

# Perceptions of the tutor teachers on the pedagogical and professional competence of pre-service teacher professional education in University of Islam Malang

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## ABSTRAK

Salah satu masalah yang dihadapi oleh mahasiswa calon guru adalah rendahnya kompetensi pedagogic dan profesional. Sebagai upaya untuk menatasi masalah tersebut adalah dengan mengetahui persepsi guru pamong terhadap kedua kompetensi tersebut. Oleh sebab itu Tujuan penelitian ini adalah untuk menganalisis persepsi guru pamong terhadap kompetensi pedagogik dan profesional mahasiswa program studi pendidikan profesi guru prajabatan Universitas Islam Malang. Jenis penelitian ini adalah penelitian kuantitatif dengan pendekatan survey. Populasi penelitian ini dilakukan di 66 sekolah. Sampel penelitian ini terdiri dari 120 guru pamong yang menilai mahasiswa Pendidikan Profesi Guru (PPG) yang melakukan kegiatan praktik pembelajaran. Instrumen penelitian ini berupa angket untuk mengetahui persepsi guru pamong terhadap kompetensi pedagogik dan profesional mahasiswa yang terdiri dari 64 pernyataan yang valid dan reliabel. Hasil pengisian angket dianalisis dengan ditentukan rata-rata. Hasil penelitian menunjukkan bahwa rata-rata persepsi guru pamong terhadap kompetensi pedagogik dan profesional mahasiswa calon guru adalah 4.61 dan 4.66 yang berarti sangat baik. Disimpulkan mahasiswa calon guru telah memiliki kompetensi pedagogik dan profesional yang sangat baik untuk masing-masing program studi di Pendidikan Profesi Guru. Selain itu implikasi dari hasil penelitian ini dapat digunakan oleh dosen untuk memperbaiki indikator-indikator kompetensi profesional dan pedagogic yang rata-ratanya masih rendah melalui pembelajaran di kelas.

## ABSTRACT

One of the problems faced by student teachers is the low level of pedagogical and professional competence. To overcome this problem, one must find out the teacher's perception of these two competencies. Therefore, this research aims to analyze pre-service teachers' perceptions regarding the pedagogical and professional competence of students in the pre-service teacher professional education study program at the Islamic University of Malang. This type of research is quantitative research with a survey approach. This research population was conducted in 66 schools. The research sample consisted of 120 civil service teachers who assessed Teacher Professional Education (PPG) students who carried out practical learning activities. This research instrument is a questionnaire to determine the teacher's perception of students' pedagogical and professional competence, consisting of 64 valid and reliable statements. The results of filling out the questionnaire were analyzed by determining the average. The research results show that the average teacher's perception of prospective teacher students' pedagogical and professional competence is 4.61 and 4.66, which means very good. It is concluded that prospective teacher students have excellent pedagogical and professional competencies for each study program in Teacher Professional Education. Apart from that, the implications of the results of this research can be used by lecturers to improve professional and pedagogical competency indicators, which, on average, are still low through classroom learning.

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## 1. INTRODUCTION

Pedagogical and professional teacher competencies are important competencies that must be possessed by prospective teacher students, especially students in teacher professional education study programs. This is because the achievement of competency by students cannot be separated from the teacher's professional duties (Garzón et al., 2020; Y. E. Setiawan & Syaifuddin, 2020). Minister of National Education Regulation number 16 of 2007 also explains that teachers must master personal, social, pedagogical and professional competencies. In addition, research results show that teacher competency has a significant influence on student learning achievement (Y. E. Setiawan, 2020b). Teachers' pedagogical skills influence the quality of education, as well as the quality of education (Fabelico & Afalla, 2023; Hu & McGeown, 2020; Ningtias & Jailani, 2018). The results of other research show that there is a positive relationship between teachers' conceptions of teaching and learning and pedagogical competence (Meij et al., 2022; Şentürk & Zeybek, 2019). Pedagogical competence is a guiding aspect of curriculum implementation in the classroom (Fakhrudinova et al., 2020). As a teacher, you must also continuously develop your pedagogical and professional competencies through Continuous Professional Development (Y. E. Setiawan & Ayuningtyas, 2022). The results of other research also show that professional competence significantly influences students' attitudes towards subjects (Adegbola & Funmi, 2019; Schmid et al., 2021). Thus, it can be said that pedagogical competence and professional competence are important for teachers to have, in order to improve the quality of an educator in teaching in the classroom.

