles ensures that instruction is not merely focused on academic achievement but also contributes to students' personal growth and character development. Teaching becomes a holistic process that respects learners' backgrounds, encourages responsibility, and promotes ethical values. Teachers who consistently apply these principles are more likely to create a supportive and inclusive classroom climate that motivates students and fosters a culture of continuous improvement. In short, the ability to integrate learning theory with educational practice is essential for any teacher aiming to facilitate meaningful, student-centered learning and to nurture competent, reflective, and responsible individuals.

3) Curriculum development competence is a crucial component of a teacher's professional capability, as it reflects their ability to design, implement, and adapt instructional plans in accordance with educational goals and student needs. Teachers who are skilled in curriculum development are not only able to interpret and align national curriculum standards with classroom practices, but they also demonstrate flexibility in modifying content and learning activities to suit diverse learners. This competence requires a deep understanding of subject matter, pedagogical approaches, and assessment techniques, as well as the

ability to integrate cross-disciplinary themes, such as character education, digital literacy, and 21st-century skills. Through this integration, the curriculum becomes more relevant, meaningful, and responsive to current educational demands.

4) Moreover, effective curriculum developers actively involve themselves in school-based curriculum planning, collaborate with colleagues, and engage in continuous reflection to refine instructional strategies. They are able to evaluate the effectiveness of teaching materials and make data-informed decisions to improve learning outcomes. In today's dynamic educational context, curriculum development also involves the ability to embed local wisdom, global perspectives, and inclusive values to ensure that all students feel represented and supported in their learning journey. Therefore, teachers with strong curriculum development competence play a central role in shaping quality education that is not only aligned with policy but also tailored to empower learners in real-life contexts. This capacity positions teachers not just as implementers of policy, but as reflective curriculum designers and innovators in their own classrooms.

5) Conducting educative learning activities is a fundamental aspect of a teacher's pedagogical responsibility, aimed not only at delivering subject matter but also at shaping students' values, attitudes, and holistic development. Educative learning goes beyond rote instruction and emphasizes meaningful engagement, critical thinking, and character building. Teachers who are competent in this

area design learning experiences that foster curiosity, promote collaboration, and cultivat a sense of responsibility among students. They select instructional strategies that are interactive and student-centered, encouraging learners to actively participate, reflect on their experiences, and connect what they learn to real-world contexts. This approach transforms the classroom into a dynamic space where students are not passive recipients of information but active constructors of knowledge.

In addition, effective educators ensure that learning activities are inclusive, equitable, and responsive to the varied needs of all learners. They incorporate diverse teaching methods, such as project-based learning, problem-solving tasks, discussions, and role-playing, to cater to different learning preferences and encourage creativity. These activities are also designed to strengthen not only cognitive abilities but also emotional and social competencies. By embedding values such as respect, empathy, discipline, and integrity into the learning process, teachers contribute to the formation of well-rounded individuals. Furthermore, educative learning activities are aligned with national educational goals and tailored to promote lifelong learning habits. Ultimately, the ability to implement such learning experiences reflects a teacher's commitment to quality education that empowers students both academically and morally.

6) One of the core responsibilities of a professional teacher is to facilitate the optimal development of each student's potential. This involves recognizing that

every learner possesses unique abilities, talents, interests, and learning styles that need to be nurtured through appropriate guidance and meaningful educational experiences. Teachers who are competent in this area create learning environments that empower students to explore their capabilities, build self-confidence, and pursue personal growth. Rather than focusing solely on academic achievement, such educators emphasize holistic development— supporting students' intellectual, emotional, social, and moral dimensions.

In practice, developing students' potential requires the use of varied teaching methods, differentiated instruction, and continuous encouragement tailored to individual learner needs. Teachers serve as facilitators who provide opportunities for students to express creativity, solve problems, and take initiative in their learning. They also promote critical thinking, collaboration, and reflective learning so that students become active participants in their educational journey. In addition, effective teachers identify students' strengths and areas for improvement through observation, feedback, and assessment, using the results to inform instructional adjustments. This responsive approach ensures that each student has the chance to grow according to their own pace and capacity. Ultimately, by supporting the development of students' potential, teachers contribute not only to academic success but also to the formation of responsible, independent, and lifelong learners prepared to contribute meaningfully to society.

7) Effective communication between teachers and students plays a pivotal role in fostering a positive, inclusive, and engaging learning environment. It serves as a bridge for mutual understanding, trust, and collaboration, which are essential for the success of the educational process. Teachers who possess strong communication skills are able to convey ideas clearly, provide constructive feedback, and actively listen to their students' perspectives, concerns, and aspirations. This not only enhances student comprehension but also makes learners feel valued, respected, and motivated to participate in classroom activities.

In addition, effective teacher-student communication extends beyond the delivery of subject matter; it involves emotional sensitivity, cultural awareness, and responsiveness to students' social and psychological needs. Teachers who use positive verbal and non-verbal communication can create a supportive classroom climate where students feel safe to express themselves, ask questions, and take academic risks without fear of judgment. Moreover, clear and empathetic communication enables teachers to manage classroom behavior more effectively, prevent conflicts, and build meaningful relationships with learners.

Furthermore, modern communication strategies, including the use of digital tools and interactive platforms, can enhance engagement and accessibility, especially in diverse or technology-integrated learning environments. Ultimately, a teacher's ability to communicate effectively is

fundamental to promoting active learning, nurturing student confidence, and building a classroom culture grounded in respect, openness, and mutual support.

8) Assessment and evaluation are critical aspects of a teacher's pedagogical responsibilities, playing a central role in monitoring student learning and improving instructional effectiveness. A competent teacher understands that assessment is not merely about assigning grades but is a comprehensive process of gathering evidence to inform instruction and support student growth. By utilizing diverse assessment tools—such as formative assessments, quizzes, student portfolios, peer assessments, and classroom observations— teachers can accurately identify students' strengths and areas in need of development. These assessments allow educators to provide targeted feedback that guides students toward achieving learning objectives.

Moreover, effective evaluation practices help teachers reflect on their own teaching strategies and make necessary adjustments to better meet student needs. Teachers who are skilled in evaluation can interpret assessment data to enhance their instructional planning, personalize learning experiences, and ensure alignment with curriculum goals. In addition, they are committed to principles of fairness, transparency, and inclusivity, recognizing the importance of adapting evaluation methods to accommodate diverse learners. By also promoting self-assessment and reflection, teachers encourage students to become more autonomous and responsible for their own learning journey.

Overall, mastery of assessment and evaluation is a vital component of pedagogical competence, enabling teachers to create more effective, responsive, and student-centered learning environments.

3. Developing teachers pedagogical competence

The development of pedagogical competence is a critical foundation for enhancing the quality of teaching and learning in schools. Pedagogical competence refers to a teacher's ability to understand students' characteristics, design effective learning experiences, implement appropriate instructional strategies, communicate clearly, and conduct fair and meaningful assessments. Developing this competence requires more than just theoretical knowledge it involves continuous professional learning, reflective teaching practices, and active engagement with educational innovations. Teachers must be able to adapt to changes in curriculum, apply relevant learning theories, and respond to the diverse needs of students in dynamic classroom settings.

Effective development of pedagogical competence often takes place through structured professional development programs, such as in-service training, mentoring, collaborative lesson planning, and classroom-based research. These initiatives help teachers to refine their instructional techniques, deepen their understanding of student-centered learning, and improve classroom management. Furthermore, fostering pedagogical competence is not a one-time event, but an ongoing process that demands a growth mindset, openness to feedback, and a commitment to lifelong learning. Schools and educational authorities also play an essential role by providing supportive

environments, resources, and opportunities for teachers to grow professionally. Ultimately, the continuous development of pedagogical competence empowers teachers to deliver more meaningful, inclusive, and effective education that meets the needs of 21st century learners

a. The nature of teaching profession

The teaching profession is widely regarded as one of the most influential and morally significant occupations in society. At its essence, teaching is more than the delivery of knowledge it is a purposeful act of shaping character, fostering intellectual curiosity, and guiding students toward becoming responsible, independent, and ethical members of society. Teachers are expected to serve not only as conveyors of academic content, but also as facilitators of learning, mentors in personal development, and role models in behavior and attitude. This professional identity requires a strong foundation in pedagogical theory, content expertise, communication skills, and emotional intelligence.

Moreover, teaching is a reflective and evolving practice that demands continuous self-improvement and adaptation to new educational challenges. In today's rapidly changing world, teachers must respond to diverse student needs, integrate technology meaningfully into instruction, and promote inclusive and equitable learning environments. As professionals, teachers are also bound by ethical standards that uphold fairness, respect, and commitment to students' holistic development. They are expected to maintain professionalism, demonstrate lifelong learning habits, and contribute actively to the advancement of educational quality. Therefore, the true

nature of the teaching profession lies not only in its technical and instructional functions, but also in its transformative power to inspire change, promote social justice, and nurture the full potential of every learner.

b. Pedagogical literacy movement

The pedagogical literacy movement is a progressive initiative aimed at strengthening the professional competence of teachers by deepening their understanding of instructional theory, teaching methodology, curriculum development, and learner-centered practices. It encourages educators to go beyond routine teaching and develop a reflective mindset grounded in research-based strategies. At the heart of pedagogical literacy lies the ability to connect theoretical knowledge with practical application, enabling teachers to make well-informed decisions in diverse and dynamic classroom settings.

This movement recognizes that in order to foster meaningful and effective learning, teachers must continually engage in critical reflection, professional dialogue, and academic inquiry. It promotes the idea that teachers are not only implementers of curriculum but also intellectuals who actively contribute to the improvement of educational practices. Through ongoing professional development, participation in learning communities, and access to pedagogical literature, teachers are encouraged to improve their instructional quality and stay responsive to the evolving needs of learners. Additionally, pedagogical literacy includes an awareness of social, cultural, and ethical dimensions of education, empowering teachers to cultivate inclusive and respectful learning environments. In essence, the pedagogical literacy movement seeks

to elevate teaching into a thoughtful, research-informed, and socially responsible profession, equipping educators to serve as agents of transformation in both schools and society at large.

c. The concept of knowledge and pedagogic competence

Pedagogical knowledge refers to a teacher's comprehensive understanding of the principles, strategies, and processes involved in facilitating effective learning. It encompasses familiarity with educational theories, classroom management techniques, curriculum design, assessment practices, and the psychological development of students. This form of knowledge allows teachers to plan, deliver, and evaluate learning activities in ways that are responsive to students' academic and emotional needs. A teacher with strong pedagogical knowledge understands how to adjust instruction based on the context of learning, the characteristics of learners, and the objectives of the curriculum.

Pedagogical competence, meanwhile, involves the actual ability to implement that knowledge effectively in the classroom. It reflects a teacher's skill in managing diverse learners, fostering a positive classroom climate, encouraging active student participation, and applying instructional strategies that promote deep learning. A pedagogically competent teacher is not only knowledgeable but also capable of adapting to different teaching situations, addressing learning challenges, and creating meaningful educational experiences. This competence is demonstrated through the teacher's capacity to apply theory into practice with clarity, empathy, and purpose.

Moreover, pedagogical competence is not static it evolves through ongoing reflection, professional development, and collaboration with colleagues. As education continues to change with advancements in technology, inclusive education policies, and shifting learner demographics, teachers are required to continually update their pedagogical approaches. Therefore, the integration of pedagogical knowledge and competence is fundamental for teachers to meet the demands of modern education and to support the intellectual and personal growth of all learners.

d. Pedagogical Knowledge Based on Educational Philosophy

Pedagogical knowledge grounded in educational philosophy provides a deeper and more reflective foundation for teaching practice. Educational philosophy serves as the conceptual lens through which teachers understand the purpose of education, the nature of learners, and the values that should guide the learning process. Philosophical perspectives—such as progressivism, essentialism, constructivism, and humanism—shape the way teachers design curriculum, choose instructional methods, and interact with students. When teachers develop pedagogical knowledge rooted in educational philosophy, they are not merely applying techniques but are making thoughtful, ethical, and intentional decisions about how and why they teach.

This type of knowledge encourages teachers to critically examine the broader goals of education in society, considering not only what content should be taught, but also how education can contribute to social justice, democracy, and human flourishing. For example, a teacher influenced by constructivist philosophy will prioritize active, student-centered learning, while one informed by essentialist views

may focus on mastery of core knowledge and discipline. By aligning pedagogical practices with philosophical principle, teachers become more self-aware, reflective, and principled in their approach to education.

Ultimately, pedagogical knowledge informed by philosophy enriches teachers' professional identity and helps them navigate complex classroom realities with clarity and purpose. It cultivates a deeper sense of meaning in their work, fosters ethical decision-making, and supports the development of a more holistic and transformative educational experience for students.

e.   Pedagogical Knowledge Based on Psychology

Pedagogical knowledge rooted in psychological theory equips teachers with a deeper understanding of how students learn, think, feel, and behave in educational settings. Psychology offers critical insights into cognitive development, motivation, learning styles, emotional regulation, and social interaction all of which are essential for designing effective and inclusive teaching strategies. When teachers apply psychological principles to pedagogy, they are better prepared to address students' individual differences, manage classroom dynamics, and foster environments that support both academic achievement and personal growth.

 For instance, understanding developmental theories such as those proposed by Piaget or Vygotsky allows teachers to tailor instruction according to students' cognitive readiness and sociocultural context. Knowledge of behaviorist approaches helps in shaping positive student behavior through reinforcement, while humanistic psychology emphasizes the importance of meeting learners' emotional and

psychological needs. Furthermore, principles from educational psychology support teachers in assessing learning progress, designing interventions for struggling students, and promoting self-regulated learning strategies.

By grounding their pedagogical practice in psychological theory, teachers enhance their ability to make evidence-based decisions, promote student engagement, and build meaningful teacher-student relationships. This integration not only improves instructional effectiveness but also contributes to the holistic development of learners. Ultimately, pedagogical knowledge informed by psychology empowers educators to understand the "whole child" and to create responsive, nurturing, and psychologically safe learning environments.

f. Pedagogical Knowledge Based on Learning Theories

Pedagogical knowledge founded on learning theories provides teachers with a scientific and structured framework to understand how students acquire, process, and retain information. Learning theories such as behaviorism, cognitivism, constructivism, and socio-cultural theory serve as the foundation for designing instructional approaches that are aligned with the way learners think and behave. Teachers who are well-versed in these theories can make more informed decisions when planning lessons, selecting teaching methods, and assessing student progress.

For example, behaviorist theories emphasize the role of reinforcement and repetition, which are useful in developing habits and foundational skills. Cognitive theories, on the other hand, focus on mental processes such as memory, attention, and problem-solving, enabling teachers to support deeper learning and information

retention. Constructivist perspectives highlight the importance of active engagement and prior knowledge, encouraging teachers to create student-centered learning environments where learners construct meaning through exploration and interaction. Meanwhile, socio-cultural theories, such as those developed by Vygotsky, stress the influence of social interaction and cultural context, prompting teachers to consider collaborative learning and scaffolding as essential parts of instruction.

By integrating learning theories into pedagogical practice, teachers are better equipped to respond to diverse student needs, foster critical thinking, and promote lifelong learning skills. This theoretical foundation not only enhances instructional effectiveness but also enables educators to reflect critically on their teaching strategies, adapt to changing educational contexts, and create meaningful and inclusive learning experiences.

g. Developing Pedagogical Competence Through Reflective Ability

The development of pedagogical competence is greatly enhanced by a teacher's capacity for reflective thinking. Reflective ability refers to the skill of critically analyzing one's own teaching practices, decisions, and interactions with students in order to gain insights and make continuous improvements. Teachers who engage in reflective practice do not simply follow routines or rely on fixed methods they actively evaluate what works, what doesn't, and why. This process fosters a deeper awareness of their professional strengths and weaknesses, helping them to refine their instructional strategies and better meet the needs of diverse learners.

Reflective thinking encourages teachers to question assumptions, consider alternative approaches, and adapt to changing classroom contexts. It is through this continuous cycle of planning, acting, observing, and reflecting that teachers develop more thoughtful and responsive pedagogical practices. For example, by reflecting on classroom outcomes and student feedback, teachers can adjust their lesson plans, improve classroom management, or integrate more inclusive teaching methods. Reflective competence also promotes a mindset of lifelong learning, where teachers are motivated to seek professional development, engage in collaborative learning, and stay informed about educational innovations.

Ultimately, developing pedagogical competence through reflective ability empowers teachers to become more adaptive, ethical, and learner-focused. It transforms teaching into an intentional and evidence-informed process, where educators are not only skilled practitioners but also critical thinkers committed to continuous improvement and educational excellence.

h. Developing pedagogic competence through emotional intelligence

The development of pedagogical competence is closely linked to a teacher's level of emotional intelligence, which refers to the ability to recognize, understand, manage, and use emotions both one's own and those of others in positive and constructive ways. Emotional intelligence plays a significant role in shaping a teacher's capacity to build meaningful relationships with students, create a supportive classroom climate, and respond empathetically to students' diverse needs. Teachers with high emotional intelligence are better equipped to handle stressful classroom

situations, communicate effectively, and maintain patience, resilience, and composure during challenges.

Integrating emotional intelligence into pedagogical practice enhances a teacher's ability to manage student behavior, motivate learners, and resolve conflicts calmly and constructively. It also allows teachers to be more sensitive to the emotional and social dynamics of the classroom, which directly affects student engagement and academic success. For example, a teacher who can detect when a student is anxious or disengaged is more likely to offer timely support and adjust their teaching approach accordingly. Furthermore, emotionally intelligent teachers model self-awareness, empathy, and positive communication, which in turn fosters the development of students' own emotional and social skills.

By cultivating emotional intelligence, teachers not only improve their interpersonal effectiveness but also strengthen the core elements of pedagogical competence such as classroom management, instructional delivery, and student-centered learning. Ultimately, emotional intelligence empowers educators to teach with compassion, lead with integrity, and contribute to the holistic development of their students in emotionally safe and nurturing environments.

i. Developing pedagogic competence through Instructional communication pattern.

