



Evaluating the English preservice teachers' competencies level at Universitas Kristen Indonesia

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Abstract

This study aims to evaluate the competency levels of English preservice teachers at Universitas Kristen Indonesia. Conducted at SMP Bhakti, SMP Santo Fransiskus 1 and 4, and SMP Darma Putra Advent, the research focuses on seventh-semester students undertaking their Teaching Experience Practice. Employing a qualitative research design, the study involved interviews with six preservice teachers, who were purposefully selected as informants. Data collection was carried out through semi-structured interviews and classroom observations, which provided insights into their teaching practices and pedagogical knowledge. The analysis followed a thematic approach, identifying key themes that emerged from the data. The findings revealed that while preservice teachers demonstrated a solid understanding of English language instruction, they faced challenges in classroom management and adapting lessons to diverse student needs. Furthermore, the study highlighted the need for enhanced training in practical teaching skills to better prepare future educators. In conclusion, this research underscores the importance of evaluating preservice teachers' competencies to inform curriculum development and improve teacher education programs. The study contributes to the existing literature on teacher competencies and provides actionable recommendations for enhancing the quality of English language teaching in Indonesia.

Keywords: English preservice teachers, competency evaluation, teaching experience practice, classroom management, pedagogical knowledge

Introduction

In the context of globalization, English has emerged as a global lingua franca, essential for effective communication in various professional domains. In Indonesia, the increasing emphasis on English language proficiency reflects the nation's commitment to preparing its workforce for the global market. According to data from the Central Statistics Agency, the use of English in various sectors is projected to rise, thereby intensifying the demand for individuals with strong English communication skills^[1]. Consequently, the role of English preservice teachers becomes pivotal, as they are tasked with equipping the next generation with necessary language skills. However, numerous studies have highlighted a significant gap in the competencies of preservice English teachers. Research indicates that many of these individuals lack confidence in their teaching abilities and struggle to implement effective pedagogical strategies in real classroom settings^[2, 3]. This discrepancy raises concerns about the quality of English education in Indonesia and its long-term impact on students' language acquisition. In light of the growing demand for proficient English speakers, it is anticipated that the teacher education programs, particularly at Universitas Kristen Indonesia, will produce graduates who not only demonstrate fluency in English but also exhibit strong pedagogical skills. The Ministry of Education and Culture of the Republic of Indonesia has established stringent competency standards for teachers, which encompass not only subject matter mastery but also the ability to engage diverse learners and adapt teaching methods to meet various educational needs^[4]. Despite these expectations, there is a persistent concern regarding the readiness of preservice teachers to meet the demands of the modern classroom. Many graduate with theoretical knowledge but lack practical experience in lesson delivery and classroom management^[5]. Given the

current educational landscape, the urgency for this study stems from several factors. First, the challenges faced by preservice English teachers during their Teaching Experience Practice highlight the need for a thorough evaluation of their competencies. Identifying specific areas where they struggle can inform targeted interventions, thus enhancing the overall quality of teacher preparation programs. Furthermore, as Indonesia aspires to improve its global standing in education, equipping teachers with effective teaching strategies is crucial to fostering a generation of competent English speakers^[6]. Second, understanding the competency levels of these preservice teachers can contribute significantly to the development of more relevant curriculum frameworks. By aligning educational practices with the actual needs of students and the demands of the workforce, educational institutions can ensure that they produce teachers who are well-prepared to navigate the complexities of modern classrooms. Despite these high expectations and the pressing need for improvement, many preservice English teachers still exhibit a lack of adequate teaching skills during their teaching experience practice. This situation raises the question: What is the competency level of preservice English teachers at Universitas Kristen Indonesia, particularly in the context of their teaching experience practice experiences in secondary schools? This research aims to explore the challenges encountered by these students in applying their pedagogical skills during their practical experiences. Additionally, it seeks to determine how they can better prepare themselves to meet the evolving demands of the educational landscape. The primary purpose of this study is to evaluate the competency levels of preservice English teachers at Universitas Kristen Indonesia, particularly those participating in teaching experience practice at SMP Bhakti, SMP Santo Fransiskus 1 and 4, and SMP Darma Putra

Advent. Through this evaluation, the study aims to provide insightful analyses regarding the strengths and weaknesses of these students, as well as to offer actionable recommendations for the development of more effective training programs that can better prepare future educators for the challenges they will face in the classroom.