Pedagogical competency can be defined as the teacher's knowledge about how to convey knowledge and skills to students and professional competency is defined as the ability or skills to design and implement the learning process (Garzón et al., 2020; Hanifah et al., 2019). Teacher pedagogic competence is related to students' attitudes towards learning at school (Adegbola & Funmi, 2019). Pedagogical competence can be considered as a professional or personal characteristic of a teacher that guarantees high scientific and pedagogical activity (Fakhrudinova et al., 2020). This professional competency has implications for the quality of graduates and the quality of schools (Widodo et al., 2022). Professional competence discusses subject matter, teaching and learning practices, however the focus of professional competence in the teacher context is more on mastery of subject matter (Podkhodova et al., 2020). A teacher's professional competence is demonstrated by his mastery of the subject matter (Y. E. Setiawan, 2020a). From various expert opinions, the definition of pedagogical competence in the context of this research is the ability to teach or convey material to students and professional competence, namely mastery of subject matter. The indicators of pedagogical competence and professional competence in this research refer to National Education Ministerial Decree Number 16 of 2007 concerning Academic Qualification and Teacher Competency standards. Pedagogical competency indicators consist of 10 indicators, namely mastery of student characteristics, mastery of learning theory and educational learning principles, develop tools related to the subjects being taught, organizing educational learning, utilize ICT for learning purposes, facilitate the development of students' potential, communicate effectively, empathetically and politely with students, carry out assessments and evaluations of learning processes and outcomes, utilize the results of assessments and evaluations for learning purposes, and , take reflective action to improve the quality of learning. The professional competency indicators consist of 5 indicators, namely: mastering the material of the subject taught, master competency standards and basic competencies, develop learning materials, develop professionalism continuously, and utilize ICT for self-development. These pedagogical and professional competency indicators were developed into a questionnaire to measure the extent of the pedagogical and professional competency of a teacher or student teacher.

From this description, we know that teachers and prospective teacher students need to improve their pedagogical and professional competencies. This is because these two competencies have a significant influence on the quality of student graduates and the quality of schools. One of the government programs in preparing professional teachers who have pedagogical competence and professional competence is through Pre-Service Teacher Professional Education (TPE). Implementation of TPE at the Islamic University of Malang will begin in 2022 for 2 classes. This research focuses on the 2nd generation of TPE students at the University of Islam Malang. TPE at the Islamic University of Malang consists of three study programs, namely Indonesian Language and Literature Education, English Language Education, and Mathematics Education. The implementation of Pre-Service TPE at the University of Islam Malang consists of two learning activities, namely lectures on campus and implementation of Learning Practices at partner schools. The main aim of implementing this PPG is to obtain pedagogical and professional competence as a teacher who will become an educator at the primary and secondary education levels. So that after passing this TPE, students will receive a certificate as a professional educator at the primary and secondary education levels. The success of implementing the Teacher Professional Education study program needs to be further evaluated. This research focuses on evaluating the implementation of learning practices carried

out by TPE students at partner schools. This learning practice evaluation focuses on the pedagogic competence and professional competence of students who carry out the Learning Practice. Evaluation of learning practices in this research was carried out by asking tutors to provide their perceptions about the pedagogical competence and professional competence of students who carried out Learning Practice activities. The reason why civil service teachers are chosen to provide evaluations of the implementation of Learning Practices is because the civil service teachers really know the conditions of learning practices carried out by students other than students.