The development of pedagogical competence is significantly influenced by a teacher's ability to utilize effective instructional communication patterns in the classroom. Instructional communication refers to the structured and purposeful

exchange of information between teacher and students that facilitates learning, builds understanding, and encourages active engagement. Teachers who master clear, responsive, and interactive communication strategies are more capable of delivering content effectively, maintaining student attention, and ensuring comprehension across diverse learning styles.

Instructional communication patterns include not only verbal explanations but also non-verbal cues, questioning techniques, feedback strategies, and active listening. A teacher's ability to communicate expectations, clarify concepts, and stimulate dialogue contributes directly to student motivation and cognitive development. For example, open-ended questioning and two-way communication encourage critical thinking and student participation, while empathetic listening creates a supportive environment where learners feel heard and respected. Additionally, teachers who adjust their communication according to students' responses demonstrate adaptability a key trait of pedagogical competence.

Moreover, effective instructional communication strengthens classroom management, reduces misunderstandings, and promotes a collaborative learning culture. It enhances the teacher's role as a facilitator rather than a sole transmitter of knowledge. As such, the development of pedagogical competence must involve deliberate training and reflection on communication behaviors that influence the quality of instruction. Ultimately, by mastering instructional communication patterns, teachers empower students to become active participants in their learning, which leads to deeper understanding, greater confidence, and improved academic outcomes.

j. The development of pedagogic competence

The development of pedagogical competence is a crucial element in improving the overall quality of teaching and learning. Pedagogical competence refers to a teacher's ability to design, implement, and evaluate effective learning experiences that are responsive to students' needs, characteristics, and contexts. It includes mastery of instructional strategies, classroom management, assessment practices, understanding of learner development, and the ability to foster meaningful learning. Developing this competence is not a one-time process but rather a continuous effort that requires self-reflection, ongoing training, and adaptation to evolving educational demands.

To achieve meaningful growth in pedagogical competence, teachers must engage in professional development activities such as in-service training, peer collaboration, mentoring, action research, and reflective teaching. These processes help educators stay updated with current pedagogical trends, integrate new methodologies, and respond to the increasing diversity of students in the classroom. Moreover, pedagogical competence development is strengthened when teachers have access to supportive learning environments, institutional encouragement, and access to academic resources. It also involves cultivating key soft skills such as empathy, communication, and emotional intelligence skills that enable teachers to connect with students on a deeper level and foster positive classroom interactions.

Ultimately, the continuous development of pedagogical competence empowers teachers to become more effective, adaptive, and reflective professionals. It enables them to create student-centered learning environments that support not only academic

achievement but also students' holistic growth socially, emotionally, and ethically. In a broader sense, enhancing pedagogical competence contributes to building a more responsive, equitable, and forward-looking education system

4. In service training

    a. Definition of In-Service Training

    In-service training is a professional development program provided to educators who are already actively teaching, aimed at improving their knowledge, skills, and professional attitudes to perform their duties more effectively. According to Sagala (2009), in-service training is a short-term educational process that uses systematic and organized procedures with the goal of enhancing the performance of teachers in their current positions.

    In-service training is a structured form of professional development aimed at enhancing the competencies of teachers who are already working in the field. Unlike pre-service training, which focuses on preparing prospective teachers, in-service training is designed to support practicing educators in updating their knowledge, refining instructional strategies, and responding to the evolving demands of modern classrooms. The theoretical basis of in-service training reflects the understanding that teaching is a dynamic profession requiring ongoing learning and adaptation. It recognizes that educators must continually expand their pedagogical and professional skills to remain effective in diverse and rapidly changing educational contexts.

    One of the most influential theories underlying in-service training is Andragogy, or Adult Learning Theory, as proposed by Malcolm Knowles. This theory

asserts that adult learners are autonomous, goal-oriented, and bring valuable prior experiences to the learning process. For in-service training to be effective, it must respect these characteristics by offering content that is relevant, practical, and immediately applicable to the teachers' professional responsibilities. Programs grounded in adult learning theory emphasize active participation, problem-solving, and collaboration, all of which align with the needs and motivations of practicing teachers.

Another key theoretical framework is Reflective Practice Theory, advanced by Donald Schön (1983). According to this theory, professionals develop their expertise by engaging in thoughtful reflection about their own experiences. For teachers, this means examining their teaching practices, evaluating their instructional decisions, and making improvements based on what they observe in the classroom. In-service training that incorporates reflective elements such as lesson analysis, peer observations, or teaching portfolios encourages teachers to think critically and continuously improve their pedagogical effectiveness. Reflection helps bridge the gap between theory and practice and fosters deeper professional insight.

In-service training is grounded in several well-established educational theories that highlight how adult learners, particularly teachers, acquire and apply new knowledge in professional settings. One of the most influential models is Guskey's (2002) framework, which emphasizes that professional development must be sustained, structured, and focused on improving student learning. Guskey outlines five levels to evaluate training effectiveness, ranging from participants' immediate

reactions to the long-term impact on student outcomes. This model provides a comprehensive approach for assessing both the personal and institutional effects of in-service programs.

Another foundational theory is Knowles' Adult Learning Theory (Andragogy), which asserts that adult learners prefer training that is practical, self-directed, experience-based, and directly relevant to their professional roles. In the context of teacher training, this theory supports the design of in-service programs that are flexible and problem-solving in nature. Similarly, Kolb's Experiential Learning Theory highlights the importance of learning through direct experience, reflection, and experimentation an approach that aligns well with classroom-based professional learning

In addition, Desimone's framework for effective professional development outlines key features such as a strong content focus, active learning, coherence with school policies, and collective participation. These elements contribute to making in-service training more impactful and sustainable. Lastly, Schön's Reflective Practice Theory emphasizes the importance of teachers engaging in reflection both during and after teaching experiences. Reflective thinking allows educators to critically evaluate their instructional methods and adapt them for continuous improvement.

Furthermore, Transformational Learning Theory, introduced by Jack Mezirow, provides a deeper understanding of how in-service training can lead to lasting change in teachers' perspectives and practices. This theory suggests that adults experience transformative learning when they critically assess their assumptions and beliefs, often

triggered by exposure to new ideas or challenging experiences. In-service training that invites teachers to confront outdated paradigms, discuss educational innovations, and engage in meaningful dialogue can result in profound shifts in mindset, leading to more adaptive and student-centered teaching.

The development and effectiveness of in-service training are grounded in several key educational theories. These include adult learning theory, which emphasizes the autonomy and experience of teachers; reflective practice theory, which promotes ongoing self-assessment and professional growth; and transformational learning theory, which encourages deep, perspective-changing experiences. When these theories are integrated into the design of in-service training programs, the result is a more responsive, engaging, and impactful learning experience that supports the continuous development of teachers and ultimately enhances the quality of education.

b. Objectives of In-Service Training

The primary objective of in-service training is to enhance teachers' professional competence by equipping them with updated knowledge, practical skills, and innovative strategies that improve classroom instruction and student learning. Unlike pre-service education, which focuses on foundational teaching theories, in-service training is designed to address the evolving demands of real teaching contexts. It enables teachers to stay current with curriculum reforms, technological advancements, and pedagogical innovations, ensuring their teaching remains relevant and effective.

Additionally, in-service training aims to foster reflective thinking, enabling teachers to assess their own instructional practices and identify areas for growth.

Through structured workshops, peer collaboration, mentoring, and hands-on learning experiences, teachers are empowered to develop more student-centered, inclusive, and adaptive teaching approaches. Another key objective is to build a culture of continuous professional development, where teachers are encouraged to engage in lifelong learning, share best practices, and contribute to school improvement.

Furthermore, in-service training supports the development of non-academic competencies such as classroom management, emotional intelligence, communication skills, and professional ethics all of which are critical for holistic teaching effectiveness. In essence, the overarching goal of in-service training is not only to improve teacher performance but also to positively impact student outcomes and the overall quality of the education system.

1) To improve teachers' professional, pedagogical, social, and personal competencies.
2) To update knowledge and skills in line with developments in science, technology, and recent educational policies (e.g., the Merdeka Curriculum).
3) To address weaknesses and performance gaps in teaching practice.
4) To encourage reflection and innovation in classroom teaching.

c. Types of In-Service Training

In-service training can be classified into several types, each designed to meet specific professional development needs of teachers. One common form is on the job training, which takes place within the school environment and allows teachers to improve their skills through real-time classroom experiences, peer observation,

mentoring, and coaching. This type of training emphasizes direct application and collaboration, making it highly practical and context-based.

Another important type is workshop-based training, typically conducted outside regular teaching hours. Workshops offer short-term, intensive learning sessions focused on particular topics such as curriculum updates, technology integration, inclusive education, or assessment strategies. They often involve expert facilitators and interactive methods to engage participants actively.

Seminars and conferences represent another form of in-service training that enables teachers to explore broader educational trends, share best practices, and engage with professional networks. These gatherings often provide exposure to national or international perspectives on teaching and learning.

Distance or online training is increasingly popular, offering flexible and accessible opportunities for teachers to pursue professional development at their own pace. These may include webinars, e-courses, and virtual learning communities, which are especially relevant in digital and remote learning contexts.

Lastly, formal courses or certification programs may be provided by universities or teacher training institutions to deepen teachers' knowledge and pedagogical expertise. These programs usually lead to additional qualifications and are more comprehensive in nature.

Overall, the diversity of in-service training types allows education stakeholders to address the varied needs of teachers while promoting lifelong learning, adaptability, and ongoing professional growth.

as the conclusions types of In service training can be devided

a) School-Based Training (SBT)

- Training conducted at the school level, such as workshops, group discussions, or lesson study activities.

b) Centralized Training

- Training organized by educational authorities such as the Department of Education or teacher training institutions (LPMP, P4TK).

c) Online/Distance Training

- Training delivered through digital platforms, such as *Guru Belajar*, MOOCs, or Learning Management Systems (LMS).

d. Characteristics of Effective Training

Effective in service training is defined by several key characteristics that ensure its relevance, impact, and sustainability in improving teacher performance and student learning outcomes. First and foremost, it must be content-focused, meaning it addresses subject specific knowledge and instructional strategies that directly enhance classroom teaching. Training programs should also promote active learning, allowing teachers to engage in discussions, simulations, lesson planning, teaching practice, and peer feedback rather than being passive recipients of information.

Another essential feature is coherence, where the training aligns with school goals, curriculum standards, and teachers' actual professional needs. Effective training is also sustained over time not a one-time event providing continuous support, follow-up sessions, and opportunities for classroom application.

Collaborative learning is equally important, as it encourages teachers to work in teams, share experiences, and solve problems collectively, thereby building a professional learning community.

In addition, effective training promotes reflective practice, enabling teachers to critically examine their beliefs, teaching approaches, and student responses to refine their instruction. It should also include ongoing assessment and feedback mechanisms to evaluate its effectiveness and inform necessary improvements. Finally, successful training requires institutional support, such as encouragement from school leadership, time allocation, and access to resources.

Collectively, these characteristics contribute to making in-service training not only informative but also transformative, empowering teachers to become more competent, confident, and adaptive in their professional roles

e. In-Service Training and Pedagogical Competence

In-service training plays a critical role in strengthening teachers' pedagogical competence by providing structured opportunities for continuous professional development. Pedagogical competence refers to a teacher's ability to plan, deliver, and assess instruction effectively while addressing the academic, emotional, and social needs of diverse learners. Through well-designed in-service training, teachers can deepen their understanding of learning theories, instructional strategies, classroom management, assessment methods, and student development. This professional learning enhances their ability to make informed instructional decisions, adapt to

curriculum changes, and apply innovative teaching practices in real classroom settings.

In-service training also encourages teachers to reflect on their teaching methods, update outdated approaches, and implement student-centered techniques that promote engagement and meaningful learning. Furthermore, training sessions that include collaboration, peer feedback, and problem-solving activities help foster a culture of professional dialogue and shared expertise. This, in turn, contributes to the development of critical elements of pedagogical competence, such as flexibility, responsiveness to learners' needs, and the integration of technology and inclusive practices.

Ultimately, the effectiveness of in service training lies in its alignment with teachers' professional contexts and the extent to which it supports the continuous refinement of their instructional capabilities. When teachers regularly engage in purposeful and relevant training, their pedagogical competence improves significantly, leading to higher teaching quality and better student learning outcomes.

Properly designed training improves teachers' pedagogical competence, such as:

- The ability to design curriculum-based learning.
- Application of innovative teaching approaches (e.g., communicative approach in English teaching).
- Use of technology in learning.
- Designing and implementing authentic assessments.

f. Legal Basis

Teacher training in Indonesia is supported by various regulations, including:

- Law No. 14 of 2005 concerning Teachers and Lecturers.

- Ministerial Regulation No. 16 of 2007 on Academic Qualification and Teacher Competency Standards.

- Ministerial Regulation No. 137 of 2014 on National Standards for Early Childhood Education (if relevant).

5. ICT in learning

a. Definition of ICT

These networks offer organizations valuable opportunities for organizational learning and efficient knowledge management (Castells, 1996; Quinn, 1992), enabled by the ability to store, retrieve, process, and reorganize information (McLoughlin, 1999). ICT networks have been widely adopted across diverse sectors, including corporate businesses, non-profit organizations (Burt & Taylor, 2000), political campaigns such as the 2008 U.S. presidential election, and various government agencies (Cardoso, Cunha, & Nascimento, 2004), among others.

b. The function of ICT

ICT (Information and Communication Technology) should play a central role in advancing both formal education and training programs. It can significantly contribute to distance learning, as seen in universities, where ICT enhances the quality of education and expands access to educational services. Furthermore, ICT can improve education quality through nationwide teacher training programs. Distance

education, leveraging ICT, can also be used to train various groups, such as small and medium businesses, local government officials, educators, and others.

ICT facilitates collaboration among educators and learners, even when they are physically distant. In the past, individuals had to travel long distances to consult a specialist, but today, tasks can be completed remotely, such as sending emails. Research and academic work can be carried out through data exchanges via the Internet, email, or file-sharing systems. According to Bambang Warsita (2007: 110), there are three main approaches to utilizing ICT in education and learning.

1). Learning about computers and the internet,

Learning about computers and the internet has become a fundamental component of modern education, as digital technologies continue to shape the way information is accessed, processed, and shared. Computer literacy refers to the basic ability to operate digital devices, use software applications, and understand essential computing concepts. Internet literacy, on the other hand, involves the ability to navigate the online world responsibly, search for credible information, communicate effectively, and utilize various web-based tools for learning and collaboration. Together, these skills form the foundation of digital literacy, which is increasingly recognized as essential for academic success and lifelong learning.

For both students and educators, acquiring knowledge about computers and internet use opens up a wide range of opportunities for interactive and self-directed learning. It enhances access to global resources, online learning platforms, and multimedia content, allowing individuals to explore topics beyond the classroom.

Moreover, understanding internet safety, data privacy, and ethical online behavior is critical in helping learners become responsible digital citizens.

In educational settings, the integration of computer and internet skills supports innovative teaching methods such as blended learning, flipped classrooms, and project-based instruction. As such, learning about computers and the internet is not merely a technical skill it is a gateway to broader educational engagement, communication, and professional development in an increasingly digital world.

Technological literacy is considered a key educational goal. Computers can serve as learning tools, particularly in subjects like computer science. ICT (Information and Communication Technology) is also taught as a standalone subject in schools.

2). Learning with computer and the internet,

Learning with computers and the internet has transformed traditional education by offering more interactive, flexible, and accessible ways for students to acquire knowledge and skills. Computers provide learners with tools for writing, researching, calculating, and designing, while the internet connects them to a vast network of educational content, online communities, and multimedia resources. This integration of technology into the learning process enhances not only the delivery of instruction but also promotes self-directed and personalized learning experiences.

Through online platforms, digital classrooms, and educational software, students can learn at their own pace, revisit materials, and receive instant feedback. Learning with the internet also supports collaborative learning, as students can

engage in virtual discussions, group projects, and knowledge sharing with peers from different regions and cultures. Moreover, teachers can utilize online resources such as videos, simulations, quizzes, and learning management systems to create dynamic and engaging lessons that go beyond the limitations of traditional textbooks.

Importantly, learning with computers and the internet fosters digital literacy, problem-solving, and critical thinking skills that are essential for success in the 21st century. When used effectively, technology can bridge learning gaps, support inclusion, and empower both students and teachers to explore new methods of teaching and learning. Therefore, learning with computers and the internet is not just an educational trend but a powerful strategy to prepare learners for a technology-driven world.

ICT (Information and Communication Technology) enhances learning in accordance with the school curriculum. For example, Indonesia's Ministry of National Education's Center for Information and Communication Technology (Pustekkom) has created interactive multimedia CDs for subjects like English, Biology, Physics, Chemistry, Islamic Education, and others, providing alternative learning resources for high school and vocational students.

3). Learning through computers and the internet

Learning through computers and the internet represents a significant shift in educational practice, enabling students to access information, engage with content, and develop skills in more dynamic and individualized ways. Unlike traditional classroom instruction that relies heavily on face-to-face interaction and physical

materials, learning through digital technologies facilitates access to a broader range of resources including e-books, instructional videos, online simulations, virtual labs, and educational games. These tools allow learners to explore complex concepts visually and interactively, which can enhance understanding and retention.

One of the key advantages of learning through computers and the internet is the ability to customize the learning experience. Learners can progress at their own pace, select topics of personal interest, and review materials as needed. Moreover, digital platforms often incorporate features such as instant feedback, progress tracking, and adaptive learning pathways that support individual growth. This method also promotes autonomy and digital literacy, helping learners become independent thinkers and effective navigators of online information.