Literature review

The evaluation of preservice teacher competencies can be situated within several theoretical frameworks. Notably, the Constructivist Learning Theory posits that knowledge is constructed through interactions with the environment and is inherently linked to the learner's experiences^[7]. This theory supports the notion that preservice teachers must engage in practical teaching experiences, such as Teaching Experience Practice, to develop the necessary competencies for effective teaching.

In addition, the Sociocultural Theory emphasizes the role of social interaction in learning, which aligns with the collaborative nature of teaching. According to Vygotsky, learning occurs within a social context, and the teacher's role is to facilitate this process by scaffolding students' learning experiences^[8]. This theory underlines the importance of preservice teachers not only mastering content but also developing interpersonal skills and pedagogical strategies that resonate with their students' cultural contexts.

The Competency-Based Teacher Education (CBTE) framework outlines the essential competencies required for effective teaching. These competencies generally fall into three categories: subject matter knowledge, pedagogical skills, and professional disposition^[9] where each of them are explained as follows:

- a. **Subject Matter Knowledge:** This encompasses the teacher's understanding of the English language, including grammar, vocabulary, and pronunciation, as well as an awareness of cultural contexts that influence language use. Studies have shown that preservice teachers who possess strong subject matter knowledge are better equipped to address students' diverse needs and foster a conducive learning environment^[10];
- b. **Pedagogical Skills:** This refers to the strategies and methods employed by teachers to facilitate learning. Effective pedagogical skills include lesson planning, classroom management, assessment techniques, and the ability to differentiate instruction based on students' learning styles^[11]. Research highlights that preservice teachers often face challenges in applying these skills during their practical teaching experiences, indicating a need for improved training and support^[12];
- c. **Professional Disposition:** This aspect pertains to the teacher's attitudes, values, and beliefs about teaching and learning. Professional disposition influences how teachers interact with students and approach their teaching responsibilities. A positive professional disposition can enhance student engagement and foster a supportive learning environment^[13].

Numerous studies have documented the challenges faced by preservice teachers in developing their competencies. Practical Experience is a crucial component of teacher education, yet many preservice teachers report feeling

unprepared for the realities of classroom teaching. A study found that a significant percentage of preservice teachers expressed anxiety about their ability to manage classrooms and implement effective teaching strategies during teaching experience practice^[14, 15]. Furthermore, the gap between theory and practice poses a substantial challenge. While preservice teachers may learn pedagogical theories in their coursework, the application of these theories in real-world settings often proves difficult. As noted by Johnson, the disconnect between theoretical knowledge and practical application can hinder the development of teaching competencies^[16].

Mentorship during teaching experience practice plays a critical role in shaping the competencies of preservice teachers. Effective mentorship can provide support, guidance, and feedback, which are essential for developing pedagogical skills^[17]. Research has demonstrated that preservice teachers who receive consistent mentorship are more likely to report positive experiences and confidence in their teaching abilities^[18]. However, the quality of mentorship varies significantly across different educational institutions and placements. The effectiveness of mentorship programs depends on the mentors' expertise, availability, and willingness to engage with preservice teachers^[19]. This variability underscores the need for standardized mentorship practices that can provide consistent support to preservice teachers during their practical experiences.

The evaluation of preservice teacher competencies can be approached through various methods, including self-assessments, peer evaluations, and observations by supervising teachers. These evaluation methods can offer insights into the strengths and weaknesses of preservice teachers, guiding their professional development^[20]. For instance, self-assessment allows preservice teachers to reflect on their teaching practices and identify areas for improvement. Studies have shown that self-reflection can enhance teachers' awareness of their pedagogical approaches and lead to more effective teaching strategies^[21]. Conversely, peer evaluations can foster collaboration and support among preservice teachers, enabling them to learn from each other's experiences^[22]. Moreover, observations conducted by supervising teachers provide an external perspective on preservice teachers' competencies. Research indicates that constructive feedback from experienced educators can significantly enhance preservice teachers' teaching practices and professional growth^[23]. Given the challenges identified in preservice teacher training, it is imperative for teacher education programs to implement targeted strategies to enhance competencies. Programs should focus on integrating theory with practice, providing ample opportunities for preservice teachers to engage in hands-on teaching experiences, and ensuring effective mentorship throughout their teaching experience practice^[24]. Additionally, fostering a supportive learning environment that encourages collaboration among preservice teachers can promote the development of essential pedagogical skills. By prioritizing these strategies, teacher education programs can better prepare preservice teachers for the demands of the classroom and improve the overall quality of English language education in Indonesia^[25].