Much research has been conducted on teacher perceptions, previous research discussed teachers' perceptions of children's gender roles in physical play (Alanazi et al., 2020). Previous research on science teachers' perceptions of the meaning, importance, and mechanisms of integrating STEM in learning based on their specialization, years of work, experience, and degree (Almuraie et al., 2021). Previous research discussed teacher perceptions in influencing the decision to implement formative assessment (Alsubaiai, 2021). Previous research explored mathematics and science teachers' perceptions of the factors that influence teachers' professional identity in three dimensions, namely teaching efficacy, teacher profession, and teaching context (Ambusaidi & Alhosni, 2023). Previous research explored pre-service Arabic teachers' perceptions of online learning during the pandemic (Batmang et al., 2021). Previous research investigated Norwegian teachers' perceptions of mathematics teaching and student learning (Braseth, 2022). Previous research explored teachers' perceptions of gender in EFL teaching and learning (Dasrul et al., 2022). Previous research explored language teachers' perceptions of inclusion in online learning practices (Dion et al., 2023). Previous research examined pre-service fine arts teachers' perceptions of computer self-efficacy and attitudes towards WEB-based learning in faculties of education (Doğru, 2020). Previous research aimed to understand STEM teachers' perceptions of online group education and their expectations for group education (Dogru & Yuzbasioglu, 2021). Previous research discussed the level of prediction of teachers' perceptions of psychological empowerment on job satisfaction and organizational citizenship behavior (Erturk, 2022). Previous research discusses treating teachers' perceptions of self-efficacy (Haatainen et al., 2021). Previous research aimed to describe elementary school teachers' perceptions of curriculum changes in Indonesia (Hidayah et al., 2022). Previous research aimed to identify teachers' perceptions of scientific literacy, in order to improve students' scientific literacy (Husamah et al., 2022). Previous research examined the relationship and influence of teacher perceptions on the practice of critical thinking skills in learning (Ismail et al., 2022). Previous research explored teachers' perceptions and experiences regarding social-emotional learning before and during the COVID-19 pandemic (Jomaa et al., 2023). Previous research investigated the relationship between teacher perceptions of 21st century skills efficacy (Kara et al., 2022). Previous research identified student and teacher perceptions of the relationship between literacy, equality, and digitalization (Maunula & Lähdesmäki, 2022). Previous research aimed to determine teachers' perceptions of individual learning models (Nguyen et al., 2022).

Teacher perception refers to teachers' understanding of their role in a profession and with learning practices in the classroom (Ayar, 2021). Teachers' perceptions of teaching can be considered to represent their awareness of professional activities (Afanasenko, 2021). In this context, the perception of pre-service teachers is defined as their understanding and awareness of the pedagogic and professional competencies possessed by Pre-Service Teacher Professional Education students when carrying out practical learning activities. From these various studies, it can be seen that no investigation has been carried out regarding the teachers' perceptions of the pedagogic competence and professional competence of prospective teacher students. Therefore, the novelty of this research is analyzing the perceptions of civil servant teachers regarding pedagogical competence and professional competence. Thus, the aim of this research is to describe the teacher's perception of the pedagogical and professional competence of Teacher Professional Education (TPE) students. The importance of this research is carried out, namely the results of this research contribute to the development of the Implementation of the Teacher Professional Education Study Program, namely the implementation of Learning Practices. Apart from that, the benefits of the results of this research can be used for learning at PPG in improving the pedagogical and professional competency indicators of TPE students.

## 2. METHOD

This type of this research is quantitative survey. This survey research can be used to determine a person's perception (Creswell, 2012). In this research, the perception that we want to know is the tutor teacher's perception of the professional and pedagogical competence of students in the professional teacher education study program. This research was carried out in the even semester of 2023 for the second generation of PPG students. The survey research design can be seen in Figure 1. From Figure 1, it can be seen that this research consists of 4 stages. The first stage is preparatory activities, including

setting goals, compiling a questionnaire, and testing the validity and reliability of the instrument. The second stage is implementation, asking research samples to complete a questionnaire. The third stage is to analyze the data from the questionnaire results by determining the average results of filling out the questionnaire. The fourth stage is interpreting the results of data analysis by providing an interpretation of the analysis results.

