



The impact of the professional education program for in-service teachers on pedagogical competence in Indonesia

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ABSTRACT

The Teacher Professional Education Program (PEP) is a government-initiated in-service training scheme intended to strengthen Indonesian teachers' professional, social, personal, and pedagogical competence. This study describes the pedagogical competence of in-service English as a Foreign Language (EFL) teachers who have completed PEP. A descriptive survey was conducted with 47 in-service EFL teachers who attended PEP at Universitas Muhammadiyah Makassar in the 2020–2021 academic year, selected through purposive sampling. Teachers' pedagogical competence was measured using a Likert-scale questionnaire that covered six components: use of learning media, understanding students' characteristics, pedagogical knowledge, interactive teaching methods, lesson planning, and assessment practices. Descriptive analysis of the questionnaire responses shows that participants generally report high levels of pedagogical competence across these components, particularly in planning lessons and conducting assessment, while some aspects, such as the consistent use of technology and English in the classroom, remain less strong. These findings portray the pedagogical profile of PEP graduates and suggest that structured professional education programs can support the ongoing development of in-service EFL teachers in the Indonesian context.

Keywords: pedagogical competence, teachers' competence, EFL, professional education program, competence

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INTRODUCTION

The quality of education is closely linked to the quality of its teachers. Act Number 14 of 2005 issued by the Indonesian government defines teachers and lecturers as professional educators who must hold appropriate academic qualifications, competencies, and educator certificates (Afdal et al., 2023; Kartowagiran et al., 2020). This legislation implies that teachers are expected to demonstrate professionalism, proficiency, and competence in their work (Kali et al., 2019; Macaro & Han, 2020), which includes fulfilling their primary responsibilities, providing (Borkowska, 2022; Hindun et al., 2021; Siri et al., 2020a)

As agents of change who spend substantial time interacting with students, teachers are responsible for planning and implementing learning, evaluating learning outcomes, offering guidance and training, and conducting assessments and research (Gadušová et al., 2019; Yuan & Liu, 2022). They are also expected to foster students' enthusiasm for learning and mastery of subject matter (Dewaele & Li, 2021), and to provide guidance tailored to learners' talents, interests, and abilities. In this sense, teachers serve as primary role models in the learning process (Otaya et al., 2023).

Teachers' responsibilities encompass managing the teaching and learning process, acting as facilitators, developing appropriate learning materials, and supporting students in

understanding lessons and achieving educational objectives (Oonk et al., 2020). Pedagogic competence, therefore, involves the ability to design, implement, and evaluate instruction in ways that enhance the quality of classroom learning (Arvaja et al., 2022). The quality of classroom learning is closely related to teachers' educational background and qualifications (Otaya et al., 2023).

Pedagogical competence is particularly crucial for language teachers, both in initial teacher education and in efforts to raise professional standards (Kartowagiran et al., 2020; Nurul Huda et al., 2021). A clear reference framework for language teacher competences is needed to understand effective teaching practices and to guide language teacher education (Molway et al., 2020; Zhang et al., 2020). Pedagogic competence covers various elements essential for improving classroom learning quality, such as learning design, implementation, and evaluation, and is inherently linked to teachers' educational qualifications and their alignment with the area of expertise they teach (Ani Hastuti et al., 2022; Dias-Trindade et al., 2020, 2021; Li & Adnan, 2023; Sucuoglu & Atamturk, 2020).

In practice, however, there are still cases where teachers' educational qualifications do not fully match their teaching field, even when they meet the basic requirements to teach. Educational institutions need to ensure that teachers' qualifications are aligned with their subject specialization, for example through additional training, professional development programs, or recruitment of teachers with the appropriate academic background (Ganeeva & Anisimova, 2020; Imants & Van der Wal, 2020; Wolf et al., 2019). This alignment is essential if teachers are to effectively educate the younger generation.