Pre-service teachers' competencies level refers to the skills, knowledge, and attitudes that aspiring educators possess before they enter the teaching profession. These

competencies are essential not only for their own professional development but also for the effectiveness of their future teaching practice. As they progress through their teacher education programs, it is crucial to assess their competency levels to ensure they are adequately prepared to meet the diverse needs of their students in real classroom settings.

One of the core areas of competence for pre-service teachers is content knowledge. This encompasses a deep understanding of the subject matter they will teach, which is particularly vital for subjects like English language education. Research shows that teachers with a strong command of their content area are more effective in facilitating student learning and achieving better educational outcomes. However, many pre-service teachers struggle with translating this theoretical knowledge into practice, especially when confronted with the complexities of real classroom dynamics. This gap underscores the importance of developing robust content knowledge during their training.

Another crucial competency area is pedagogical skills, which encompass the strategies and methodologies used to deliver instruction effectively. Pre-service teachers must learn how to design engaging lesson plans, employ various teaching techniques, and manage classroom environments that promote learning. Studies indicate that many pre-service teachers feel unprepared to implement these strategies effectively during their practicum experiences. This disconnect between theory and practice highlights the need for more hands-on training and opportunities for real-world application of pedagogical principles.

Professionalism also plays a significant role in the competencies of pre-service teachers. This encompasses their attitudes, values, and ethical principles, which are critical for fostering positive relationships with students, parents, and colleagues. A professional disposition includes a commitment to lifelong learning, adaptability in the face of challenges, effective communication skills, and the ability to collaborate with others. Pre-service teachers who exhibit strong professional characteristics are more likely to create supportive and effective learning environments.

Furthermore, reflective practice is an essential competency for pre-service teachers, allowing them to critically evaluate their teaching methods and experiences. Engaging in reflection helps them to assess their strengths and weaknesses, set personal and professional goals, and make informed adjustments to their instructional practices. The ability to engage in reflective practice is vital for continuous growth and improvement, enabling pre-service teachers to adapt their approaches based on student feedback and learning outcomes. Assessing pre-service teachers' competency levels can be approached through various methodologies. Self-assessment is one effective method, as it encourages pre-service teachers to engage in introspection and identify areas for personal growth. Peer evaluations can also provide valuable insights, allowing pre-service teachers to learn from one another and benefit from different perspectives on teaching practices. Additionally, mentor observations and feedback from experienced educators during practicum placements are crucial for assessing teaching effectiveness and promoting professional development.

Standardized assessment tools are increasingly used to systematically evaluate the competencies of pre-service

teachers. These tools provide quantitative data that can identify trends in competency levels and highlight areas that require targeted support. Portfolios are another effective way to assess competencies, as they allow pre-service teachers to compile evidence of their teaching experiences, lesson plans, and reflections on their growth over time.

Understanding the competency levels of pre-service teachers has significant implications for teacher education programs. By identifying specific areas of strength and weakness, institutions can tailor their curricula to better prepare future educators for the demands of the teaching profession. Furthermore, programs should emphasize the importance of mentorship and provide pre-service teachers with access to experienced educators who can guide them through their practical experiences. Ongoing evaluation of competency levels can inform continuous improvements in teacher education, ensuring that programs remain relevant and effective in preparing high-quality educators.