Additionally, learning through internet-connected technologies supports global communication and collaboration. Students can participate in webinars, online courses, discussion forums, and cross cultural projects that expand their perspectives and foster intercultural competencies. Teachers, in turn, can utilize these tools to enhance instructional strategies, monitor student performance, and deliver content in more engaging formats. In essence, learning through computers and the internet not only improves educational access and efficiency but also equips learners with the digital competencies necessary for lifelong learning in a technology-driven society.

These involve the incorporation of ICT (Information and Communication Technology) skills development into the curriculum. In colleges, for example, students conduct research online, utilizing spreadsheet and database programs to organize and

analyze collected data, or use word processing software to prepare research reports. Thus, computers can also serve as tools to perform specific tasks such as calculations, data storage, and word processing. Meanwhile, according to Fryer (2001),

The integration of educational media into teaching practices has become a key factor in enhancing teachers' pedagogical competence, particularly in response to the growing demands of 21st century learning. Tools such as artificial intelligence-based applications like GPT (Generative Pre-trained Transformer), interactive platforms like Gamma, and the use of various stimulus-based resources offer innovative opportunities for teachers to enrich their instructional approaches. These digital resources empower educators to move beyond traditional teaching methods by fostering creativity, personalization, and adaptability in the classroom. For instance, GPT-based technologies can assist teachers in designing lesson plans, generating differentiated learning materials, and simulating dialogue based learning that promotes critical thinking. By utilizing GPT, teachers can access instant content support and adapt their strategies based on students' learning needs, thereby improving their instructional planning and decision-making skills.

Likewise, Gamma serves as a powerful tool for creating visually engaging and interactive presentations. Unlike conventional slide formats, Gamma allows for the integration of multimedia, non-linear navigation, and real time student interaction, making it easier for teachers to deliver content in more dynamic and accessible ways. This not only increases student engagement but also encourages teachers to think more creatively about content delivery, assessment, and classroom communication essential

elements of pedagogical competence. In addition, the use of stimulus-based media, such as videos, images, audio clips, and contextual scenarios, provides sensory-rich learning experiences that capture students' attention and make abstract concepts more concrete. For teachers, selecting and implementing the right stimuli reflects their ability to match materials with learning objectives, student characteristics, and instructional goals.

By incorporating these modern media tools, teachers can enhance their capacity to design inclusive, interactive, and meaningful learning environments. These resources support the development of core pedagogical skills such as instructional planning, classroom management, and the application of appropriate teaching methods. As a result, the strategic use of digital and stimulus based learning media contributes significantly to the continuous growth of pedagogical competence and supports teachers in delivering high-quality education that is responsive to today's diverse classroom challenges.

In an era where education is increasingly driven by technology and visual communication, introducing platforms such as Canva into teacher training programs has become a practical and strategic step toward improving teachers' pedagogical competence. Canva is an intuitive, cloud-based graphic design tool that enables users regardless of design experience to create high-quality visuals, including lesson presentations, instructional posters, digital worksheets, and interactive classroom content. In the context of teacher development, Canva not only introduces modern

digital literacy skills, but also empowers teachers to better plan and deliver visually appealing and pedagogically effective instruction.

When introduced during training sessions, Canva serves as a bridge between pedagogical theory and real-world classroom application. Teachers are trained to use the platform not just as a creative tool, but as a means to enhance clarity, engagement, and structure in their teaching materials. For example, they can organize complex information into visually digestible info graphics, use templates to create consistent lesson formats, and develop student handouts that are both functional and attractive. This ability to design learner friendly materials demonstrates one's mastery of content delivery, a core element of pedagogical competence.

Furthermore, Canva allows teachers to align their materials with various learning styles and instructional goals. Visual learners benefit from diagrams and charts, while templates with space for collaborative input support cooperative learning. Teachers also learn to use Canva in conjunction with teaching strategies such as project-based learning or flipped classrooms, where they can assign students the task of designing their own visual presentations thus fostering deeper engagement and critical thinking.

The collaborative features of Canva, such as real-time editing and template sharing, also promote professional interaction among teachers. During training, teachers can work in groups to design sample materials, reflect on each other's work, and engage in peer feedback. These collaborative experiences cultivate a reflective

teaching mindset and improve instructional planning, classroom management, and media integration key components of pedagogical competence.

In addition, introducing Canva during pre-service or in service training reflects a commitment to preparing educators for 21st century teaching demands. It supports teachers in adopting a growth mindset, developing digital confidence, and staying updated with innovative practices. As teachers become more comfortable with tools like Canva, they are more likely to implement student-centered, creative, and multimodal instruction in their own classrooms.

Incorporating Canva into teacher training programs provides a valuable opportunity to enhance teachers' instructional design capabilities, technological integration skills, and creative thinking all of which are critical dimensions of pedagogical competence. By equipping teachers with such accessible and versatile tools, training programs help bridge the gap between traditional teaching approaches and the expectations of modern, engaging, and inclusive education.

To conclude, the strategic integration of instructional media into teacher development programs is not merely an additional component, but rather a vital element in strengthening teachers' overall professional competence. In an age where education must keep pace with rapid technological advancements and increasingly diverse learner needs, teachers must possess the ability to utilize a variety of media tools to enhance both the effectiveness and engagement of their instruction. Providing teachers especially those in training with access to innovative tools such as Canva, GPT-based platforms, interactive visual media, and multimodal stimuli significantly

contributes to their ability to plan, deliver, and evaluate instruction in a more dynamic and learner centered manner.

The use of such media allows teachers to explore alternative ways to present information, facilitate learning, and assess understanding. It also encourages them to think creatively about the teaching process and to move beyond traditional, lecture based instruction. Moreover, media supported instruction aligns with various learning preferences and supports the creation of inclusive environments, where students can actively participate and construct meaning based on both visual and experiential learning. This contributes directly to the development of core pedagogical competencies such as instructional design, classroom management, communication, and assessment skills.

Furthermore, the introduction of instructional media promotes reflective and collaborative practices among teachers. As they work together to design, review, and improve their instructional materials using modern tools, they engage in meaningful professional dialogue, peer feedback, and ongoing learning all of which are essential components of continuous professional development. These experiences help teachers remain responsive to student needs, curriculum changes, and technological innovations, making them better equipped to thrive in contemporary educational settings.

In essence, introducing instructional media is more than just a technical skill it is a transformational approach to teaching that empowers educators to adapt, grow, and succeed in their profession. It fosters a mindset of innovation, flexibility, and

lifelong learning, which are critical in sustaining high standards of teaching. Therefore, it is imperative that teacher training programs, whether pre-service or in service, actively incorporate the use of instructional media to ensure that teachers are not only competent, but also confident and creative in navigating the challenges of 21st century classrooms.

C. *Conceptual Framework*

The conceptual framework in this research is systematically explained below:

INPUT	PROCESS	OUTPUT
Low Competence of teachers	Enhance teachers competence Method: Training in service training l)	Quality of teachers (Pedagogic competence)
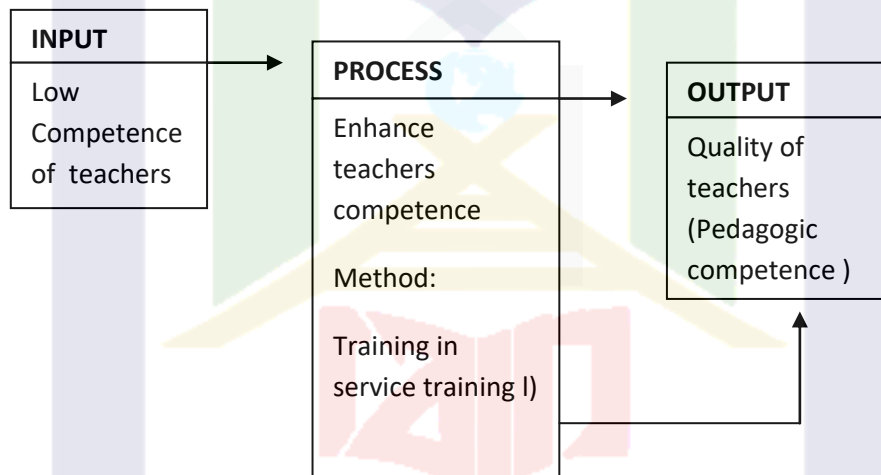
(Ficture.1.1)

Some ways the development of teachers competence (Caldwell and spinks, 1993:121;syefartht, 2002:124;sutermeister,1976:11;sukmadinata.2006:203;

jejen musfah:2011,18)

The conceptual framework of this study is built upon the idea that pedagogical competence is a core component of teacher professionalism, and that it can be systematically developed through targeted pre-service training. Pedagogical competence refers to a teacher's ability to plan, implement, and evaluate instruction in a way that promotes meaningful learning and supports student development. It encompasses various dimensions, including understanding learners' characteristics, designing instructional strategies, using relevant media and resources, managing the learning environment, and assessing learning outcomes. Developing this competence is especially crucial during the early stages of a teacher's career, which is why pre-service training plays a strategic role.

Pre-service training is a structured educational program provided to prospective teachers before they formally enter the teaching profession. It includes both theoretical coursework and practical teaching experiences, such as microteaching, teaching simulations, and school based internships. This training is designed to equip future teachers with the pedagogical knowledge, instructional skills, and reflective practices needed to function effectively in the classroom. The framework assumes that when pre-service training is comprehensive, contextualized, and practice-oriented, it positively contributes to the development of pedagogical competence.

This study conceptualizes the relationship between pre-service training and pedagogical competence as a cause-and-effect process. Pre-service training serves as the independent variable, while the dependent variable is the level of pedagogical competence achieved by the teacher candidates. Within this framework, the key

components of pre-service training such as curriculum content, instructional methods, mentor support, and practicum quality are expected to influence the enhancement of specific pedagogical skills. Furthermore, the conceptual framework acknowledges that other factors, such as the trainee's motivation, prior knowledge, and learning environment, may act as intervening variables that mediate or moderate this relationship.

The conceptual framework guides this research by illustrating how pre-service training is expected to shape the pedagogical competence of future teachers. It provides a structured lens through which the impact of training programs can be examined, and highlights the importance of aligning teacher preparation efforts with the pedagogical demands of real world classrooms. This framework also supports the development of research instruments, the analysis of data, and the interpretation of findings within the scope of teacher education and professional competence.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. *Design of the Research*

The research design refers to a structured and strategic plan that guides the entire research process from formulating the problem to collecting, analyzing, and interpreting data. This design serves as a blueprint that ensures the research is organized logically, methodologically, and aligned with the research objectives. A well formulated research design helps researchers choose the most appropriate methods, instruments, and procedures to answer the research questions and produce valid and reliable results.

This study employs a mixed methods approach, which integrates both quantitative and qualitative methods. This approach was chosen to gain a comprehensive understanding of the improvement of English teachers' pedagogical competence through in-service training. The quantitative method is used to measure the level of pedagogical competence before and after training using a questionnaire, while the qualitative method is used to explore teachers' perceptions through in depth interviews.

A strong research design must consider key aspects such as validity, reliability, ethical considerations, and feasibility. The design must also be appropriate to the research context, participants, and the nature of the study. Ultimately, a clear and coherent research design enables researchers to conduct their studies effectively, draw

meaningful conclusions, and contribute valuable insights to academic knowledge and professional practice.

This research uses a mixed methods approach, combining quantitative and qualitative methods to obtain comprehensive and in-depth data. This approach was chosen because the study aims not only to determine the statistical impact of training on the improvement of teachers' pedagogical competence but also to qualitatively explore teachers' experiences and perceptions.

The study applies a descriptive mixed methods approach, which blends descriptive quantitative and descriptive qualitative designs. This approach was selected to gain a well-rounded understanding of participants' perceptions of the training's effectiveness. The quantitative approach is used to collect numerical data through a questionnaire instrument, while the qualitative approach is used to gain deeper insights through interviews.

There are two variables involved in this study:

- Dependent variable: Teachers' Pedagogical Competence
- Independent variable: In-Service Training

The type of research used is quasi-experimental with a One Group Post-Test Only Design. In this design, there is only one group that receives the treatment (training), and measurement is carried out only once after the training. The purpose is to determine the extent to which participants express positive perceptions of the training they received.

The design used in this study is the One Group Post-Test Only Design, which is one of the simplest forms of quasi-experimental designs. In this design, a single group of subjects (training participants) receives the treatment (in-service training), and then a measurement is conducted after the training. No pre-test is given, so the data collected comes entirely from the post-test. This design can be illustrated as follows:

Table 1.1 One-Group Time Series Design

Treatment	Post-Test
X	O

Explanation:

- X = Treatment in the form of training
- O = Observation or measurement (post-test) after the training

Data collection is carried out through:

- Questionnaire, which is designed in the form of a Likert scale to measure participants' perceptions of various aspects of the training. The data from the questionnaire is analyzed using descriptive quantitative analysis.

- Interview, which is conducted in a structured or semi-structured manner with selected participants to explore more deeply their experiences, opinions, and responses regarding the training they attended. Data from the interviews is analyzed qualitatively through thematic categorization and interpretation.

B. *Population and Sample*

1. Population

In the context of research, a population refers to the entire group of individuals, objects, or events that possess one or more common characteristics and are of interest to the researcher. The population in this study was all EFL teachers at the Madrasah Tsanawiyah (MTs) level in Pinrang regency. This population was chosen because these teachers were the primary targets of the in-service training program studied. Furthermore, they were also considered to have sufficient teaching experience to evaluate the effectiveness of the training in improving pedagogical competence.

There are two main types of populations in research: target population and accessible population. The target population includes all individuals who meet the defined criteria for inclusion, while the accessible population refers to the portion of the target group that is actually available to the researcher for study due to practical limitations such as location, time, and resources.

Clearly defining the population is essential to ensure that the sampling process is accurate and that the results of the study can be appropriately generalized. An effective population definition also contributes to the study's validity, reliability, and relevance. Without a well-defined population, the research may lack direction and produce findings that are not meaningful or applicable.

In research methodology, the term population refers to the complete group of individuals, objects, or events that possess certain characteristics relevant to a particular study. Various scholars have offered slightly different yet complementary definitions of population, each emphasizing its importance in determining the scope and validity of research findings.

According to Sugiyono (2017), a population is a generalization region consisting of subjects or objects that have certain qualities and characteristics determined by the researcher to be studied and from which conclusions can be drawn. In other words, the population is the overall target from which data can potentially be collected in a study.

Creswell (2012) defines a population as the entire group of individuals who share one or more characteristics that the researcher is interested in studying. This group may be broad or narrow, depending on the objectives and design of the research. Creswell emphasizes that identifying the appropriate population is a critical first step before selecting a sample.

Meanwhile, Arikunto (2010) states that the population is the total number of subjects to whom the results of the research apply. He highlights that when researchers examine all members of the population, the study becomes a population study, as opposed to one based on samples.

As the conclution a population in research is understood as the total group of individuals or entities that are the focus of a study. These definitions, while varied in wording, all underline that the population must be clearly defined to ensure that the research findings are accurate, reliable, and applicable to the intended group

The population of this research will be all EFL teachers in Pinrang regency

2. Sample

A sample in research refers to a subset of individuals or units selected from a larger population to participate in the study. It is chosen to represent the characteristics of the entire population, allowing the researcher to gather data and draw conclusions

without having to investigate every member of the population. The use of a sample is especially important when studying the entire population is impractical, time-consuming, or costly. A carefully selected sample enables the researcher to make valid generalizations and ensures that the findings of the study are both reliable and applicable.

Samples can be selected using probability sampling methods such as simple random sampling, stratified sampling, or cluster sampling which provide every member of the population with an equal or known chance of being selected. Alternatively, researchers may use non probability sampling techniques, such as purposive sampling, convenience sampling, or snowball sampling, especially in qualitative studies or when the population is difficult to access.

In educational research, for example, a sample might consist of 30 English teachers from five schools who have participated in a professional development program. The size and type of sample depend on the research design, objectives, and available resources. Ultimately, a well-defined and appropriately selected sample enhances the accuracy, credibility, and generalizability of the research findings.

The sample in this study refers to a specific group of individuals selected from a broader population based on predetermined criteria relevant to the objectives of the research. Since the main focus of this study is to explore the improvement of teachers' pedagogical competence through in-service training, the selected participants consisted of junior high school English teachers who have participated in professional training programs within a recent period.

The sampling technique employed in this study is purposive sampling, a non-probability sampling method in which participants are chosen deliberately due to specific characteristics they possess. This technique is appropriate because not all teachers have equivalent experiences in participating in in-service training. Therefore, only those who meet the defined qualifications were included in the study. The criteria for selecting the sample include:

1. Active English teachers currently teaching at the junior secondary school level (public or private schools).

2. Have attended at least one official in-service training program, organized by institutions such as the local Department of Education, MGMP (Subject Teacher Forum), NGOs, universities, or other accredited training providers.

3. Have a minimum of two years of teaching experience to ensure that participants can reflect critically on their pedagogical practices.

4. Willing to participate fully in the data collection process, including completing questionnaires, participating in interviews, and allowing classroom observation if needed.

The total number of participants in this study consists of 6 English teachers in Pinrang Regency, South Sulawesi, Indonesia. This number is considered adequate to provide both quantitative and qualitative data for a mixed-method research approach. The quantitative data serves to measure the level of pedagogical competence after the training intervention, while the qualitative data is intended to explore the teachers' experiences, insights, and reflections on the training programs they have attended.

Considering time constraints, resource limitations, and the geographic scope of the study, the sample size is regarded as sufficient and representative for the purposes of this research. It allows the researcher to gather rich and meaningful data while maintaining the manageability and depth required for both statistical and thematic analysis.

C. *Location and Duration*

1. Location

This research was conducted at Madrasah Tsanawiyah (MTs) IUJ DDI lerang - lerang in Pinrang regency, and was attended by all EFL teachers. The research took place from May to June 2025.