The explanation of Article 28 paragraph (3) point (a) in the national education standard emphasizes that pedagogical competence includes the ability to manage learners by understanding students, designing and implementing effective learning, assessing learning outcomes, and fostering students to realize their diverse potentials (Asriati et al., 2022; Nasir et al., 2020). It covers at least the following aspects: (a) understanding the foundations and insights of education, (b) understanding learners, (c) curriculum and syllabus development, (d) learning design, (e) implementation of educative and dialogical learning, (f) utilization of learning technology, (g) evaluation of learning outcomes, and (h) advancement of learning technology.

A professional teacher is someone who possesses competence and expertise and has received education and training through specialized programs (Siri et al., 2020b). Being "educated and trained" implies mastery of diverse teaching and learning methodologies and a sound understanding of educational principles reflected in teacher competency standards (Ani Hastuti et al., 2022; García-González et al., 2020). An exemplary educator functions as a role model and enforces rules in line with conservative collectivist values (Benoliel & Berkovich, 2020). Pedagogic competence, in this sense, characterizes a person's capacity to perform educational tasks effectively (Asrial et al., 2019). Teachers, therefore, must possess not only knowledge and understanding but also the skills required for the teaching profession (Cabero-Almenara et al., 2021).

The importance of investigating teachers' pedagogical abilities has been widely recognized in mainstream and language education research. These competencies manifest in specific teaching practices within initial language teacher education programs. Contemporary perspectives classify pedagogical abilities into cognitive (knowledge and understanding), behavioral (strategies and skills), and attitudinal (values) dimensions (Ani Hastuti et al., 2022). Teachers equipped with appropriate knowledge and skills are better positioned to achieve learning goals that meet current educational demands (Smets & Struyven, 2020). To enrich their teaching, teachers need to improve their pedagogical proficiency and motivation (Asaad Hamza Sheerah et al., 2022), including motivation to manage lessons that may initially fall short of intended objectives (Julia et al., 2020). Competence results from purposeful action and rational performance directed toward clear objectives, supported by motivating expectations; therefore, aspiring exemplary educators must demonstrate commendable behavior rather than merely aspiring to it (Masrun et al., 2020; Otaya et al., 2023). Teacher competence thus involves a set of personal attributes required to meet the profession's elevated standards (Adnan et al., 2019; Erviana et al., 2023).

Although many individuals can teach, the effectiveness of their teaching varies. Teachers form the foundation of classroom instruction and pedagogy (Hartwig et al., 2022). Professional growth requires the development of both content knowledge and pedagogical expertise (Lie et al., 2020), which is indispensable for effective teaching (Julia et al., 2020). Successful teaching depends on academic and pedagogical skills, instructional materials, appropriate methodologies, and supportive school administration (Regier, 2021).

Educators share a common aspiration to provide students with meaningful learning experiences that foster individual success. Competent teachers must be able to plan and orchestrate learning activities effectively (Ramírez-Montoya et al., 2021). For language teaching approaches, including second language learning in Indonesia, to be effective, they must be firmly and consistently implemented (Wassenhove & Foussard, 2022). Educational efficiency and effectiveness rely on a balanced integration of tangible and intangible resources (Smets & Struyven, 2020). Within this system, teachers occupy a central and often debated role in determining educational quality (Miguel-Revilla et al., 2020; Singh & Jasial, 2021). A competent educator demonstrates subject mastery, a wide repertoire of pedagogical skills, and strong communication and interpersonal abilities, which together positively influence students' learning and development (Ilgaz et al., 2019; Otaya et al., 2023).

When learning outcomes do not meet expected standards, teachers are often held accountable. Learning is shaped by multiple interacting factors (Albiladi & Alshareef, 2019; Baecher & Chung, 2020; Ding & Yusof, 2025), so attributing failure to a single factor is not entirely fair. Even so, it is understandable that the teacher's role is seen as pivotal in achieving learning success. In less conducive learning environments, competent teachers are still expected to support student achievement, whereas in highly supportive environments, limited teacher competence can still hinder the attainment of learning objectives (M. Y. Ibrahim et al., 2019).