Research Method

This study employs a qualitative research design to evaluate the competencies level of pre-service teachers at Universitas Kristen Indonesia. The qualitative approach is particularly suitable for this research as it enables an in-depth exploration of the perceptions, experiences, and challenges faced by pre-service teachers during their practicum in real classroom settings. The research will be conducted over a period of six months, from January to June 2024, at Universitas Kristen Indonesia. The focus will be on pre-service teachers in their seventh semester who are undertaking their field experience practice at three secondary schools: SMP Bhakti, SMP Santo Fransiskus 1, and SMP Darma Putra Advent. This timeline aligns with the students' practicum schedules, allowing researchers to observe and collect data in real-time as the pre-service teachers engage with students in their respective classrooms. The primary data sources for this study will be the pre-service teachers enrolled in the teacher education program at Universitas Kristen Indonesia, who will provide firsthand accounts of their teaching experiences and self-perceived competencies. Secondary data sources will include teaching artifacts, lesson plans, student feedback, and observation notes from mentor teachers, which will help triangulate the findings and offer a comprehensive view of the pre-service teachers' competencies. A purposive sample of 8 pre-service teachers from the English education program will be selected as informants, ensuring both male and female participants to represent diverse perspectives. Additionally, three mentor teachers from each participating school will contribute insights into the pre-service teachers' performance, skills, and areas for improvement.

Data collection will utilize multiple qualitative methods to ensure a comprehensive understanding of pre-service teachers' competencies. In-depth interviews with both pre-service teachers and mentor teachers will explore their experiences, perceptions of competencies, and challenges faced during the practicum, with audio-recordings transcribed for analysis. Focus group discussions with pre-service teachers will facilitate reflections on their teaching practices and feedback from mentor teachers, while classroom observations will provide real-time data on their instructional practices, engagement strategies, and classroom management skills. The instruments for data collection will include an interview guide containing open-

ended questions designed to elicit detailed responses, as well as an observation checklist focusing on specific competencies like content knowledge and pedagogical skills.

The data analysis will be conducted using thematic analysis, which involves identifying, analyzing, and reporting patterns (themes) within qualitative data. This process will start with familiarization, where researchers will immerse themselves in the data through reading transcripts and notes. Following this, initial codes will be generated to represent key ideas, which will be collated into broader themes reflecting the competencies of pre-service teachers and their challenges. The research procedure will begin with obtaining ethical approval from the university's research ethics committee, ensuring informed consent from all participants. Participant recruitment will be carried out through announcements within the teacher education program, and data collection will occur over two months. The analysis will proceed concurrently with data collection, allowing for reflexivity and adjustments as needed. Ultimately, the findings will be compiled into a comprehensive report, discussing the competencies of pre-service teachers and providing recommendations for enhancing teacher education practices.

Result of the study

The study aimed to evaluate the competencies of pre-service teachers at Universitas Kristen Indonesia, focusing on their experiences during the practicum at SMP Bhakti, SMP Santo Fransiskus 1, and SMP Darma Putra Advent. Data were collected through interviews, focus group discussions, classroom observations, and analysis of teaching artifacts. The findings are organized into themes that emerged from the data, reflecting both strengths and areas for improvement in the pre-service teachers' competencies.

Content Knowledge Competency: One of the most significant themes that emerged from the data was the level of content knowledge possessed by pre-service teachers. Interviews with participants indicated that most of them felt adequately prepared in their subject matter, particularly in English language teaching. They expressed confidence in their ability to explain grammar rules, vocabulary usage, and reading comprehension strategies. For instance, a pre-service teacher noted, "I feel comfortable teaching grammar because we had extensive practice during our coursework, and I often use those strategies in the classroom."

Classroom observations corroborated these self-reports, revealing that pre-service teachers often provided clear explanations and accurate content. They utilized various instructional strategies, such as direct instruction, collaborative learning, and multimedia resources, to enhance student understanding. However, some observations highlighted gaps in the integration of cultural aspects into English teaching. A few pre-service teachers primarily focused on language mechanics without contextualizing lessons within broader cultural or real-life scenarios. This disconnect between content knowledge and cultural relevance suggests an area for further development in the curriculum.

Pedagogical Competency: Pedagogical competency was another critical theme analyzed in this study. Pre-service teachers demonstrated a range of teaching methods, from traditional lecturing to interactive and student-centered

approaches. Through focus group discussions, many expressed their preference for participatory methods, stating that they found students more engaged and motivated during interactive lessons. However, classroom observations revealed inconsistencies in the implementation of pedagogical strategies. While some pre-service teachers successfully employed active learning techniques, others struggled with classroom management, leading to disruptions that hindered learning. For example, one pre-service teacher had difficulty maintaining students' attention during a lesson on reading comprehension, which resulted in off-task behavior. This discrepancy suggests a need for more comprehensive training in classroom management strategies within the teacher education program.