2. Duration

The study was carried out over a period of approximately two months, from May to June 2025. The research activities were carried out in the following stages:

- Preparation and administrative procedures: Late-May 2025

- Quantitative data and Qualitative collection (questionnaire distribution and interviews): Mid-June 2025

- Data analysis and report writing: Late June 2025

This two month timeframe was considered sufficient for obtaining comprehensive data from both quantitative and qualitative perspectives.

D. *Instrument of the Research*

A research instrument refers to a specific tool or technique used by researchers to collect data relevant to the research objectives. This instrument serves as a medium through which information is gathered from participants and can take various forms depending on the research design and approach. In quantitative research, commonly used instruments include questionnaires, all of which aim to produce measurable and standardized data. In qualitative research, instruments often include interview guides, which allow for a deeper exploration of participants' experiences and perspectives.

An effective research instrument must meet the criteria of validity and reliability. Validity ensures that the instrument accurately measures what it is intended to measure, while reliability refers to the consistency and stability of the instrument across different conditions or times. To achieve these standards, researchers often conduct instrument validation procedures, such as expert judgment, pilot testing, or statistical.

The selection and development of the research instrument should align with the research objectives, questions, and the nature of the data being sought. A well-constructed instrument contributes significantly to the quality and trustworthiness of the research findings, ensuring that the data collected is both meaningful and appropriate for analysis

The key of success in research is depending on the instruments. This study employed two primary data collection techniques to obtain both quantitative and qualitative data, as outlined below:

1. Questionnaire

A questionnaire is a data collection instrument consisting of a series of systematically arranged written questions designed to obtain information from respondents regarding the variables being studied. The purpose of this instrument was to evaluate the effectiveness of the training program in improving various components of pedagogical knowledge and instructional practice. This method was chosen to systematically describe teachers' perceptions regarding the improvement of their pedagogical competence after attending professional training.

A structured questionnaire was utilized to gather quantitative data concerning the pedagogical competence of English teachers after participating in the in-service training. The questionnaire was developed based on pedagogical competence indicators derived from the Regulation of the Minister of National Education (Permendiknas) No. 16 of 2007. It consisted of several items representing core aspects of pedagogical skills, including instructional planning, learning implementation, assessment, and student development. Each item was rated using a 5-point Likert scale, ranging from "Strongly Disagree" to "Strongly Agree".

This instrument also includes 20 items, each developed based on specific indicators of pedagogical competence. Respondents rated each statement using a five-point Likert scale. After the training was completed, the questionnaire was

administered to the same group of teachers. Scores were then analyzed using appropriate statistical methods (e.g., Excel) to identify significant changes or patterns of improvement.

Overall, this testing instrument played a crucial role in the quantitative component of this mixed-methods study. It provided a structured and empirical approach for capturing shifts in teachers' pedagogical competence, thereby enhancing the validity of the research findings. By integrating theoretical constructs with practical applications, this instrument effectively measures the extent to which in-service training achieves its objectives regarding English teachers' perceptions of improved pedagogical competence after attending the training.

2. Interview

Structural interviews were conducted with selected teachers to explore their perceptions, challenges, and experiences in implementing training outcomes in their teaching practice. This study also employed interview techniques as a qualitative data collection instrument. The purpose of the interviews was to gather more in-depth insights into teachers' perceptions of the in-service training they attended and to explore their experiences in applying pedagogical competencies following the program. A semi structured interview format was adopted to allow for flexible discussions, while still following a prepared set of guiding questions. This format was particularly effective for uncovering nuanced aspects that might not be captured through quantitative questionnaires alone.

Interviews are conducted live or audio recorded, depending on the availability and preferences of the participants. Prior to each interview, researchers obtained informed consent, clearly explained the purpose of the study, and assured participants of the confidentiality of their responses. With the participants' permission, interviews were recorded to facilitate accurate transcription and data analysis. All recordings were transcribed verbatim and served as the raw data for the qualitative component of the study.

E. *Procedure of Collecting Data*

The data collection process in this study was carried out through a series of systematic steps to ensure the accuracy, validity, and reliability of the data gathered. The procedure included the following stages:

1. Development of Research Instruments

   The researcher designed two instruments: a questionnaire and an interview guide. The questionnaire was developed based on pedagogical competence indicators outlined in the Ministry of National Education Regulation No. 16 of 2007, while the interview guide was created to explore teachers' perceptions of the training and the implementation of pedagogical competencies in classroom settings.

2. Instrument Validation and Reliability Testing

Prior to distribution, the questionnaire underwent content validation through consultation with education experts. This was done to ensure that the instrument consistently measured what it was intended to measure.

3. Distribution of the Questionnaire

The questionnaire was distributed to English teachers who had participated in the in-service training. It was administered either in person or online, depending on accessibility and convenience. The researcher provided a brief explanation about the purpose of the study and ensured participants that their responses would remain confidential.

4. Quantitative Data Collection and Analysis

After the completed questionnaires were collected, the data were analyzed using Excel to determine scores for pedagogical competency after the training.

5. Conducting Interviews

Interviews were scheduled with selected teachers who served as informants. The researcher arranged the interviews, provided a clear explanation of the interview objectives, and obtained participants' consent. With permission, the interviews were recorded and notes were taken to support qualitative analysis.

6. Qualitative Data Analysis

The interview data were analyzed using thematic analysis, which involved identifying, categorizing, and interpreting recurring themes. The analysis process included data reduction, data display, and drawing conclusions.

F. *Technique Of Data Analysis*

The data analysis techniques in this study were aligned with the mixed methods approach, which combines both quantitative and qualitative data analysis to achieve a more comprehensive understanding. The analysis was conducted through the following stages:

1. Quantitative Analysis

This study used a questionnaire as an instrument to measure the improvement in English teachers' pedagogical competence after participating in in-service training. The quantitative data obtained were analyzed descriptively using a five-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree." The scores were then analyzed using appropriate statistical methods, such as paired-sample t-tests applied with statistical software like SPSS.

Well implemented quantitative analysis involves clearly defined variables, appropriate sampling techniques, and appropriate data collection instruments. Furthermore, researchers need to ensure that the data meet the assumptions for each statistical test and accurately interpret the results based on the significance level and effect size. Overall, quantitative analysis offers a robust and objective approach to drawing evidence-based conclusions in empirical research.

The data were analyzed quantitatively using the following steps:

a. Coding

Each response was given a numeric score according to the Likert scale.

b. Tabulation

All coded responses were entered into Microsoft Excel and tabulated to

calculate the total and percentage scores.

c. Interpretation Criteria

The following scale was used to interpret the average scores:

Score Range	Interpretation
4.21 – 5.00	Very Good
3.41 – 4.20	Good
2.61 – 3.40	Fair
1.81 – 2.60	Poor
1.00 – 1.80	Very Poor

2. Qualitative Analysis

The qualitative data gathered from interviews were analyzed using thematic

analysis. This method involved several key steps:

- Data Reduction: selecting, simplifying, and focusing on relevant interview data

   based on the research objectives.

- Data Display: organizing the reduced data into narrative forms or thematic

   matrices to facilitate interpretation.

- Conclusion Drawing: identifying recurring patterns, categories, or major

   themes and interpreting their significance in the context of the study.

3. Integration of Quantitative and Qualitative Data

After the quantitative and qualitative data were analyzed separately, the findings were integrated to form a complete picture. The qualitative interview results were used to support, elaborate, or clarify the quantitative findings, thereby offering a deeper insight into the impact of the training program on teachers' pedagogical competence.

CHAPTER IV

FINDING AND DISCUSSION

A. *Finding*

This chapter outlines the results of the study and provides an in-depth interpretation of the data collected through both quantitative and qualitative methods. The main objective is to explore how in-service training influences the improvement of teachers' pedagogical competence, by presenting measurable outcomes and contextual insights. The data are systematically organized and discussed according to the research questions and objectives formulated earlier in the study.

This study aimed to explore teachers' perceptions of pedagogical competence improvement through in-service training. The subjects were six English teachers at MTs IUJ DDI Lerang-Lerang, Pinrang Regency, who had participated in a pedagogical competence development program. The data were collected through two instruments: a questionnaire (quantitative data) and interviews (qualitative data).

The questionnaire consisted of 20 positive statements using a five-point Likert scale ranging from "strongly agree" to "strongly disagree", covering various indicators of pedagogical competence, such as lesson planning, instructional implementation, assessment, and understanding of students' characteristics. The data were analyzed descriptively using tabulation and interpretation based on score categories.

The interviews were conducted in a semi-structured format to obtain deeper insights into teachers' perceptions and experiences after the training. The qualitative data were analyzed thematically to identify emerging patterns and categories.

1. Questionnaire Data Analysis

   a. Scoring Technique (Coding)

   Each questionnaire item was scored based on a 5-point Likert scale:

   - Strongly Agree = 5

   - Agree = 4

   - Neutral = 3

   - Disagree = 2

   - Strongly Disagree = 1

All items were positive statements, so higher scores indicated a higher level of agreement and pedagogical competence.

   b. Tabulation

   All coded responses were entered into Microsoft Excel. The data were obtained from the evaluation of teachers' pedagogical competence conducted after the training program. The individual scores of each teacher are presented in Table 1.1.

   Tabel 1.1 Recapitulation of Teachers' Result

NO	Nama Guru	Nilai																				NILAI RATA RATA
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	
1	Rostina, S.Pd.I	4	5	4	4	4	4	5	5	5	5	5	5	4	5	5	4	5	5	5	5	93
2	Rahmi, .Pd	4	4	4	5	4	4	5	4	4	5	5	4	4	4	4	5	4	4	4	4	85
3	Dinar, S.Pd.I	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
4	Kasmawati Asri, S.Pd	4	5	4	5	4	5	4	4	4	4	4	4	4	5	4	4	4	4	4	4	84
5	Sunarti, S.Pd	5	4	4	5	5	5	5	5	4	5	5	5	5	5	5	4	4	4	4	5	93
6	Syamsuriati, S.Pd	5	5	4	4	4	5	5	4	5	5	4	4	5	4	4	5	5	5	5	4	91

1). Teacher Scores Summary

The responses from six teachers were collected and the total scores for 20 items were calculated. The average score per teacher was used to determine their level of pedagogical competence. The result is shown in the following table:

Tabel 1.2 The average score per teacher

No	Teacher Name	Total Score	Average Score	Category
1	Rostina, S.Pd.I	93	4.65	Very Good
2	Rahmi, .Pd	85	4.25	Very Good
3	Dinar, S.Pd.I	80	4.00	Good
4	Kasmawati Asri, S.Pd	84	4.20	Good
5	Sunarti, S.Pd	93	4.65	Very Good
6	Syamsuriati, S.Pd	91	4.55	Very Good

c. Interpretation Criteria

The following scale was used to interpret the average scores Table 1.3:

Score Range	Interpretation
4.21 – 5.00	Very Good
3.41 – 4.20	Good
2.61 – 3.40	Fair

1.81 – 2.60	Poor
1.00 – 1.80	Very Poor

The interpretation of each teacher's score is as follows:

- Two teachers (Rostina and Sunarti) scored 93, which is categorized as Very Good.

- One teacher (Syamsuriati) scored 91, also in the Very Good category.

- Two teachers (Rahmi and Kasmawati) scored 85 and 84, categorized as Good.

- One teacher (Dinar) scored 80, also in the Good category.

This indicates that the overall pedagogical competence of the teachers after in-service training is in the Very Good category.

2. Interview Results

This study aims to examine the impact of in-service training on improving the pedagogical competence of English teachers at the junior secondary level (MTs). Qualitative data were collected through semi-structured interviews with six English teachers who had participated in in-service training programs. Each interview lasted approximately five minutes. The data were analyzed using a thematic approach and are presented below in five main categories.

a. Teachers' Perceptions of the Training

Overall, the teachers viewed the training programs positively, noting that the materials presented were relevant to their teaching context and could be directly applied in the classroom.

- G-01 stated that the training aligned with classroom needs but suggested that the content could be more focused on specific, day to day challenges encountered by teachers.

- G-02 expressed that the training addressed real classroom challenges and was highly applicable in practice.

- G-03 confirmed the relevance of the training to their current classroom situation.

- G-04 appreciated that the training included tools and applications to support lesson planning, rather than focusing solely on theory.

- G-05 The training has significantly supported my development and is appropriately tailored to the specific context and needs of the madrasah

- G-06 The training was well-suited to the actual conditions and needs of the madrasah.

Analysis:

The training programs were perceived as relevant and responsive to actual teaching conditions. The practical and hands-on aspects of the training were especially valued by participants.

b. Impact of Training on Pedagogical Competence

All participants acknowledged that the training had enhanced their confidence and teaching effectiveness, particularly in delivering lessons and understanding student diversity.

- G-01 reported increased confidence due to learning new strategies such as discussion methods and the integration of digital media in lessons.

- G-02 described being better prepared for classroom situations and able to explain complex concepts in a more accessible way.

- G-03 gained greater awareness of students' individual learning needs and was able to identify different learning styles and behavioral traits.

- G-04 developed the ability to adapt instructional methods to accommodate various learning styles and student potentials.

- G-05 The respondent reported an increase in both self-confidence and teaching effectiveness after participating in the training.

Analysis:

The training provided both theoretical insights and practical skills that directly contributed to the enhancement of teachers' pedagogical competence.

c. Application of Training in the Classroom

Teachers reported actively applying the knowledge and strategies acquired from the training into their daily teaching practices.

- G-01 incorporated icebreakers and visual media to encourage student participation.

- G-02 applied newly acquired methods in lesson planning and classroom activities, including digital tools and interactive strategies.

- G-03 implemented active learning models such as group discussions and problem-based learning, resulting in more engaged students.

- G-04 utilized various instructional techniques introduced during the training to improve lesson effectiveness.

- G-05 In daily classroom practice, the teacher applied various teaching strategies gained from the training. They utilized creative learning media, including audiovisual tools like television and handmade teaching aids tailored to students' needs.

Analysis:

There is strong evidence that teachers have integrated the training content into their teaching routines, leading to more dynamic and student-centered learning environments.

d. Challenges in Implementing Training Outcomes

Despite the benefits, several obstacles were noted in applying the training content within the school environment.

- Common challenges included limited technological facilities, time constraints, and a lack of institutional support.

- G-03 highlighted that a heavy teaching workload made it difficult to fully implement the newly learned approaches.

- G-04 pointed to administrative burdens as a major barrier to applying training knowledge effectively.

Analysis:

The success of training implementation is influenced by external factors, such as infrastructure, institutional support, and the availability of time for teachers to plan and reflect.

e. Teachers' Suggestions and Expectations

The participants provided several recommendations to enhance the effectiveness of future training programs.

- G-01 and G-02 suggested incorporating more hands-on practice and real case studies in the training sessions.
- G-03 and G-06 emphasized the importance of follow-up mentoring or coaching to assist teachers during the implementation phase.

Analysis:

Teachers expect continuous support after the training, including practical guidance, to ensure that the new knowledge and skills can be effectively translated into teaching practice.

Based on the interviews, it can be concluded that in-service training significantly contributes to the improvement of English teachers' pedagogical competence. The training enhances their confidence, understanding of student characteristics, and ability to implement more effective and engaging instructional strategies. However, challenges such as limited facilities, lack of time, and minimal institutional support

remain. Teachers also highlighted the need for more practical content, real-life teaching simulations, and ongoing mentoring after the training program.

B. *Discussion*

The combination of quantitative and qualitative data in this study provides a comprehensive understanding of English teachers' perceptions regarding the effectiveness of in-service training in enhancing their pedagogical competence. The results obtained from both questionnaires and interviews indicate that most teachers responded positively to the training programs they attended. These perceptions reflect a general satisfaction with the content, delivery, and outcomes of the training in relation to their professional development.

The integration of both quantitative and qualitative data offers a thorough insight into teachers' perspectives on the effectiveness of in-service training in improving their pedagogical competencies. Findings derived from questionnaires and interviews suggest that most teachers express favorable views toward the training programs they have attended.

The results of this research reveal that in-service training has contributed significantly to the enhancement of English teachers' pedagogical skills. The average scores reflect that the majority of participants have demonstrated a strong proficiency in lesson planning, instructional delivery, assessment practices, and understanding learners' needs and characteristics.

These outcomes align with prior research that underscores the critical role of continuous professional development in advancing teacher competencies. Teachers who are actively involved in well-structured training programs tend to implement more innovative teaching methods, engage in reflective classroom practices, and align more closely with professional teaching standards.

In addition, the data show that although some teachers were rated in the "Good" category, their scores closely approached the "Very Good" level, indicating potential for further development through sustained mentoring and professional support.

Overall, the analysis indicates that the majority of teachers perceive their pedagogical competence to have improved to a good or very good level following participation in in-service training. This demonstrates the training's effectiveness in strengthening both their pedagogical understanding and instructional capabilities.

BAB V

CONCLUSION AND SUGGESTIONS

A. *Conclution*

Based on the analysis, it can be concluded that the in-service training program proved effective in improving the pedagogical competence of English teachers. Most participants demonstrated significant improvements in their teaching skills, and their perceptions of pedagogical competence improved. The training program provided a better understanding of the essential components of teaching, including:

1. Lesson Planning: Teachers gained the ability to design instructional plans based on student characteristics, curriculum goals, and contextual needs.

2. Instructional Strategies: The training enhanced teachers' capabilities in applying various learning methods and strategies aligned with students' learning styles and needs.

3. Assessment Skills: Teachers were able to develop and implement appropriate assessment tools that measure student learning outcomes effectively.

4. Use of Technology: The training encouraged teachers to integrate digital tools in the teaching-learning process.

5. Reflective Teaching: Teachers engaged more in self-reflection to improve their teaching practices and student learning experiences.

The positive response from the majority of teachers, as reflected in the high average scores on the questionnaire, indicates that the training programs were effective and well-received.

B. *Suggestions*

1. For Teachers:

   Teachers are encouraged to continuously improve their pedagogical competence by actively participating in professional development programs and applying innovative teaching strategies in the classroom.