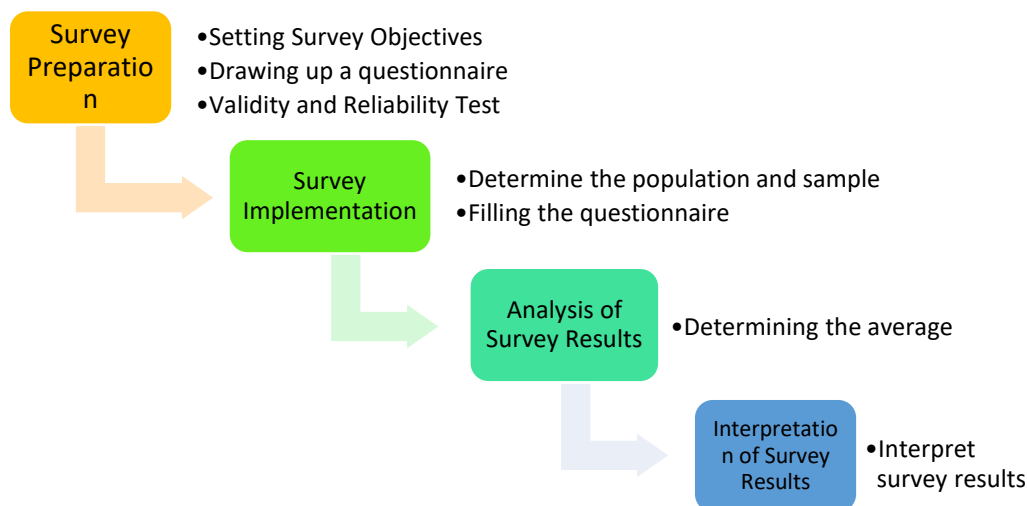


Figure 1. Survey Research Design

The population of this study was 66 high school and senior high schools spread across East Java which were occupied by PPL students from the Teacher Professional Education Study Program. Of the 66 schools, a total of 120 students implemented PPL, consisting of 34 Indonesian language and literature education students, 46 English language education students, and 40 Mathematics education students. Thus, the sample for this research was 120 civil servant teachers who were asked to provide their assessments of the pedagogic and professional competence of students in the teacher professional education study program.

The instruments developed in this research were taken from teachers' pedagogical and professional competencies (Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tahun 2007 Tentang Standar Kualifikasi Akademik Dan Kompetensi Guru, 2007). This research instrument is in the form of a questionnaire consisting of 65 statements that must be filled in by the tutor teacher. Each statement uses 5 answer choices, namely Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). Each answer choice was given a score of 5, 4, 3, 2, 1. Before this instrument was used to collect data, this instrument was tested for validity and reliability with 50 teacher respondents. The validity test in this research uses product moment correlation with the help of SPSS. The significance level for testing the validity of the instrument in this study was 5%. Next, the results of the validity test in the form of  $r_{count}$  are compared with  $r_{table}$  (where the  $r_{table}$  of 50 respondents is 0.279). If  $r_{count} > r_{table}$ , then the instrument is valid. The results of the instrument validity test show that from 65 instruments, 64 test instruments were valid. Furthermore, instruments that are invalid are not used for data collection. After completing the validity test, a reliability test is carried out. The reliability test in this research used the Cronbach's Alpha Test Technique assisted by SPSS. If the Cronbach's Alpha test results are  $> 0.60$ , then it can be said that the instrument is reliable. The results of the questionnaire reliability show that the reliability test results are 0.970. This means the instrument is reliable.

Because 64 instruments is valid and reliable, these 64 instruments were used to collect data in the form of tutor teachers' perceptions of the professional and pedagogical competence of professional teacher education students. The data collection procedure was carried out by creating a Google form for the questionnaire and distributing the questionnaire online. Then the tutor teacher was asked to fill out a questionnaire in the Google form. The results of filling out the questionnaire are analyzed by determining the average. The average results of the civil service teacher survey on TPE students' pedagogic and professional competencies are in the range 1 to 5, which means the lowest average is 1 and the highest average is 5. From the range 1 to 5, five categories were created. Because the class length is  $5-1 = 4$ , the class length is divided by 5, so that the length of each interval class is 0.8. Thus, the average categories of teacher perceptions of professional and pedagogical competence can be seen in Table 1.

**Table 1.** Categories of Tutor Teacher Perceptions of Pedagogical and Professional Competence

No.	Average	Categories
1	1.00 – 1.80	Very Not Good
2	1.81 – 2.60	Not Good
3	2.61 – 3.40	Neutral
4	3.41 – 4.20	Good
5	4.21 – 5.00	Very Good

### 3. RESULT AND DISCUSSION

#### Result

The average perception survey results from 120 tutor teacher respondents regarding the pedagogical and professional competence of 120 students consisting of 34 students in Indonesian language and literature education, 46 students in English education, and 40 students in Mathematics education respectively can be seen in Table 2 and Table 3.