Communication Skills: Effective communication is essential for successful teaching, and this study highlighted varying levels of communication skills among pre-service teachers. Interviews revealed that most participants were aware of the importance of clear and effective communication. Many pre-service teachers articulated their thoughts well during discussions and were able to explain concepts clearly during their teaching sessions. Nonetheless, some pre-service teachers experienced challenges in engaging students during lessons. Observations indicated that a few struggled to encourage student participation and failed to use questioning techniques effectively. For instance, during a lesson on vocabulary, one pre-service teacher primarily lectured without inviting student responses, resulting in a passive learning environment. Improving communication skills, particularly in facilitating discussions and encouraging questions, is crucial for enhancing student engagement.

Classroom Management: Classroom management emerged as a significant theme reflecting the challenges faced by pre-service teachers. While some demonstrated effective strategies for creating a positive learning environment, others encountered difficulties managing classroom dynamics. Interviews revealed that many pre-service teachers felt unprepared for the realities of classroom management, particularly when dealing with diverse student behaviors. Observations indicated that pre-service teachers who established clear rules and routines tended to foster a more conducive learning environment. Conversely, those who lacked confidence in managing behavior often faced challenges that detracted from the lesson's objectives. One pre-service teacher, who employed a more authoritative approach, reported difficulties with student compliance, stating, "I didn't expect some students to be so resistant to following instructions." This finding highlights the need for more targeted training in classroom management strategies within teacher education programs.

Reflection and Self-Assessment: Reflection and self-assessment were also key components of pre-service teachers' competencies. The study found that many pre-service teachers engaged in reflective practices after their teaching sessions, analyzing their strengths and weaknesses. Interviews revealed that they valued feedback from mentor teachers and peers, which helped them identify areas for improvement.

However, not all pre-service teachers engaged in systematic reflection. Some relied solely on informal feedback rather than developing structured reflective practices. Classroom observations indicated that those who actively engaged in reflection tended to show greater improvement in their teaching methods over time. For instance, a pre-service teacher who received feedback on her questioning techniques implemented those suggestions in subsequent lessons, leading to increased student engagement. This underscores the importance of fostering a culture of reflection within teacher education programs, encouraging pre-service teachers to view feedback as a valuable tool for growth.

Use of Technology: The integration of technology into teaching practices was another area explored in this study. Pre-service teachers exhibited varying levels of proficiency in utilizing technology to enhance learning experiences. Interviews indicated that while some felt comfortable incorporating digital tools, others lacked the skills or resources to effectively integrate technology into their lessons. Observations revealed that pre-service teachers who employed technology, such as presentation software and online resources, often captured students' interest and facilitated more interactive lessons. For example, one pre-service teacher used an online quiz platform to engage students in a review session, leading to high levels of participation. In contrast, those who relied on traditional methods expressed concerns about the lack of access to technology in schools, highlighting the need for greater support and training in effectively integrating technology into their teaching practices.

Overall, the findings of this study reveal a multifaceted picture of pre-service teachers' competencies at Universitas Kristen Indonesia. While many pre-service teachers demonstrated strong content knowledge and pedagogical skills, challenges in classroom management, communication, and technology integration were evident. The results underscore the importance of providing comprehensive support and training within teacher education programs to address these competencies and enhance the effectiveness of future educators. The insights gained from this study can inform the development of targeted professional development programs and curriculum revisions aimed at equipping pre-service teachers with the necessary skills and knowledge to succeed in their teaching careers. By addressing identified gaps in competencies, teacher education programs can better prepare pre-service teachers to meet the challenges of contemporary classrooms and foster positive learning environments for their students.

Discussion

The purpose of this study was to evaluate the competencies of pre-service teachers at Universitas Kristen Indonesia during their practicum experiences in various secondary schools. The findings revealed significant insights into the levels of content knowledge, pedagogical skills, communication abilities, classroom management techniques, reflective practices, and the integration of technology among pre-service teachers. This discussion contextualizes these findings within the broader landscape of teacher education, drawing on relevant theories and existing literature.