2. For Training Organizers:

   Training providers, including education offices and school management, should ensure that the training materials are practical, contextual, and aligned with current classroom challenges faced by English teachers.

3. For Further Researchers:

   Future studies could expand the scope by involving more participants from various regions and incorporating classroom observations to validate the findings. A longitudinal study might also help evaluate the long-term impact of training on teaching practices.

4. For Policy Makers:

   Educational policymakers should support sustainable and continuous in-service training programs to enhance teachers' competencies, particularly in the pedagogical domain, as part of improving education quality.

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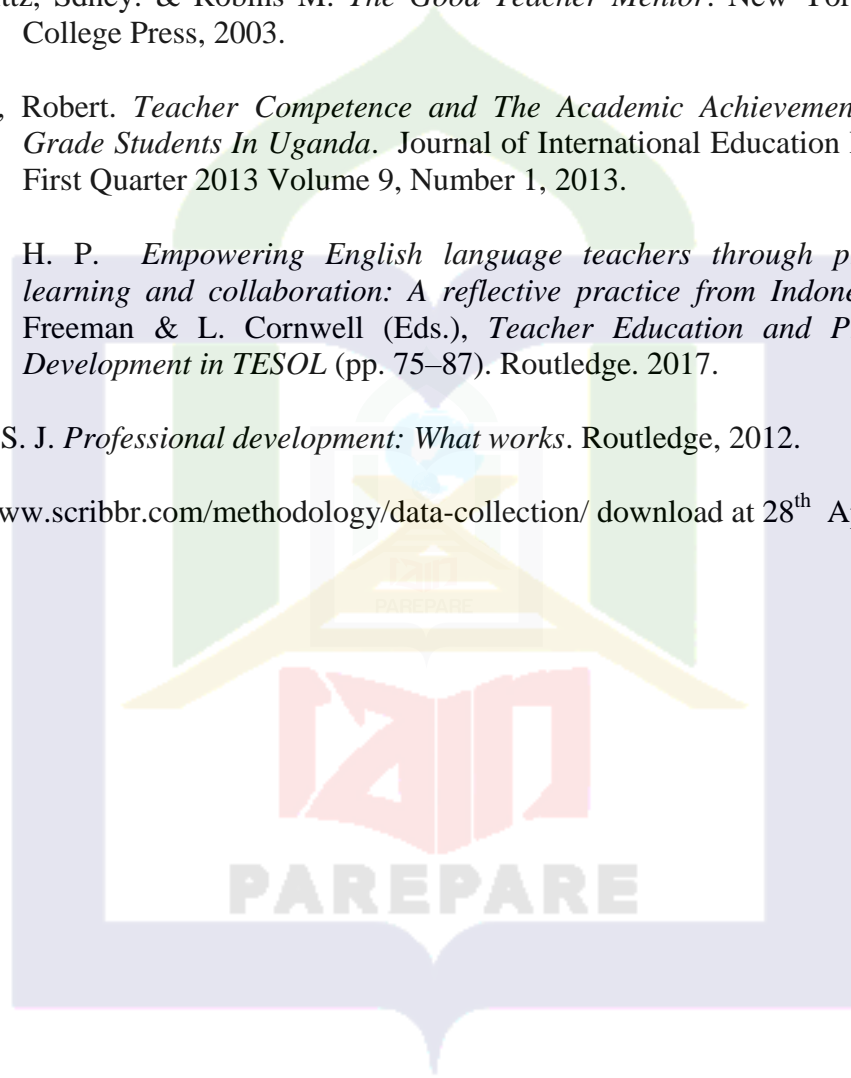
APPENDIX

KUESIONER PENELITIAN
KOMPETENSI PEDAGOGIK GURU

Form ini bertujuan untuk mengukur persepsi dan pengalaman guru setelah mengikuti pelatihan terkait peningkatan kompetensi pedagogik. Silakan baca setiap pernyataan dengan cermat, kemudian beri tanda centang (✓) pada pilihan yang paling sesuai.

Skala Penilaian:

1 = Sangat Tidak Setuju

2 = Tidak Setuju

3 = Netral

4 = Setuju

5 = Sangat Setuju

A. Informasi Responden

1. Nama   : ROSTINA.

2. Mata Pelajaran yang Diampu   : Bhs. inggris

3. Jenjang Mengajar/Tempat Mengajar   : MTS. IUS DDI Lerang-Lerang

4. Lama Mengajar   : 15 thn

B. Pernyataan

1. Pelatihan membantu saya memahami pentingnya kompetensi pedagogik.

    ○ Sangat Tidak Setuju

    ○ Tidak Setuju

    ○ Netral

    ✓ Setuju

    ○ Sangat Setuju

2. Materi pelatihan sesuai dengan tantangan yang saya hadapi di kelas.

    ○ Sangat Tidak Setuju

- o Tidak Setuju
- o Netral
- o Setuju
- ✓ Sangat Setuju

3. Saya mampu merancang pembelajaran berdasarkan karakteristik peserta didik.
   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - ✓ Setuju
   - o Sangat Setuju

4. Pelatihan yang saya ikuti membantu saya menyusun Modul Ajar yang lebih efektif.
   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - ✓ Setuju
   - o Sangat Setuju

5. Saya lebih memahami pentingnya perencanaan yang berpusat pada siswa.
   - ✗ Tidak Setuju
   - o Sangat Tidak Setuju
   - o Netral
   - ✓ Setuju
   - o Sangat Setuju

6. Saya menerapkan berbagai strategi pembelajaran yang diperoleh dari pelatihan.
   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - ✓ Setuju
   - o Sangat Setuju

7. Saya merasa lebih percaya diri saat mengajar setelah mengikuti pelatihan.

- ○ Sangat Tidak Setuju
- ○ Tidak Setuju
- ○ Netral
- ○ Setuju
- ✓ Sangat Setuju

8. Saya mampu menyesuaikan metode pembelajaran dengan kebutuhan siswa.
- ○ Sangat Tidak Setuju
- ○ Tidak Setuju
- ○ Netral
- ○ Setuju
- ✓ Sangat Setuju

9. Saya dapat merancang penilaian hasil belajar yang sesuai dengan kompetensi.
- ○ Sangat Tidak Setuju
- ○ Tidak Setuju
- ○ Netral
- ○ Setuju
- ✓ Sangat Setuju

10. Saya melakukan refleksi terhadap proses pembelajaran yang saya lakukan.
- ○ Sangat Tidak Setuju
- ○ Tidak Setuju
- ○ Netral
- ○ Setuju
- ✓ Sangat Setuju

11. Saya merasa pelatihan meningkatkan kemampuan saya dalam mengevaluasi hasil belajar.
- ○ Sangat Tidak Setuju
- ○ Tidak Setuju
- ○ Netral
- ○ Setuju
- ✓ Sangat Setuju

12. Saya memahami cara mengidentifikasi kebutuhan belajar siswa.

- ○ Sangat Tidak Setuju
- ○ Tidak Setuju
- ○ Netral
- ○ Setuju
- ✓ Sangat Setuju

13. Saya dapat menyesuaikan pendekatan mengajar sesuai gaya belajar siswa.
- ○ Sangat Tidak Setuju
- ○ Tidak Setuju
- ○ Netral
- ✓ Setuju
- ○ Sangat Setuju

14. Pelatihan membantu saya memahami karakteristik perkembangan peserta didik.
- ○ Sangat Tidak Setuju
- ○ Tidak Setuju
- ○ Netral
- ○ Setuju
- ✓ Sangat Setuju

15. Saya dapat menyesuaikan pendekatan pembelajaran berdasarkan kondisi siswa.
- ○ Sangat Tidak Setuju
- ○ Tidak Setuju
- ○ Netral
- ○ Setuju
- ✓ Sangat Setuju

16. Saya menyesuaikan penggunaan media dengan karakteristik materi dan siswa.
- ○ Sangat Tidak Setuju
- ○ Tidak Setuju
- ○ Netral
- ✓ Setuju
- ○ Sangat Setuju

17. Saya menerapkan pendekatan pembelajaran yang saya pelajari dari pelatihan.
- ○ Sangat Tidak Setuju

- ○ Tidak Setuju
- ○ Netral
- ○ Setuju
- ✓ Sangat Setuju

18. Saya mampu merancang pembelajaran yang mendorong keterlibatan aktif siswa.

- ○ Sangat Tidak Setuju
- ○ Tidak Setuju
- ○ Netral · ·
- ○ Setuju
- ✓ Sangat Setuju

19. Pelatihan membantu saya merancang aktivitas pembelajaran yang kontekstual.

- ○ Sangat Tidak Setuju
- ○ Tidak Setuju
- ○ Netral
- ○ Setuju
- ✓ Sangat Setuju

20. Saya mengintegrasikan teknologi dalam pembelajaran

- ○ Sangat Tidak Setuju
- ○ Tidak Setuju
- ○ Netral
- ○ Setuju
- ✓ Sangat Setuju

KUESIONER PENELITIAN
KOMPETENSI PEDAGOGIK GURU

Form ini bertujuan untuk mengukur persepsi dan pengalaman guru setelah mengikuti pelatihan terkait peningkatan kompetensi pedagogik. Silakan baca setiap pernyataan dengan cermat, kemudian beri tanda centang (✓) pada pilihan yang paling sesuai.
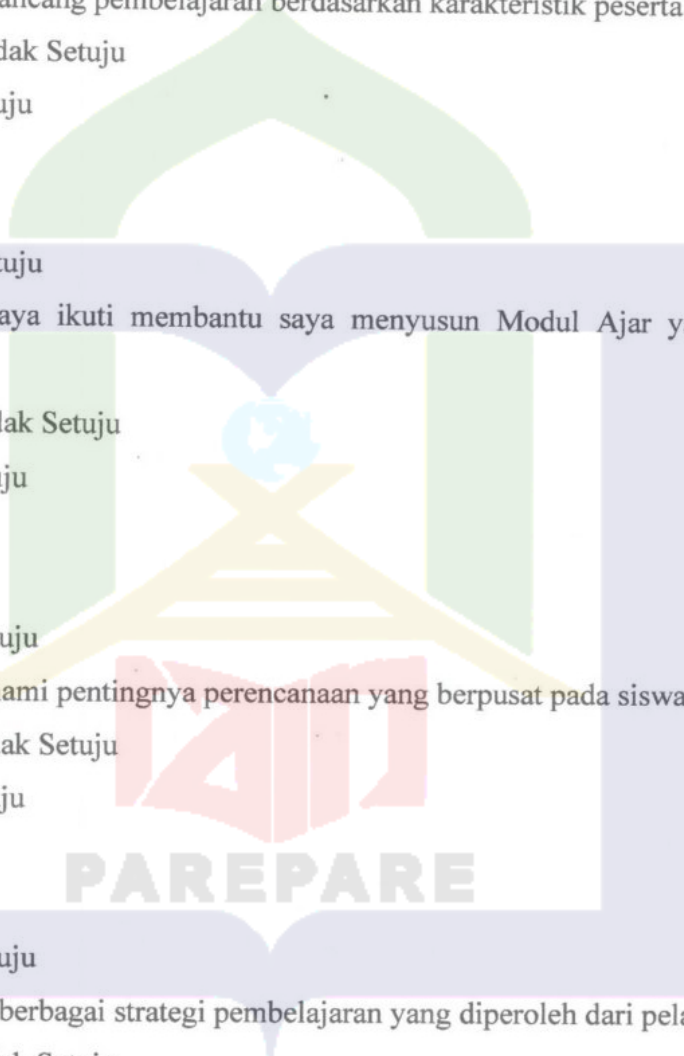
Skala Penilaian:

1 = Sangat Tidak Setuju

2 = Tidak Setuju

3 = Netral

4 = Setuju

5 = Sangat Setuju

A. Informasi Responden

1. Nama : Rahmi, S.Pd

2. Mata Pelajaran yang Diampu : Bahasa Inggris

3. Jenjang Mengajar/Tempat Mengajar : MTS Pacongang

4. Lama Mengajar : 4 tahun

B. Pernyataan

1. Pelatihan membantu saya memahami pentingnya kompetensi pedagogik.
   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - ✓ Setuju
   - o Sangat Setuju

2. Materi pelatihan sesuai dengan tantangan yang saya hadapi di kelas.
   - o Sangat Tidak Setuju

- o Tidak Setuju
- o Netral
- ✓ Setuju
- o Sangat Setuju

3. Saya mampu merancang pembelajaran berdasarkan karakteristik peserta didik.
   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - ✓ Setuju
   - o Sangat Setuju

4. Pelatihan yang saya ikuti membantu saya menyusun Modul Ajar yang lebih efektif.
   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - o Setuju
   - ✓ Sangat Setuju

5. Saya lebih memahami pentingnya perencanaan yang berpusat pada siswa.
   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - ✓ Setuju
   - o Sangat Setuju

6. Saya menerapkan berbagai strategi pembelajaran yang diperoleh dari pelatihan.
   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - ✓ Setuju
   - o Sangat Setuju

7. Saya merasa lebih percaya diri saat mengajar setelah mengikuti pelatihan.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- o Setuju
- ☑ Sangat Setuju

8. Saya mampu menyesuaikan metode pembelajaran dengan kebutuhan siswa.
   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - ☑ Setuju
   - o Sangat Setuju

9. Saya dapat merancang penilaian hasil belajar yang sesuai dengan kompetensi.
   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - ☑ Setuju
   - o Sangat Setuju

10. Saya melakukan refleksi terhadap proses pembelajaran yang saya lakukan.
    - o Sangat Tidak Setuju
    - o Tidak Setuju
    - o Netral
    - o Setuju
    - ☑ Sangat Setuju

11. Saya merasa pelatihan meningkatkan kemampuan saya dalam mengevaluasi hasil belajar.
    - o Sangat Tidak Setuju
    - o Tidak Setuju
    - o Netral
    - o Setuju
    - ☑ Sangat Setuju

12. Saya memahami cara mengidentifikasi kebutuhan belajar siswa.

- ○ Sangat Tidak Setuju
- ○ Tidak Setuju
- ○ Netral
- ✔ Setuju
- ○ Sangat Setuju

13. Saya dapat menyesuaikan pendekatan mengajar sesuai gaya belajar siswa.
- ○ Sangat Tidak Setuju
- ○ Tidak Setuju
- ○ Netral
- ✔ Setuju
- ○ Sangat Setuju

14. Pelatihan membantu saya memahami karakteristik perkembangan peserta didik.
- ○ Sangat Tidak Setuju
- ○ Tidak Setuju
- ○ Netral
- ✔ Setuju
- ○ Sangat Setuju

15. Saya dapat menyesuaikan pendekatan pembelajaran berdasarkan kondisi siswa.
- ○ Sangat Tidak Setuju
- ○ Tidak Setuju
- ○ Netral
- ✔ Setuju
- ○ Sangat Setuju

16. Saya menyesuaikan penggunaan media dengan karakteristik materi dan siswa.
- ○ Sangat Tidak Setuju
- ○ Tidak Setuju
- ○ Netral
- ○ Setuju
- ✔ Sangat Setuju

17. Saya menerapkan pendekatan pembelajaran yang saya pelajari dari pelatihan.
- ○ Sangat Tidak Setuju

o Tidak Setuju

o Netral

✓ Setuju

o Sangat Setuju

18. Saya mampu merancang pembelajaran yang mendorong keterlibatan aktif siswa.

    o Sangat Tidak Setuju

    o Tidak Setuju

    o Netral

    ✓ Setuju

    o Sangat Setuju

19. Pelatihan membantu saya merancang aktivitas pembelajaran yang kontekstual.

    o Sangat Tidak Setuju

    o Tidak Setuju

    o Netral

    ✓ Setuju

    o Sangat Setuju

20. Saya mengintegrasikan teknologi dalam pembelajaran

    o Sangat Tidak Setuju

    o Tidak Setuju

    o Netral

    ✓ Setuju

    o Sangat Setuju

KUESIONER PENELITIAN KOMPETENSI PEDAGOGIK GURU

Form ini bertujuan untuk mengukur persepsi dan pengalaman guru setelah mengikuti pelatihan terkait peningkatan kompetensi pedagogik. Silakan baca setiap pernyataan dengan cermat, kemudian beri tanda centang (✓) pada pilihan yang paling sesuai.
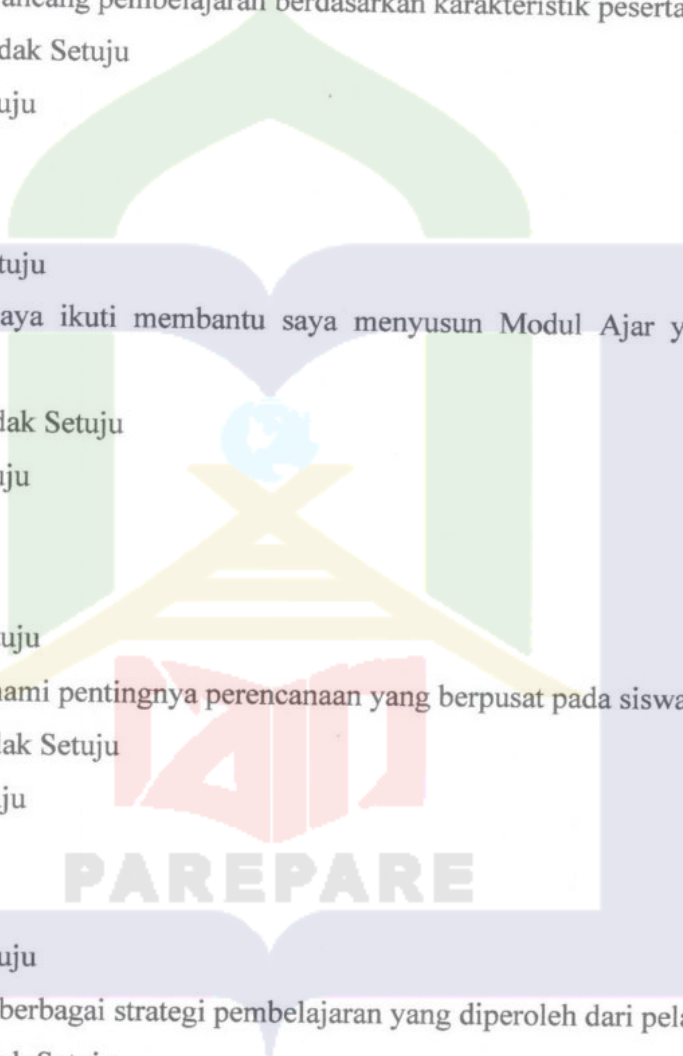
Skala Penilaian:

1 = Sangat Tidak Setuju

2 = Tidak Setuju

3 = Netral

4 = Setuju

5 = Sangat Setuju

A. Informasi Responden

1. Nama : DINAR. S.pd.i

2. Mata Pelajaran yang Diampu : Bahasa Inggris

3. Jenjang Mengajar/Tempat Mengajar : MTS

4. Lama Mengajar : 10 Tahun

B. Pernyataan

1. Pelatihan membantu saya memahami pentingnya kompetensi pedagogik.

   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - ✗ Setuju
   - o Sangat Setuju

2. Materi pelatihan sesuai dengan tantangan yang saya hadapi di kelas.

   - o Sangat Tidak Setuju

- o Tidak Setuju
- o Netral
- ☒ Setuju
- o Sangat Setuju

3. Saya mampu merancang pembelajaran berdasarkan karakteristik peserta didik.
   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - ☒ Setuju
   - o Sangat Setuju

4. Pelatihan yang saya ikuti membantu saya menyusun Modul Ajar yang lebih efektif.
   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - ☒ Setuju
   - o Sangat Setuju

5. Saya lebih memahami pentingnya perencanaan yang berpusat pada siswa.
   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - ☒ Setuju
   - o Sangat Setuju

6. Saya menerapkan berbagai strategi pembelajaran yang diperoleh dari pelatihan.
   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - ☒ Setuju
   - o Sangat Setuju

7. Saya merasa lebih percaya diri saat mengajar setelah mengikuti pelatihan.

- ○ Sangat Tidak Setuju
- ○ Tidak Setuju
- ○ Netral
- ⊘ Setuju
- ○ Sangat Setuju

8. Saya mampu menyesuaikan metode pembelajaran dengan kebutuhan siswa.
   - ○ Sangat Tidak Setuju
   - ○ Tidak Setuju
   - ○ Netral
   - ⊘ Setuju
   - ○ Sangat Setuju

9. Saya dapat merancang penilaian hasil belajar yang sesuai dengan kompetensi.
   - ○ Sangat Tidak Setuju
   - ○ Tidak Setuju
   - ○ Netral
   - ⊘ Setuju
   - ○ Sangat Setuju

10. Saya melakukan refleksi terhadap proses pembelajaran yang saya lakukan.
    - ○ Sangat Tidak Setuju
    - ○ Tidak Setuju
    - ○ Netral
    - ⊘ Setuju
    - ○ Sangat Setuju

11. Saya merasa pelatihan meningkatkan kemampuan saya dalam mengevaluasi hasil belajar.
    - ○ Sangat Tidak Setuju
    - ○ Tidak Setuju
    - ○ Netral
    - ⊘ Setuju
    - ○ Sangat Setuju

12. Saya memahami cara mengidentifikasi kebutuhan belajar siswa.

○ Sangat Tidak Setuju

○ Tidak Setuju

○ Netral

⊘ Setuju

○ Sangat Setuju

13. Saya dapat menyesuaikan pendekatan mengajar sesuai gaya belajar siswa.

○ Sangat Tidak Setuju

○ Tidak Setuju

○ Netral

⊘ Setuju

○ Sangat Setuju

14. Pelatihan membantu saya memahami karakteristik perkembangan peserta didik.

○ Sangat Tidak Setuju

○ Tidak Setuju

○ Netral

⊘ Setuju

○ Sangat Setuju

15. Saya dapat menyesuaikan pendekatan pembelajaran berdasarkan kondisi siswa.

○ Sangat Tidak Setuju

○ Tidak Setuju

○ Netral

⊘ Setuju

○ Sangat Setuju

16. Saya menyesuaikan penggunaan media dengan karakteristik materi dan siswa.

○ Sangat Tidak Setuju

○ Tidak Setuju

○ Netral

⊘ Setuju

○ Sangat Setuju

17. Saya menerapkan pendekatan pembelajaran yang saya pelajari dari pelatihan.

○ Sangat Tidak Setuju

- o Tidak Setuju
- o Netral
- ☒ Setuju
- o Sangat Setuju

18. Saya mampu merancang pembelajaran yang mendorong keterlibatan aktif siswa.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- ☒ Setuju
- o Sangat Setuju

19. Pelatihan membantu saya merancang aktivitas pembelajaran yang kontekstual.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- ☒ Setuju
- o Sangat Setuju

20. Saya mengintegrasikan teknologi dalam pembelajaran

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- ☒ Setuju
- o Sangat Setuju

KUESIONER PENELITIAN
KOMPETENSI PEDAGOGIK GURU

Form ini bertujuan untuk mengukur persepsi dan pengalaman guru setelah mengikuti pelatihan terkait peningkatan kompetensi pedagogik. Silakan baca setiap pernyataan dengan cermat, kemudian beri tanda centang (✓) pada pilihan yang paling sesuai.
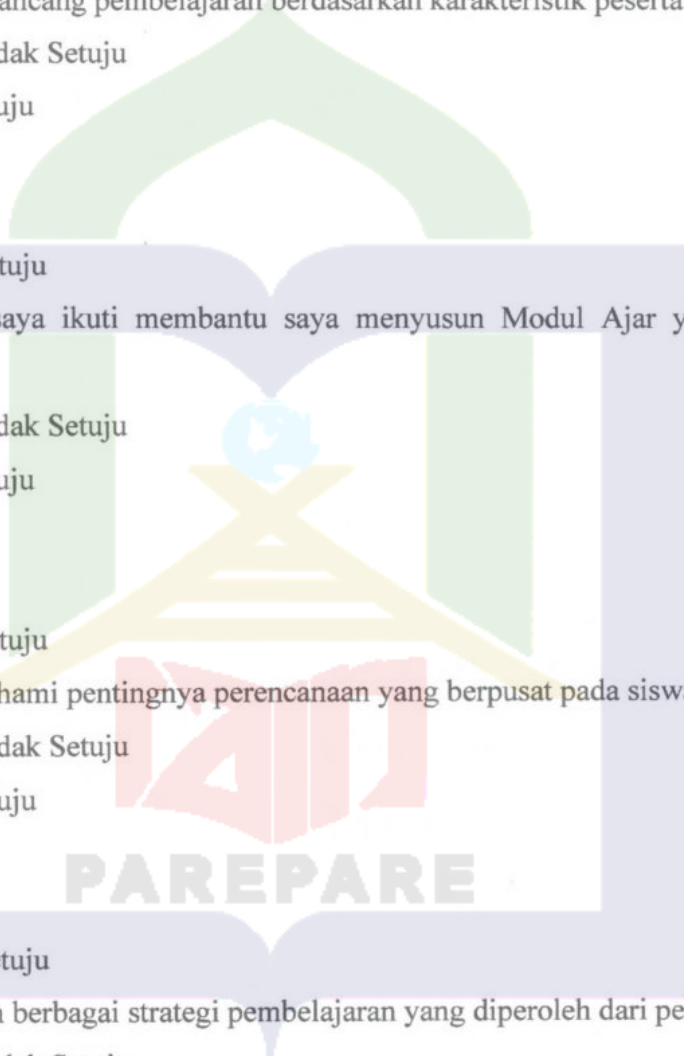
Skala Penilaian:

1 = Sangat Tidak Setuju

2 = Tidak Setuju

3 = Netral

4 = Setuju

5 = Sangat Setuju

A. Informasi Responden

1. Nama   : SUHARTI S.Pd

2. Mata Pelajaran yang Diampu   : Bahasa - Inggris

3. Jenjang Mengajar/Tempat Mengajar   : MTSN

4. Lama Mengajar   : 10 tahun

B. Pernyataan

1. Pelatihan membantu saya memahami pentingnya kompetensi pedagogik.

   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - o Setuju
   - ✓ Sangat Setuju

2. Materi pelatihan sesuai dengan tantangan yang saya hadapi di kelas.

   - o Sangat Tidak Setuju

- o Tidak Setuju
- o Netral
- ✓ Setuju
- o Sangat Setuju

3. Saya mampu merancang pembelajaran berdasarkan karakteristik peserta didik.
   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - ✓ Setuju
   - o Sangat Setuju

4. Pelatihan yang saya ikuti membantu saya menyusun Modul Ajar yang lebih efektif.
   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - o Setuju
   - ✓ Sangat Setuju

5. Saya lebih memahami pentingnya perencanaan yang berpusat pada siswa.
   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - o Setuju
   - ✓ Sangat Setuju

6. Saya menerapkan berbagai strategi pembelajaran yang diperoleh dari pelatihan.
   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - o Setuju
   - ✓ Sangat Setuju

7. Saya merasa lebih percaya diri saat mengajar setelah mengikuti pelatihan.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- o Setuju
- ✓ Sangat Setuju

8. Saya mampu menyesuaikan metode pembelajaran dengan kebutuhan siswa.
   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - o Setuju
   - ✓ Sangat Setuju

9. Saya dapat merancang penilaian hasil belajar yang sesuai dengan kompetensi.
   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - ✓ Setuju
   - o Sangat Setuju

10. Saya melakukan refleksi terhadap proses pembelajaran yang saya lakukan.
    - o Sangat Tidak Setuju
    - o Tidak Setuju
    - o Netral
    - o Setuju
    - ✓ Sangat Setuju

11. Saya merasa pelatihan meningkatkan kemampuan saya dalam mengevaluasi hasil belajar.
    - o Sangat Tidak Setuju
    - o Tidak Setuju
    - o Netral
    - o Setuju
    - ✓ Sangat Setuju

12. Saya memahami cara mengidentifikasi kebutuhan belajar siswa.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- o Setuju
- ✓ Sangat Setuju

13. Saya dapat menyesuaikan pendekatan mengajar sesuai gaya belajar siswa.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- o Setuju
- ✓ Sangat Setuju

14. Pelatihan membantu saya memahami karakteristik perkembangan peserta didik.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- o Setuju
- ✓ Sangat Setuju

15. Saya dapat menyesuaikan pendekatan pembelajaran berdasarkan kondisi siswa.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- o Setuju
- ✓ Sangat Setuju

16. Saya menyesuaikan penggunaan media dengan karakteristik materi dan siswa.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- ✓ Setuju
- o Sangat Setuju

17. Saya menerapkan pendekatan pembelajaran yang saya pelajari dari pelatihan.

- o Sangat Tidak Setuju

- o Tidak Setuju
- o Netral
- ✓ Setuju
- o Sangat Setuju

18. Saya mampu merancang pembelajaran yang mendorong keterlibatan aktif siswa.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- ✓ Setuju
- o Sangat Setuju

19. Pelatihan membantu saya merancang aktivitas pembelajaran yang kontekstual.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- ✓ Setuju
- o Sangat Setuju

20. Saya mengintegrasikan teknologi dalam pembelajaran

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- o Setuju
- ✓ Sangat Setuju

KUESIONER PENELITIAN KOMPETENSI PEDAGOGIK GURU

Form ini bertujuan untuk mengukur persepsi dan pengalaman guru setelah mengikuti pelatihan terkait peningkatan kompetensi pedagogik. Silakan baca setiap pernyataan dengan cermat, kemudian beri tanda centang (✓) pada pilihan yang paling sesuai.
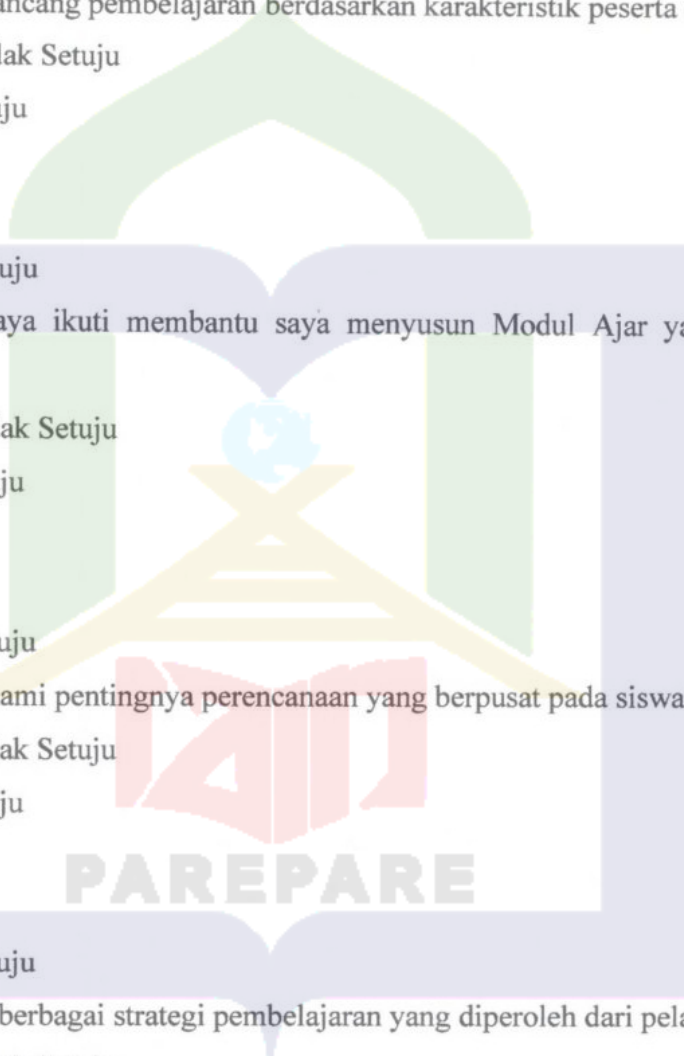
Skala Penilaian:

1 = Sangat Tidak Setuju

2 = Tidak Setuju

3 = Netral

4 = Setuju

5 = Sangat Setuju

A. Informasi Responden

1. Nama   : Syamsuriati S.Pd.

2. Mata Pelajaran yang Diampu   : Bahasa Inggris

3. Jenjang Mengajar/Tempat Mengajar : MTS Baramuli

4. Lama Mengajar   : 5 Tahun.

B. Pernyataan

1. Pelatihan membantu saya memahami pentingnya kompetensi pedagogik.

   - o   Sangat Tidak Setuju
   - o   Tidak Setuju
   - o   Netral
   - o   Setuju
   - ✓   Sangat Setuju

2. Materi pelatihan sesuai dengan tantangan yang saya hadapi di kelas.

   - o   Sangat Tidak Setuju

- o Tidak Setuju
- o Netral
- o Setuju
- ✓ Sangat Setuju

3. Saya mampu merancang pembelajaran berdasarkan karakteristik peserta didik.
   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - ✓ Setuju
   - o Sangat Setuju

4. Pelatihan yang saya ikuti membantu saya menyusun Modul Ajar yang lebih efektif.
   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - ✓ Setuju
   - o Sangat Setuju

5. Saya lebih memahami pentingnya perencanaan yang berpusat pada siswa.
   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - ✓ Setuju
   - o Sangat Setuju

6. Saya menerapkan berbagai strategi pembelajaran yang diperoleh dari pelatihan.
   - o Sangat Tidak Setuju
   - o Tidak Setuju
   - o Netral
   - o Setuju
   - ✓ Sangat Setuju

7. Saya merasa lebih percaya diri saat mengajar setelah mengikuti pelatihan.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- o Setuju
- ✓ Sangat Setuju

8. Saya mampu menyesuaikan metode pembelajaran dengan kebutuhan siswa.
    - o Sangat Tidak Setuju
    - o Tidak Setuju
    - o Netral
    - ✓ Setuju
    - o Sangat Setuju

9. Saya dapat merancang penilaian hasil belajar yang sesuai dengan kompetensi.
    - o Sangat Tidak Setuju
    - o Tidak Setuju
    - o Netral
    - o Setuju
    - ✓ Sangat Setuju

10. Saya melakukan refleksi terhadap proses pembelajaran yang saya lakukan.
    - o Sangat Tidak Setuju
    - o Tidak Setuju
    - o Netral
    - ✓ Setuju
    - o Sangat Setuju

11. Saya merasa pelatihan meningkatkan kemampuan saya dalam mengevaluasi hasil belajar.
    - o Sangat Tidak Setuju
    - o Tidak Setuju
    - o Netral
    - ✓ Setuju
    - o Sangat Setuju

12. Saya memahami cara mengidentifikasi kebutuhan belajar siswa.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- ✓ Setuju
- o Sangat Setuju

13. Saya dapat menyesuaikan pendekatan mengajar sesuai gaya belajar siswa.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- o Setuju
- ✓ Sangat Setuju

14. Pelatihan membantu saya memahami karakteristik perkembangan peserta didik.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- ✓ Setuju
- o Sangat Setuju

15. Saya dapat menyesuaikan pendekatan pembelajaran berdasarkan kondisi siswa.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- ✓ Setuju
- o Sangat Setuju

16. Saya menyesuaikan penggunaan media dengan karakteristik materi dan siswa.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- o Setuju
- ✓ Sangat Setuju

17. Saya menerapkan pendekatan pembelajaran yang saya pelajari dari pelatihan.

- o Sangat Tidak Setuju

- o Tidak Setuju
- o Netral
- o Setuju
- ✓ Sangat Setuju

18. Saya mampu merancang pembelajaran yang mendorong keterlibatan aktif siswa.
- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- o Setuju
- ✓ Sangat Setuju

19. Pelatihan membantu saya merancang aktivitas pembelajaran yang kontekstual.
- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- o Setuju
- ✓ Sangat Setuju