**Table 2.** Average of Tutor Teacher Perceptions of Pedagogical Competence

No.	Pedagogical Competency Indicators	Average Perception of Tutor Teachers			Category
		ILLE	EE	ME	
1	Student mastery of student characteristics	4.55	4.56	4.66	Very good
2	Mastery of learning theories and educational learning principles	4.73	4.62	4.66	Very good
3	Develop tools related to the subjects being taught	4.63	4.61	4.67	Very good
4	Organizing educational learning	4.63	4.59	4.62	Very good
5	Utilizing ICT for learning purposes	4.65	4.67	4.50	Very good
6	Facilitating Potential Development	4.58	4.51	4.62	Very good
7	Communicate effectively, empathetically and politely with students	4.65	4.67	4.72	Very good
8	Carrying out assessments and evaluations of learning processes and outcomes	4.59	4.51	4.66	Very good
9	Utilizing the results of assessments and evaluations for learning purposes	4.59	4.51	4.59	Very good
10	Reflective take action to improve the quality of learning	4.65	4.57	4.63	Very good
<b>Rata-Rata</b>		<b>4.63</b>	<b>4.58</b>	<b>4.63</b>	Very good

Information:

ILLE: Indonesian language and literature education

EE: English Education

ME: Mathematics Education

From Table 2 and 3, it can be seen that the average perception of civil service teachers regarding the pedagogical competence and professional competence of Pre-service PPG students is in the very good category, namely between 4.21 – 5.00. It can also be seen that the average teacher's perception of the pedagogical competence of students majoring in Indonesian and mathematics is higher than that of students majoring in English. Meanwhile, the average perception of tutors regarding the professional competence of mathematics students is higher than that of students majoring in Indonesian and English. This means that in general the pedagogical and professional competence of students majoring in mathematics is better than those studying Indonesian and English.

**Table 3.** Average of Tutor Teacher Perceptions of Professional Competence

No.	Professional Competency Indicators	Average Perception of Tutor Teachers			Category
		ILLE	EE	ME	
1	Mastering the material from the subjects being taught	4.60	4.59	4.73	Very good

No.	Professional Competency Indicators	Average Perception of Tutor Teachers			Category
		ILLE	EE	ME	
2	Mastering the competency standards and basic competencies of the subjects being taught	4.74	4.58	4.68	Very good
3	Develop learning materials that are taught creatively	4.60	4.67	4.56	Very good
4	Develop professionalism continuously by carrying out reflective actions	4.57	4.60	4.67	Very good
5	Utilizing ICT for self-development	4.79	4.80	4.75	Very good
<b>Rata-Rata</b>		<b>4.66</b>	<b>4.65</b>	<b>4.68</b>	<b>Verygood</b>

Information:

ILLE: Indonesian language and literature education

EE: English Education

ME: Mathematics Education

Furthermore, a comparison of the tutor teachers' perceptions of the pedagogical and professional competence of professional teacher education students from each study program can be seen in Figure 2. From Figure 1 it can be see that the average tutor teacher's perception of the pedagogical competence of professional education students of Indonesian language and literature as well as mathematics is the highest. Meanwhile, the average perception of tutor teachers towards the professional competence of mathematics teacher professional education students was the highest, namely 4.68, and the average perception of tutor teachers towards the professional competence of English language education students was the lowest, namely 4.65. This means that pedagogical learning for TPE students in the English study program needs to be improved and pedagogical learning in the Indonesian language and literature and Mathematics study programs needs to be maintained and developed further. Another important finding is that the development of professional competence in mathematics education study programs needs to be maintained. This is because the average professional score for mathematics education students is the highest.

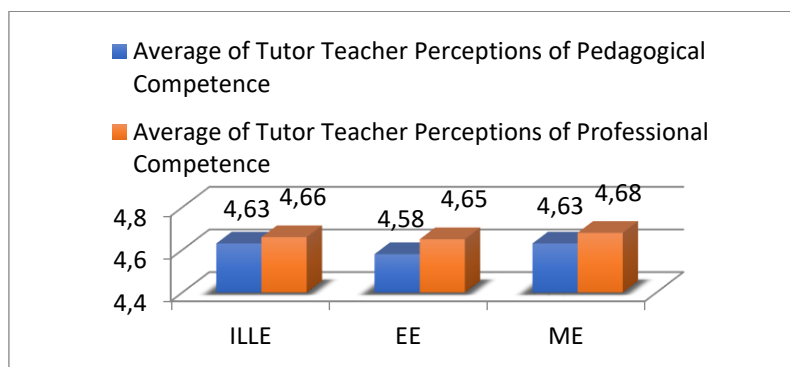


Figure 2. Comparison Diagram of Average Perceptions of Tutor Teachers

Furthermore, the results of filling out the questionnaire can also be seen from the general average of the three study programs, namely the average pedagogical competency is 4.61 and the average professional competency is 4.66. In general, the average can be used as a reference for improving indicators of students' pedagogical and professional competence.