Content Knowledge Competency: The findings indicate that pre-service teachers exhibited a solid foundation in content knowledge, particularly in the English language. This aligns with existing literature suggesting that effective teacher education programs emphasize content mastery as a core competency for future educators ^[26]. Teachers who possess strong content knowledge are better equipped to foster student learning and engagement ^[27]. However, the observations also highlighted a gap in the integration of cultural elements within the teaching of English. While many pre-service teachers demonstrated proficiency in grammar and vocabulary, they often failed to contextualize language within cultural frameworks. This finding echoes the work of Alptekin, who argued that effective language instruction must incorporate cultural understanding to promote communicative competence among learners [28]. Thus, while content knowledge is critical, the integration of culture into language teaching is equally vital for holistic student development.

Pedagogical Competency: The study's results reveal a mixed picture regarding pedagogical competencies among pre-service teachers. While many participants engaged in student-centered learning practices, inconsistencies in classroom management were evident. This finding aligns with the work of Emmer and Evertson, who noted that effective teaching not only involves implementing diverse instructional strategies but also managing the classroom environment to facilitate learning ^[29]. The struggle with classroom management reflects a broader challenge within teacher education programs, where pre-service teachers often receive limited training in managing diverse student behaviors ^[30]. The contrast between those who successfully employed active learning techniques and those who struggled highlights the need for targeted training in classroom management strategies, as supported by the research of Simonsen, who found that well-prepared teachers tend to have better classroom management skills and thus create more effective learning environments ^[31].

Communication Skills: Effective communication skills are crucial for teachers to foster student engagement and facilitate learning. The findings of this study indicate that while many pre-service teachers articulated their thoughts clearly, they faced challenges in engaging students during lessons. This observation aligns with the findings of Sadeghi and Khoshsima who emphasized the importance of questioning techniques in promoting student participation ^[32]. The inconsistency in communication skills among pre-service teachers suggests that teacher education programs need to emphasize the development of these skills more thoroughly. As supported by the work of Hamman, effective questioning and discussion facilitation techniques can significantly enhance student engagement and learning outcomes ^[33]. Thus, integrating training on effective communication strategies into the curriculum could help address this competency gap.

Classroom Management: Classroom management emerged as a critical theme in the findings, revealing both strengths and weaknesses among pre-service teachers. While some demonstrated effective strategies for establishing a positive learning environment, others struggled with behavior management. This inconsistency

aligns with the findings of Lewis who highlighted that novice teachers often face challenges in maintaining control over classroom dynamics, particularly when transitioning from theory to practice ^[34].

The need for effective classroom management training is further supported by research indicating that teachers who employ proactive strategies are more successful in creating conducive learning environments ^[35]. The difficulties faced by some pre-service teachers in managing classroom behaviors highlight the importance of integrating classroom management training into teacher preparation programs, ensuring that future educators are equipped with the necessary skills to handle diverse classroom situations.

Reflection and Self-Assessment: The findings indicate that many pre-service teachers engaged in reflective practices, valuing feedback from mentors and peers. This supports the notion that reflective practice is essential for professional growth and development ^[36]. However, not all pre-service teachers engaged in systematic reflection, which aligns with the concerns raised by Korthagen regarding the challenges of promoting reflective practices in teacher education ^[37]. The importance of fostering a culture of reflection within teacher education programs is supported by the work of Farrell who emphasized that structured reflective practices can lead to significant improvements in teaching effectiveness. Encouraging pre-service teachers to view reflection as an integral part of their professional development can enhance their self-assessment skills and lead to more meaningful improvements in their teaching practices ^[38].

Use of Technology: The integration of technology into teaching practices is increasingly important in contemporary education. The findings of this study reveal that pre-service teachers exhibited varying levels of proficiency in using technology to enhance learning experiences. While some were comfortable integrating digital tools, others faced challenges due to a lack of access and skills. This finding aligns with the work of Ertmer who posited that teachers' beliefs about technology use significantly influence their ability to integrate it effectively into their teaching ^[39]. Research has shown that technology integration in education can enhance student engagement and learning outcomes ^[40]. However, for pre-service teachers to be effective in this area, teacher education programs must provide comprehensive training in technology use and its pedagogical implications ^[41]. The disparities in technology use among pre-service teachers highlight the necessity of equipping future educators with the skills and confidence needed to integrate technology effectively in their classrooms.