20. Saya mengintegrasikan teknologi dalam pembelajaran
- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- ✓ Setuju
- o Sangat Setuju

KUESIONER PENELITIAN KOMPETENSI PEDAGOGIK GURU

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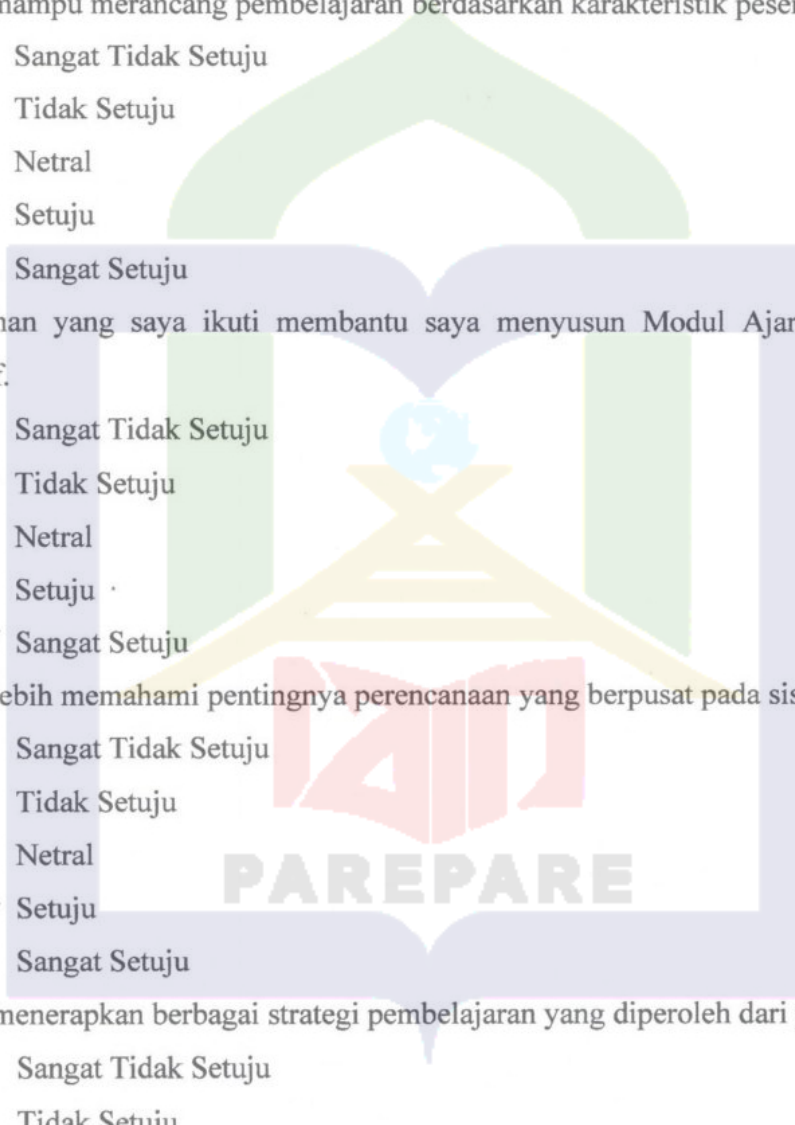
Skala Penilaian:

1 = Sangat Tidak Setuju

2 = Tidak Setuju

3 = Netral

4 = Setuju

5 = Sangat Setuju

A. Informasi Responden

1. Nama   : Kasmawati Asri. S. pd.

2. Mata Pelajaran yang Diampu   : Bhs. Inggris

3. Jenjang Mengajar/Tempat Mengajar   :

4. Lama Mengajar   :

B. Pernyataan

1. Pelatihan membantu saya memahami pentingnya kompetensi pedagogik.

   o   Sangat Tidak Setuju

   o   Tidak Setuju

   o   Netral

   ✓   Setuju

   o   Sangat Setuju

2. Materi pelatihan sesuai dengan tantangan yang saya hadapi di kelas.

   o   Sangat Tidak Setuju

- ○ Tidak Setuju
- ○ Netral
- ○ Setuju
- ✓ Sangat Setuju

3. Saya mampu merancang pembelajaran berdasarkan karakteristik peserta didik.
   - ○ Sangat Tidak Setuju
   - ○ Tidak Setuju
   - ○ Netral
   - ✓ Setuju
   - ○ Sangat Setuju

4. Pelatihan yang saya ikuti membantu saya menyusun Modul Ajar yang lebih efektif.
   - ○ Sangat Tidak Setuju
   - ○ Tidak Setuju
   - ○ Netral
   - ○ Setuju ·
   - ✓ Sangat Setuju

5. Saya lebih memahami pentingnya perencanaan yang berpusat pada siswa.
   - ○ Sangat Tidak Setuju
   - ○ Tidak Setuju
   - ○ Netral
   - ✓ Setuju
   - ○ Sangat Setuju

6. Saya menerapkan berbagai strategi pembelajaran yang diperoleh dari pelatihan.
   - ○ Sangat Tidak Setuju
   - ○ Tidak Setuju
   - ○ Netral
   - ○ Setuju
   - ✓ Sangat Setuju

7. Saya merasa lebih percaya diri saat mengajar setelah mengikuti pelatihan.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- ✓ Setuju
- o Sangat Setuju

8. Saya mampu menyesuaikan metode pembelajaran dengan kebutuhan siswa.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- ✓ Setuju
- o Sangat Setuju

9. Saya dapat merancang penilaian hasil belajar yang sesuai dengan kompetensi.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- ✓ Setuju
- o Sangat Setuju

10. Saya melakukan refleksi terhadap proses pembelajaran yang saya lakukan.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- ✓ Setuju
- o Sangat Setuju

11. Saya merasa pelatihan meningkatkan kemampuan saya dalam mengevaluasi hasil belajar.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- ✓ Setuju
- o Sangat Setuju

12. Saya memahami cara mengidentifikasi kebutuhan belajar siswa.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- ✓ Setuju
- o Sangat Setuju

13. Saya dapat menyesuaikan pendekatan mengajar sesuai gaya belajar siswa.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- ✓ Setuju
- o Sangat Setuju

14. Pelatihan membantu saya memahami karakteristik perkembangan peserta didik.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- o Setuju
- ✓ Sangat Setuju

15. Saya dapat menyesuaikan pendekatan pembelajaran berdasarkan kondisi siswa.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- ✓ Setuju
- o Sangat Setuju

16. Saya menyesuaikan penggunaan media dengan karakteristik materi dan siswa.

- o Sangat Tidak Setuju
- o Tidak Setuju
- o Netral
- ✓ Setuju
- o Sangat Setuju

17. Saya menerapkan pendekatan pembelajaran yang saya pelajari dari pelatihan.

- o Sangat Tidak Setuju

o Tidak Setuju

o Netral

✓ Setuju

o Sangat Setuju

18. Saya mampu merancang pembelajaran yang mendorong keterlibatan aktif siswa.

o Sangat Tidak Setuju

o Tidak Setuju

o Netral

✓ Setuju

o Sangat Setuju

19. Pelatihan membantu saya merancang aktivitas pembelajaran yang kontekstual.

o Sangat Tidak Setuju

o Tidak Setuju

o Netral

✓ Setuju

o Sangat Setuju

20. Saya mengintegrasikan teknologi dalam pembelajaran

o Sangat Tidak Setuju

o Tidak Setuju

o Netral

✓ Setuju

o Sangat Setuju

Hasil Wawancara Penelitian

Judul Penelitian: *Peningkatan Kompetensi Pedagogik Guru Bahasa Inggris Melalui Pelatihan Dalam Jabatan*

Responden: Guru Bahasa Inggris MTs

Kode Responden: G-01

Metode: Wawancara

Durasi: 5 menit per sesi

1. Ringkasan Hasil Wawancara

A. Persepsi terhadap Pelatihan

Pertanyaan : Menurut Bapak/Ibu, apakah pelatihan tersebut sesuai dengan kebutuhan di lapangan kelas?

Jawaban :

"Secara umum, pelatihan yang dikuti saat ini sesuai dengan kebutuhan di lapangan. Namun, akan tetapi lebih baik jika materi pelatihan lebih spesifik pada permasalahan yang sering dihadapi guru dalam praktik sehari-hari."

B. Dampak Pelatihan terhadap Kompetensi Pedagogik

Pertanyaan: Apakah Bapak/Ibu merasa lebih percaya diri atau lebih efektif dalam menyampaikan materi kepada siswa?

Jawaban:

"Ya saya merasa lebih percaya diri karena pelatihan ini memberikan saya strategi baru dan

dapat lansung di terapkan seperti metode diskusi dan media digital yang membuat siswa lebih antusias dan materi lebih muda di pahami.

Pertanyaan: Bagaimana pelatihan membantu Bapak/Ibu dalam memahami karakteristik peserta didik?

Jawaban:

"Dalam pelatihan ini saya belajar mengenali gaya belajar siswa serta perbedaan dan kebutuhan dalam memberikan pendekatan pembelajaran yang lebih sesuai dengan karakteristik siswa."

C. Penerapan dan Evaluasi

Pertanyaan: Bagaimana penerapan ilmu dari pelatihan dalam pembelajaran sehari-hari?

Jawaban:

Saya memulai menggunakan strategi icebreaking dan menggunakan media visual serta memperbanyak keterlibatan siswadalam proses belajar.

Pertanyaan: Hambatan apa yang Bapak/Ibu hadapi dalam menerapkan hasil pelatihan di kelas?

Jawaban:

"biasanya hambatan yang di hadapi itu keterbatasan fasilitas sekolah, kurangnya waktu untuk menyiapkan bahan ajar, dan kadang masih ada siswa yang belum terbiasa dengan pendekatan baru."

D. Usulan dan Harapan

Pertanyaan: Apa saran Bapak/Ibu agar pelatihan lebih efektif?

Jawaban:

"Ya, pelatihan ini sebaiknya lebih banyak melibatkan praktik langsung dan studi kasus. Selain

itu, penting juga adanya tindak lanjut dan pendampingan setelah pelatihan agar guru tidak hanya

belajar teor."

Hasil Wawancara Penelitian

Judul Penelitian: *Peningkatan Kompetensi Pedagogik Guru Bahasa Inggris Melalui Pelatihan Dalam Jabatan*

Responden: Guru Bahasa Inggris MTs

Kode Responden: G-02

Metode: Wawancara

Durasi: 5 menit per sesi

1. Ringkasan Hasil Wawancara

A. Persepsi terhadap Pelatihan

Pertanyaan : Menurut Bapak/Ibu, apakah pelatihan tersebut sesuai dengan kebutuhan di lapangan kelas?

Jawaban :

"Ya pelatihan tersebut sangat sesuaidengan kebutuhan di lapangan kelas karena materi yang di sampaikan langsung dapat di aplikasikan dalam praktik mengajar sehari hari dan membantu tantangan yang sering dihadapi guru didalam kelas."

B. Dampak Pelatihan terhadap Kompetensi Pedagogik

Pertanyaan: Apakah Bapak/Ibu merasa lebih percaya diri atau lebih efektif dalam menyampaikan materi kepada siswa?

Jawaban:

"Ya saya merasa jauh lebih percaya diri dan efektik dalam menyampaikan materi bagi siswa, pelatihan memberikan saya bekal pengetahuan dan keterampilan praktis yang membuat saya

lebih siap dalam berbagai situasi didalam kelas serta mampu menjelaskan konsep konsep kompleks yang lebih muda dipahami siswa."

Pertanyaan: Bagaimana pelatihan membantu Bapak/Ibu dalam memahami karakteristik peserta didik?

Jawaban:

"Pelatihan membuat saya memahami karakteristik peserta didik melalui pemaparan tentang berbagai gaya belajar kecerdasan majemuk dan tahapan perkembangan siswa hal ini memungkinkan saya menyesuaikan pendekatan materi pembelajaran agar lebih sesuai dengan kebutuhan dan potensi setiap indivudu siswa."

C. Penerapan dan Evaluasi

Pertanyaan: Bagaimana penerapan ilmu dari pelatihan dalam pembelajaran sehari-hari?

Jawaban:

"Penerapan ilmu dari pelatihan pembelajaran sehari-hari dengan mengintegrasikan strategi atau metode baru yang di peroleh kedalam rencana kedalam pembelajaran aktifitas kelas dan interaksi dengan siswa untuk meningkatkan aktivitas pengajaran didalam pelatihan kita diajarkan metode untuk membuat materi pembelajaran seperti gamma, gpt dan lain lain. .

Pertanyaan: Hambatan apa yang Bapak/Ibu hadapi dalam menerapkan hasil pelatihan di kelas?

Jawaban:

"Hambatan yang mungkin dihadapi dalam menerapkan hasil pelatihan dikelas bias berupa kurangnya waktu keterbatasan fasilitas dan sumber daya estitensi siswa atau rekan kerja atau kurangnya dukungan dari pihak sekolah."

D. Usulan dan Harapan

Pertanyaan: Apa saran Bapak/Ibu agar pelatihan lebih efektif?

Jawaban:

"Saran saya dalam pelatihan guru agar lebih efektif dalam meningkatkan kompetensi

pedagogic seperti focus pada praktik langsung dengan stady kasus nyata menyediakan sesi

tindak lanjut dan pendampingan pasca pelatihan materi y sesuai dengan guru dan

melibatkan dalam pelatihan."

Hasil Wawancara Penelitian

Judul Penelitian: *Peningkatan Kompetensi Pedagogik Guru Bahasa Inggris Melalui Pelatihan Dalam Jabatan*

Responden   : Guru Bahasa Inggris MTs

Kode Responden   : G-03

Metode   : Wawancara

Durasi   : 5 menit per sesi

1. Ringkasan Hasil Wawancara

A. Persepsi terhadap Pelatihan

Pertanyaan : Menurut Bapak/Ibu, apakah pelatihan tersebut sesuai dengan kebutuhan di lapangan kelas?

Jawaban :

"Ya pelatihan sesuai dengan kebutuhan di lapangan kelas."

B. Dampak Pelatihan terhadap Kompetensi Pedagogik

Pertanyaan: Apakah Bapak/Ibu merasa lebih percaya diri atau lebih efektif dalam menyampaikan materi kepada siswa?

Jawaban:

"Ya setelah melakukan pelatihan ini saya merasa lebih percaya diri dalam menyampaikan materi saya punya strategi baru bias saya terapkan didalam kelas, terutama dalam mengelola kelas dan menggunakan media pembelajaran. ."

Pertanyaan: Bagaimana pelatihan membantu Bapak/Ibu dalam memahami karakteristik peserta didik?

Jawaban:

" dalam pelatihan ini sangat membantu saya dalam memahami bahwa peserta didik memiliki gaya belajar dan kebutuhan yang berbeda. Saya jadi lebih peka dalam mengamati perbedaan karakter, seperti siswa yang aktif, siswa pemalu atau yang membutuhkan pendekatan khusus."

C. Penerapan dan Evaluasi

Pertanyaan: Bagaimana penerapan ilmu dari pelatihan dalam pembelajaran sehari-hari?

Jawaban:

"Ilmu dari pelatihan itu sangat bermanfaat. Saya mulai menerapkan model pembelajaran aktif seperti diskusi kelompok dan problem based learning, dan hasilnya siswa menjadi lebih antusias dan terlibat".

Pertanyaan: Hambatan apa yang Bapak/Ibu hadapi dalam menerapkan hasil pelatihan di kelas?

Jawaban:

"Jadi hambatan yang saya hadapi yaitu pertama ada keterbatasan sarana dan prasarana disini saya sangat kesulitan dalam menerapkan pembelajaran berbasis teknologi karena di sekolah kami masih minim fasilitas seperti LCD atau koneksi internet untuk hambatan selanjutnya adalah waktu yang terbatas di sini pelatihan materi sangat bagus akan tetapi jadwal mengajar yang padat membuat saya kesulitan untuk merancang pembelajaran sesuai metode yang di ajarkan ."

D. Usulan dan Harapan

Pertanyaan: Apa saran Bapak/Ibu agar pelatihan lebih efektif?

Jawaban:

"jadi ada pendampingan pasca pelatihan atau ada mentoring atau coaching, agar guru tidak

kebingungan saat menerapkan ilmu yang baru didapat ."

Hasil Wawancara Penelitian

Judul Penelitian: *Peningkatan Kompetensi Pedagogik Guru Bahasa Inggris Melalui Pelatihan Dalam Jabatan*

Responden: Guru Bahasa Inggris MTs

Kode Responden: G-04

Metode: Wawancara

Durasi: 5 menit per sesi

1. Ringkasan Hasil Wawancara

A. Persepsi terhadap Pelatihan

Pertanyaan : Menurut Bapak/Ibu, apakah pelatihan tersebut sesuai dengan kebutuhan di lapangan kelas?

Jawaban :

"Menurut saya, pelatihan ini sangat membantu karena didalam pelatihan kita di ajarkan aplikasi untuk mempermudah pembuat materi pembelajaran, bukan hanya teori."

B. Dampak Pelatihan terhadap Kompetensi Pedagogik

Pertanyaan: Apakah Bapak/Ibu merasa lebih percaya diri atau lebih efektif dalam menyampaikan materi kepada siswa?

Jawaban:

Setelah pelatihan, saya menggunakan metode atau gaya belajar yang berbeda sesuai dengan kebutuhan siswa dan dapa memahami perbedaan gaya belajar siswa.

Pertanyaan: Bagaimana pelatihan membantu Bapak/Ibu dalam memahami karakteristik peserta didik?

Jawaban:

"Saya memberikan pemahaman tentang berbagai gaya belajar, kebutuhan belajar yang berbeda, serta cara mengidentifikasi potensi dan tantangan yang dihadapi siswa. Pelatihan juga membekali guru dengan strategi pembelajaran yang efektif untuk mengakomodasi keberagaman karakteristik siswa."