Table 4. Indicators that need to be improved and maintained

No.	Pedagogical Competency Indicators	Average Perception of Tutor Teachers		
		ILLE	EE	ME
1	Student mastery of student characteristics	Improved	Improved	Improved
2	Mastery of learning theories and educational learning principles	Maintained	Maintained	Maintained
3	Develop tools related to the subjects being taught	Maintained	Maintained	Maintained

No.	Pedagogical Competency Indicators	Average Perception of Tutor Teachers		
		ILLE	EE	ME
4	Organizing educational learning	Maintained	Improved	Maintained
5	Utilizing ICT for learning purposes	Maintained	Maintained	Improved
6	Facilitating Potential Development	Improved	Improved	Maintained
7	Communicate effectively, empathetically and politely with students	Maintained	Maintained	Maintained
8	Carrying out assessments and evaluations of learning processes and outcomes	Improved	Improved	Maintained
9	Utilizing the results of assessments and evaluations for learning purposes	Improved	Improved	Improved
10	Reflective take action to improve the quality of learning	Maintained	Improved	Maintained

No.	Professional Competency Indicators	Average Perception of Tutor Teachers		
		ILLE	EE	ME
1	Mastering the material from the subjects being taught	Improved	Improved	Maintained
2	Mastering the competency standards and basic competencies of the subjects being taught	Maintained	Improved	Maintained
3	Develop learning materials that are taught creatively	Improved	Maintained	Improved
4	Develop professionalism continuously by carrying out reflective actions	Improved	Improved	Maintained
5	Utilizing ICT for self-development	Maintained	Maintained	Maintained

If the average of each indicator is below the general average, then the indicator still needs to be improved. However, if the average indicator is the same as or higher than the general average, then the successful understanding of that indicator needs to be maintained. From this general average, indicators of pedagogical competence and professional competence that need to be improved or maintained can be seen in Table 4. From Table 4 it can be seen that the indicator of student pedagogical competence that most needs to be improved is the English Study Program. Meanwhile, the indicators of student professional competence that most need to be improved are the Indonesian language and literature study program and the English Language Education study program. Thus, recommendations for learning on campus regarding pedagogy and professionalism focus more on indicators whose average is still below the general average. Apart from that, students can independently learn about pedagogical and professional competencies.

**Discussion**

The results of this research have contributed to developing learning in the TPE Study Program, especially in developing pedagogical competence and professional competence of TPE students who will carry out Learning Practice activities at school. From the research results, 3 important findings were obtained which will be discussed in this section. The first finding shows that the teacher's perception of the pedagogical and professional competence of students in the teacher professional education study program is very good. This can mean that students in University of Islam Malang TPE already have excellent pedagogical and professional competencies. The things that cause students to have very good competencies are the initial competencies possessed by TPE students are very good. We know that to become a TPE student you have to go through a test route carried out by the Ministry of Education and Culture. Teaching experience before becoming a TPE student. This can be seen from the results of interviews with several students, that the students have taught before, both at school and at tutoring institutions. Learning that students receive in class. The learning in University of Islam Malang TPE uses the MERDEKA pathway. Through this MERDEKA pathway, students can improve their pedagogical and professional competencies. Apart from that, lecturers who can teach TPE must have at least the functional position of lecturer. Seriousness in attending lectures and doing college assignments. There is quite a lot of TPE coursework to do. Seriousness in completing these tasks can be a supporting factor for success in pursuing education, especially in improving pedagogical and professional competence. Seriousness in implementing of learning practice. This Learning Practice is carried out in a location close to where TPE students live. These five factors are in accordance with various previous research results which show that pedagogical competence makes a significant contribution to teacher tasks (Fajra et al., 2022). Pedagogical