Implications for Teacher Education: The findings from this study have significant implications for teacher education programs at Universitas Kristen Indonesia and beyond. First, the integration of cultural components into language instruction should be prioritized in teacher preparation curricula to ensure that pre-service teachers are equipped to provide culturally relevant instruction. Second, targeted training in classroom management strategies is essential to prepare pre-service teachers for the complexities of real classroom environments. Providing opportunities for

practice and feedback in this area can help build confidence and competence among future educators. Furthermore, enhancing communication skills through explicit instruction and practice is vital for fostering engaging learning environments. Teacher education programs should incorporate workshops and simulations focused on effective questioning techniques and facilitation strategies. Finally, the integration of technology into teacher preparation programs must be prioritized to prepare pre-service teachers for the demands of contemporary classrooms. Providing access to resources and training on effective technology integration can empower future educators to leverage digital tools to enhance learning experiences.

Conclusion

This study aimed to evaluate the competencies of pre-service teachers at Universitas Kristen Indonesia during their practicum experiences at selected secondary schools. The findings revealed a nuanced landscape of strengths and challenges among the pre-service teachers. Notably, while the majority exhibited solid content knowledge and pedagogical skills, significant gaps in classroom management, communication, reflective practices, and the integration of technology were also identified. These findings highlight the importance of comprehensive teacher education programs that not only equip future educators with essential content knowledge but also prepare them for the dynamic realities of classroom teaching. The observed inconsistencies in various competencies suggest that a more integrated approach to teacher training is needed, focusing on practical applications and real-world challenges faced by teachers in diverse educational settings. In light of these findings, it is clear that enhancing the competencies of pre-service teachers is essential for fostering effective teaching practices and ultimately improving student learning outcomes. This evaluation serves as a foundational assessment that can inform curriculum development and pedagogical strategies within teacher education programs, ensuring that pre-service teachers are well-prepared for their professional roles.

Based on the findings and conclusions of this study, several recommendations can be made to enhance the competencies of pre-service teachers at Universitas Kristen Indonesia:

- a. **Curriculum Enhancement:** Teacher education programs should be reviewed and updated to include a more comprehensive curriculum that addresses gaps in classroom management, reflective practice, and technology integration. This could involve incorporating specialized courses or modules focused on these areas;
- b. **Practical Training Opportunities:** Increased opportunities for hands-on experiences in diverse classroom settings should be provided. Partnering with schools to create structured practicum experiences can help pre-service teachers apply theoretical knowledge in real-world contexts and develop essential skills for effective teaching;
- c. **Mentorship Programs:** Establishing mentorship programs that connect pre-service teachers with experienced educators can provide valuable guidance and support. Mentors can offer insights into effective teaching practices, classroom management techniques, and strategies for integrating technology into instruction;

- d. Workshops and Professional Development:** Regular workshops and training sessions on key competencies such as communication skills, classroom management, and technology integration should be organized for pre-service teachers. These sessions can help build confidence and proficiency in areas that are critical for successful teaching;
- e. Fostering Reflective Practices:** Institutions should promote a culture of reflection among pre-service teachers by providing structured opportunities for self-assessment and peer feedback. Implementing reflective journals or portfolios can encourage pre-service teachers to critically analyze their teaching experiences and identify areas for growth;
- f. Focus on Culturally Relevant Teaching:** Incorporating cultural elements into language instruction is vital. Teacher education programs should emphasize the importance of cultural competence and equip pre-service teachers with strategies for integrating cultural context into their teaching practices;
- g. Integration of Technology Training:** As technology becomes increasingly integral to education, teacher preparation programs should ensure that pre-service teachers are proficient in using various educational technologies. This can be achieved through dedicated courses and hands-on workshops focused on technology integration;
- h. Research and Continuous Evaluation:** Continuous evaluation of the competencies of pre-service teachers should be conducted to track progress and identify emerging areas for improvement. Engaging in research on teaching practices and competencies can contribute to the ongoing development of teacher education programs.

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