C. Penerapan dan Evaluasi

Pertanyaan: Bagaimana penerapan ilmu dari pelatihan dalam pembelajaran sehari-hari?

Jawaban:

Saya menerapkan teknik atau metode pembelajaran yang diajarkan dalam pelatihan untuk meningkatkan pemahaman dan efektivitas belajar.

Pertanyaan: Hambatan apa yang Bapak/Ibu hadapi dalam menerapkan hasil pelatihan di kelas?

Jawaban:

"Waktu yang terbatas dan banyaknya tugas administrasi membuat saya sulit menerapkan semua yang diajarkan."

D. Usulan dan Harapan

Pertanyaan: Apa saran Bapak/Ibu agar pelatihan lebih efektif?

Jawaban:

Sebaiknya pelatihan dilakukan secara berkelanjutan dan disertai pendampingan langsung ke sekolah.

Hasil Wawancara Penelitian

Judul Penelitian: *Peningkatan Kompetensi Pedagogik Guru Bahasa Inggris Melalui Pelatihan Dalam Jabatan*

Responden   **:** Guru Bahasa Inggris MTs

Kode Responden   **:** G-05

Metode   **:** Wawancara

Durasi   **:** 5 menit per sesi

1. Ringkasan Hasil Wawancara

A. Persepsi terhadap Pelatihan

Pertanyaan : Menurut Bapak/Ibu, apakah pelatihan tersebut sesuai dengan kebutuhan di lapangan kelas?

Jawaban :

"Ya sesuai dengan kebutuhan di madrasah."

B. Dampak Pelatihan terhadap Kompetensi Pedagogik

Pertanyaan: Apakah Bapak/Ibu merasa lebih percaya diri atau lebih efektif dalam menyampaikan materi kepada siswa?

Jawaban:

" Ya saya merasa percaya diri dan lebih efektif dalam menyampaikan materi kepada siswa setelah mengikuti pelatihan dan meningkatkan pemahaman terhadap karakteristik siswa, serta membantu saya dalam merancang pembelajaran yang lebih menarik dan bermakna bagi siswa."

Pertanyaan: Bagaimana pelatihan membantu Bapak/Ibu dalam memahami karakteristik peserta didik?

Jawaban:

" Setelah mengikuti pelatihan ini bahwa seorang guru harus mampu memahami karakteristik peserta didiknya sehingga guru mampu menyampaikan materinya sesuai dengan gaya belajar peserta didik sehingga apa yang disampikan dapat dipahami peserta didik dengan baik."

C. Penerapan dan Evaluasi

Pertanyaan: Bagaimana penerapan ilmu dari pelatihan dalam pembelajaran sehari-hari?

Jawaban:

"Ilmu yang saya peroleh dari pelatihan sangat membantu saya dalam pelaksanaan pembelajaran sehari-hari. Saya menerapkan berbagai strategi mengajar yang lebih kreatif terutaman dalam penggunaan media pembelajaran baik media menggunakan media TV atau yang dibuat dengan manual dan disesuaikan dengan kebutuhan siswa".

Pertanyaan: Hambatan apa yang Bapak/Ibu hadapi dalam menerapkan hasil pelatihan di kelas?

Jawaban:

"Dalam mengajar banyak hal yang biasa diterapkan tapi kadang ada hambatan dalam menerapkannya seperti waktu guru yang kurang dalam menyedikan media karena di sibukkan dengan tugas dan administrasi sekolah yang diberikan dan masih kurang atau terbatasnya saran pendukung yang ada di Madrasah."

D. Usulan dan Harapan

Pertanyaan: Apa saran Bapak/Ibu agar pelatihan lebih efektif dalam meningkatkan kompetensi pedagogik?

Jawaban:

" Agar pelatihan lebih efektif dalam meningkatkan kompetensi pedagogik guru , saya sarankan pelatihan untuk guru sangat penting untuk meningkatkan kompetensinya dan ada tindak lanjut dalam pelatihan tersebut guna menambah pengetahuan, keterampilan dan wawasan yang lebih luas terutama dalam perencanaan, mengajar yang lebih kreatif dan menarik sesuai dengan perkembangan zaman saat ini."

Hasil Wawancara Penelitian

Judul Penelitian: *Peningkatan Kompetensi Pedagogik Guru Bahasa Inggris Melalui Pelatihan Dalam Jabatan*

Responden   **:** Guru Bahasa Inggris MTs

Kode Responden   **:** G-06

Metode   **:** Wawancara

Durasi   **:** 5 menit per sesi

1. Ringkasan Hasil Wawancara

A. Persepsi terhadap Pelatihan

Pertanyaan : Menurut Bapak/Ibu, apakah pelatihan tersebut sesuai dengan kebutuhan di lapangan kelas?

Jawaban :

"Ya pelatihan tersebut sesuai dengan kebutuhan saya di madrasah."

B. Dampak Pelatihan terhadap Kompetensi Pedagogik

Pertanyaan: Apakah Bapak/Ibu merasa lebih percaya diri atau lebih efektif dalam menyampaikan materi kepada siswa?

Jawaban:

"Ya setelah mengikuti pelatihan tersebut saya merasa percaya diri mengajar didalam kelas karena didalam pelatihan kita diajarkan bagaimana mengolah pembelajan dengan menggunakan media yang memudahkan guru mencari materi yang sesuai dengan siswa sehingga siswa lebih menarik dan antusias dalam belajar."

Pertanyaan: Bagaimana pelatihan membantu Bapak/Ibu dalam memahami karakteristik peserta didik?

Jawaban:

" didalam pelatihan ini bahwa memahami karakter siswa itu begitu penting krn setiap siswa memiliki karakter yang berbeda beda, maka kita harus paham karakteristik seorang siswa singgah dilamam pembelajaran atau mengolah pembelajaran sesuai dengan kebutuhan siswa sehingga siswa mudah memahami apa yang di sampaikan."

C. Penerapan dan Evaluasi

Pertanyaan: Bagaimana penerapan ilmu dari pelatihan dalam pembelajaran sehari-hari?

Jawaban:

"ilmu yang didapatkan didalam pelatihan sangat membantu kita sebagai seorang guru karena dizaman sekarang adalah serba IT dan kita sudah tau hal tersebut namun karena kurangnya pelatihan dan motivasi guru sehingga kita jarang menerapkan. Tp dengan adanya pelatihan ini kita sangat terbantu dan memudahkan kita dalam menerepkan pembelajaran dengan mudah dari ilmu yang disampikan di pelatihan ".

Pertanyaan: Hambatan apa yang Bapak/Ibu hadapi dalam menerapkan hasil pelatihan di kelas?

Jawaban:

"didalam pelatihan banyak ilmu yang diberikan dari hal pengolahan kelas, memahami gaya belajar siswa sampai pembelajaran pembuatan materi yang diambil dari internet yang begitu mudah dan dapat diterapkan dengan lebih bagus namun ada hambatan bagi kami seorang

guru yaitu kurangnya sarana dalam menerapkan pembelajaran dikelas seperti TV, LCD dan lain lainya."

D. Usulan dan Harapan

Pertanyaan: Apa saran Bapak/Ibu agar pelatihan lebih efektif?

Jawaban:

"Bahwa kita sebagai seorang guru harus selalu meningkatkan pengetahuan sesuai dengan perkembangannya maka harapan saya guru harus dibekali pengetahuan dengan mengadakan pelatihan tindak lanjut."

PANITIA PELAKSANA IN SERVICE TRAINING
MADRASAH TSANAWIYAH IUJ DDI LERANG-LERANG
KABUPATEN PINRANG
Alamat: Jl. Sungai Saddang, Kel. Benteng Sawitto, Kec. Paleteang

No : 045/MTs.21.17.04/MTs DDI-LR/VI/2025
Lamp : 1
Perihal : Undangan

Kepada Yth,
Bapak/Ibu Dr. Hj. Megawati, Se., S.Pd., MM
Di,-
    Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Salam sejahtera teriring do'a semoga dalam keadaan sehat wal afiat dan sukses dalam menjalankan aktifitas sehari-hari Insya Allah, Aamiin.

Sehubungan dengan dilaksanakannya in service training di Madrasah Tsanawiyah IUJ DDI Lerang-Lerang tahun ajaran 2024/2025 yang bertema *"Peningkatan Kompetensi Profesional Guru Bahasa Inggris Madrasah Tsanawiyah di Kabupaten Pinrang : Inovasi Pembelajaran dan Pemanfaatan Teknologi Digital"*, dengan ini kami memohon kesediaan Bapak/Ibu sebagai pemateri.

Yang Insya Allah akan dilaksanakan pada :
Hari/Tanggal   : Senin/02 Juni 2025
Waktu   : 07.30-Selesai.
Tempat   : Aula Madrasah IUJ DDI Lerang-Lerang.

Demikian surat undangan ini kami sampaikan, atas kehadirannya kami ucapkan terima kasih.

Minallahil Musta'an Wa 'Alaihit Tiklan

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Pinrang, 28 Mei 2025
Panitia,

Mengetahua,
Kepala Madrasah (Observer)

Muh. Ramli Dulman, M.Pd   Nurjannah, S.Pd.I
NIP. 198002022007101001

No : 042/MTs.21.17.04/MTs DDI-LR/VI/2025
Lamp : 1
Perihal : Undangan

Kepada Yth,
Bapak/Ibu Dr. Abdul Haris Sunibi, M.Pd
Di,-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Salam sejahtera teriring do'a semoga dalam keadaan sehat wal afiat dan sukses dalam menjalankan aktifitas sehari-hari Insya Allah, Aamiin.

Sehubungan dengan dilaksanakannya in service training di Madrasah Tsanawiyah IUJ DDI Lerang-Lerang tahun ajaran 2024/2025 yang bertema *"Peningkatan Kompetensi Profesional Guru Bahasa Inggris Madrasah Tsanawiyah di Kabupaten Pinrang : Inovasi Pembelajaran dan Pemanfaatan Teknologi Digital"*, dengan ini kami memohon kesediaan Bapak/Ibu sebagai pemateri.

Yang Insya Allah akan dilaksanakan pada :
Hari/Tanggal : Senin/02 Juni 2025
Waktu : 07.30-Selesai.
Tempat : Aula Madrasah IUJ DDI Lerang-Lerang.

Demikian surat undangan ini kami sampaikan, atas kehadirannya kami ucapkan terima kasih.

Minallahil Musta'an Wa 'Alaihit Tiklan

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Pinrang, 28 Mei 2025

Mengetahua,
Kepala Madrasah (Observer)

Panitia,

Muh. Ramli Dulman, M.Pd
NIP. 198002022007101001

Nurjannah, S.Pd.I

No : 044/MTs.21.17.04/MTs DDI-LR/VI/2025
Lamp : 1
Perihal : Undangan

Kepada Yth,
Bapak/Ibu Dr. Magdahalena Tjalla, M.Hum
Di,-

    Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Salam sejahtera teriring do'a semoga dalam keadaan sehat wal afiat dan sukses dalam menjalankan aktifitas sehari-hari Insya Allah, Aamiin.

Sehubungan dengan dilaksanakannya in service training di Madrasah Tsanawiyah IUJ DDI Lerang-Lerang tahun ajaran 2024/2025 yang bertema *"Peningkatan Kompetensi Profesional Guru Bahasa Inggris Madrasah Tsanawiyah di Kabupaten Pinrang : Inovasi Pembelajaran dan Pemanfaatan Teknologi Digital"*, dengan ini kami memohon kesediaan Bapak/Ibu sebagai pemateri.

Yang Insya Allah akan dilaksanakan pada :
Hari/Tanggal   : Senin/02 Juni 2025
Waktu   : 07.30-Selesai.
Tempat   : Aula Madrasah IUJ DDI Lerang-Lerang.

Demikian surat undangan ini kami sampaikan, atas kehadirannya kami ucapkan terima kasih.

Minallahil Musta'an Wa 'Alaihit Tiklan

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Pinrang, 28 Mei 2025
Panitia,

Mengetahui,
Kepala Madrasah (Observer)

Muh. Ramli Dulman, M.Pd
NIP. 198002022007101001

Nurjannah, S.Pd.I

No   : 043/MTs.21.17.04/MTs DDI-LR/VI/2025
Lamp : 1
Perihal : Undangan

Kepada Yth,
Bapak/Ibu Dr. Arqam, M.Pd
Di,-

    Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Salam sejahtera teriring do'a semoga dalam keadaan sehat wal afiat dan sukses dalam menjalankan aktifitas sehari-hari Insya Allah, Aamiin.

Sehubungan dengan dilaksanakannya in service training di Madrasah Tsanawiyah IUJ DDI Lerang-Lerang tahun ajaran 2024/2025 yang bertema *"Peningkatan Kompetensi Profesional Guru Bahasa Inggris Madrasah Tsanawiyah di Kabupaten Pinrang : Inovasi Pembelajaran dan Pemanfaatan Teknologi Digital"*, dengan ini kami memohon kesediaan Bapak/Ibu sebagai pemateri.

Yang Insya Allah akan dilaksanakan pada :
Hari/Tanggal   : Senin/02 Juni 2025
Waktu   : 07.30-Selesai.
Tempat   : Aula Madrasah IUJ DDI Lerang-Lerang.

Demikian surat undangan ini kami sampaikan, atas kehadirannya kami ucapkan terima kasih.

Minallahil Musta'an Wa 'Alaihit Tiklan

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Pinrang, 28 Mei 2025
Panitia,

Mengetahui,
Kepala Madrasah (Observer)

Muh. Ramli Dulman, M.Pd
NIP. 198002022007101001

Nurjannah, S.Pd.I

PANITIA PELAKSANA IN SERVICE TRAINING
MADRASAH TSANAWIYAH IUJ DDI LERANG-LERANG
KABUPATEN PINRANG
Alamat: Jl. Sungai Saddang, Kel. Benteng Sawitto, Kec. Paleteang

No   : 046/MTs.21.17.04/MTs DDI-LR/VI/2025
Lamp : 1
Perihal : Undangan

Kepada Yth,
Bapak/Ibu Guru Bahasa Inggris (MGMP)
Di,-
    Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Salam sejahtera teriring do'a semoga dalam keadaan sehat wal afiat dan sukses dalam menjalankan aktifitas sehari-hari Insya Allah, Aamiin.

Sehubungan dengan dilaksanakannya in service training di Madrasah Tsanawiyah IUJ DDI Lerang-Lerang tahun ajaran 2024/2025 yang bertema *"Peningkatan Kompetensi Profesional Guru Bahasa Inggris Madrasah Tsanawiyah di Kabupaten Pinrang : Inovasi Pembelajaran dan Pemanfaatan Teknologi Digital"*, dengan ini kami memohon kesediaan ibu untuk hadir.

Yang Insya Allah akan dilaksanakan pada :
Hari/Tanggal   : Senin/02 Juni 2025
Waktu   : 07.30-Selesai.
Tempat   : Aula Madrasah IUJ DDI Lerang-Lerang.

Demikian surat undangan ini kami sampaikan, atas kehadirannya kami ucapkan terima kasih.

Minallahil Musta'an Wa 'Alaihit Tiklan

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Pinrang, 28 Mei 2025
Panitia,

Mengetahui,
Kepala Madrasah (Observer)

Muh. Kamil Dulian, M.Pd   Nurjannah, S.Pd.I
NIP. 198002022007101001

PELATIHAN DALAM JABATAN (IN SERVICE TRAINING)
GURU MATA PELAJARAN BAHASA INGGRIS

WAKTU	KEGIATAN	AGENDA	PELAKSANA
07.30 – 08.00	Check in peserta	Registrasi Peserta	Panitia
08.15 – 09.00	Pembukaan	Laporan panitia	Panitia
		Sambutan Wakil Pimpinan Pondok Pesantren IUJ DDI Lerang lerang	Dr. Muhammad Yunus, M.Ag
		Do'a	Arsul , S.Ag
		Ramah Tamah	Seksi Konsumsi
09.15 – 10.30	Materi Inti	Kompetensi Guru	Dr. Hj. Megawati, SE., S.Pd. MM (Pengawas Madrasah)
10.30 – 12.30		Pemateri tambahan	Dr. Abdul Haris Sunubi, M.Pd
			Dr. Magdahalena, M.Hum
			Dr. Arqam, M.Pd
12.30 – 13.15		Isoma	Seksi Konsumsi
13.15 – 14.00		Tanya Jawab	Peserta
14.00 – 14.15		Penutupan	Panitia

*catatan : Jadwal Sewaktu waktu berubah.

DAFTAR HADIR PESERTA

Hari/Tanggal :

NO	NAMA	JABATAN	TANDA TANGAN
1	Magdahalena Tjalla	Pemateri	
2	Abd. Haris Sambu	Pemateri	
3	SRQdm	Pemateri	
4	Megawati	Pemateri	
5	M. Ramli Dulung	Kamad	
6	Muh. Yunus Tabah	Kamad	
7	Dinar. S.pd.I	Guru B.ing	
8	Rahmi, SPd	Guru B.ing	
9	Magfiranda Rahmi, S.pd	Guru	
10	Kasmawati Asti, s.pd	Guru B.ing	
11	Mega Lina	Guru B.inggris	
12	Arsul, S.Ag	Guru	
13	Rostina. S.pd.I	Guru B.ing	Rust
14	Sumarti, S.pd	Guru B.ing	
15	Baharuddin S.pd	Guru	
16	Lanteng. S.pd	Guru	
17	Aswar	Mahasiswa	
18	Maslan	Mahasiswa	
19	Darwis	Pembina	
20	Muh. Kasim	Guru	

DAFTAR HADIR PESERTA

Hari/Tanggal :

NO	NAMA	JABATAN	TANDA TANGAN
21	SYAMSURIATI , S.Pd.I	GURU B.ING	
22	Hasmawati . SE	GURU	
23	NURJANNAH. S.Pd.I	GURU B.ING	
24.	Mardiana , S.Pd	GURU	

FOTO KEGIATAN PELATIHAN