competence predicts the quality of learning (König et al., 2021). The research results show that pedagogical competence and the work environment have an influence (Marsen et al., 2021). This means that a person's initial competence or previous experience will influence his or her performance. In this context, students already have good competencies when taking TPE education. In this way, students' pedagogical and professional competencies have been built before becoming TPE students through teaching experience and learning outcomes at undergraduate level. Other research results show that lecturers' pedagogical competence plays a role in building students' learning abilities by generating learning motivation which determines business progress and learning success (Efendi, 2021; A. Setiawan et al., 2020; Trisanti & Suharta, 2018). This means that teaching staff have an important role in the development of students' pedagogical and professional competencies. The research results also show that there is a slightly significant relationship between the academic achievements of prospective teachers and pedagogical competence (Fabelico & Afalla, 2023). The results of other research show that the factors that support the development of teacher pedagogical competence are teacher enthusiasm in developing their knowledge, teacher awareness in facing global challenges, while the inhibiting factors are lack of enthusiasm in improving quality and busyness outside of learning (Hakim, 2018). This means that student seriousness is an important factor in increasing pedagogical and professional competence. Where these TPE students have been serious about participating in classroom learning and carrying out learning practices at school. The second finding is that the average teacher's perception of the professional competence of students in the Indonesian language and sastra and mathematics study program is higher than in the English language education study program. This can also be seen in Table 6, that many of the indicators of student pedagogical competence for English language education study programs need to be improved compared to mathematics education and Indonesian language and literature education. One way to develop professional and pedagogical competencies is through training. The research results show that systematic training must be provided for the development of pedagogical competence (Bentri et al., 2022). The results of other research also show that training influences teachers' pedagogical skills and teachers need training related to learning tools, learning methods/techniques/strategies, use of information technology and learning media (Kivunja, 2019; Ningtias & Jailani, 2018; Wardoyo et al., 2020). Organizers of professional development courses must be built with an emphasis on the formation of competencies, so that the required competencies become a determining condition for the formation of professional (Antikayeva et al., 2021). The formation of pedagogical competence is related to the mastery, consolidation, application of special knowledge, skills and abilities. The organization of professional developer courses really stimulates student teachers to carry out active searches and consciously overcome the difficulties of others. Thus, it can be said that an effort to improve indicators of pedagogical and professional competence can be done through training. The third finding is that the average perception of civil service teachers towards the professional competence of students in the mathematics education study program is the highest and the average perception of civil service teachers towards the professional competence of students in the English language study program is the lowest.

This finding is supported by one of the tutor teacher's statements which shows that when students in the mathematics education study program carry out learning practice, the students have good teaching skills and complete the tasks given by the tutor teacher very well. On the other hand, several students have experience in teaching at school or in tutoring. This is in accordance with research results which show that pedagogical competence and discipline only have a 3% effect on teacher performance (Afandi et al., 2023; Rapanta, 2021). This means that there are other factors that can improve teacher performance. In the context of this research, the supporting factors for improving student performance are in the form of pedagogical and professional competence, namely always communicating with tutors and field supervisors, always innovating in learning, and having the hope of passing the TPE and being appointed as a teacher in a state school. The implication of the results of this research is that it is used to improve learning in the Pre-Service PPG study program. Improvements are made by emphasizing indicators of pedagogical competence and professional competence whose average is below the general average. Obtained that 4 indicators of pedagogical competence need to be improved for students majoring in Indonesian language and literature, for English majors needing to improve 6 indicators of pedagogical competence, and for mathematics majors needing to improve 2 indicators of pedagogical competence. Meanwhile, for professional competence, it was found that the Indonesian language and literature department needed to improve 3 indicators of professional competence, for the English language department it was necessary to improve 3 indicators of professional competence, and for mathematics it was only necessary to improve 1 indicator of professional competence. Through improving these indicators, it is hoped that the pedagogical competence and professional competence of Pre-Service teachers can become better. So as to produce graduates who are ready to become professional teachers.



#### 4. CONCLUSION

Based on the research results, it was concluded that the teacher's perception of the pedagogic and professional competence of Pre-Service Teacher Professional Education students was very good. This means that students have chosen excellent pedagogical and professional competencies, so that after they graduate they can carry out their educational duties professionally. This research is only limited to the perceptions of tutor teachers, further research can identify students' perceptions of the pedagogical and professional competence of Teacher Professional Education students. The results of this research will provide a perspective from students, so that it can be used to improve learning in the classroom based on students' perspectives.

#### 5. ACKNOWLEDGE

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