The term "pedagogic competence" is often used to denote the minimum professional standard, typically stipulated by law, that qualifies an individual for a specific role in the teaching profession (Faidal et al., 2020). It encompasses teachers' awareness, classroom management, interaction skills, language teaching abilities (reading, listening, speaking, writing, grammar, vocabulary), assessment of language skills, and the use of appropriate approaches, methods, techniques, and strategies. When teachers understand and successfully apply these dimensions in the classroom, their pedagogic competence becomes evident.

Another crucial aspect of pedagogical competence is understanding students' needs and preferences in the classroom. Dela Cruz (2020) highlights that students do not necessarily disapprove of teachers' central role in classroom discourse; rather, they tend to be discouraged when excessive lecturing prevents active participation. When learners lack agency in the learning process, progress becomes difficult. To avoid this, teachers must be motivated to continuously improve their skills (Borkowska, 2022; Mustadi et al., 2023; Senjahari et al., 2021).

In-service teacher professional education programs are directed at teachers with several years of teaching experience, typically between 4 and 10 years (Asriati et al., 2022). These teachers, whether civil servants or honorary staff, are invited by the government through the SIMPKB system. Participation in the teacher education program at their current position requires passing pretests and posttests. The program usually runs for about four months, beginning with face-to-face sessions and subsequently shifting to online platforms during the pandemic period. Tuition assistance from the government is provided to ease teachers' participation and expand opportunities for those who have not yet obtained an educator certificate. The program is designed to strengthen teachers' competencies, including the crucial area of pedagogic competence.

The Professional Education Program (PEP) for in-service teachers has become a national policy instrument for improving educational quality in Indonesia. Tuition assistance for PEP participants aims to provide access for teachers who have not yet gained an educator certificate, enabling them to complete Teacher Professional Education and eventually obtain this certification. In 2019, the government allocated a quota of 40,000 in-service teachers who successfully passed the selection process organized by the Ministry of Research, Technology, and Higher Education. These teachers received financial support from government funds through the Ministry of Education and Culture. The educator certificate is expected to contribute to the

development of a “golden generation” and to support Indonesia’s progress in an increasingly advanced society (Siri et al., 2020b).

Based on the Standard Teacher Competence and the mandate of Ministry of National Education Regulation No. 16 of 2007, teachers are expected to master four domains of competence: pedagogical, personal, social, and professional. The government plays a crucial role in establishing pedagogical regulations, which include: (1) an in-depth understanding of learners, (2) mastery of learning theories and professional pedagogical principles, (3) curriculum development, (4) support for learners’ potential, (5) effective communication with learners, and (6) appropriate use of assessment and evaluation. Despite these expectations, many teachers still struggle to fully understand and apply these competencies, particularly in English language teaching. This gap underscores the need for professional education programs that refresh teachers’ knowledge and enhance their classroom teaching skills. While such programs may not guarantee immediate transformation in teaching practices, they provide valuable opportunities for teachers to improve their competence in the classroom. The government offers these opportunities in the expectation that teachers’ competence will grow as they participate in professional education programs.

In this context, there remains a need for empirical evidence on how in-service English as a Foreign Language (EFL) teachers’ pedagogical competence is reflected after completing professional education programs such as PEP. Therefore, this study aims to describe the pedagogical competence of in-service EFL teachers in Indonesia who have completed the Professional Education Program, focusing on key dimensions such as the use of learning media, understanding students’ characteristics, pedagogical knowledge, interactive methods, lesson planning, and assessment practices.

METHOD

A quantitative survey design was employed in this study to describe the pedagogical competence of in-service English as a Foreign Language (EFL) teachers who had completed the Professional Education Program (PEP) at Universitas Muhammadiyah Makassar. The study used a descriptive–analytic approach (Asriati et al., 2020). Teachers’ pedagogical competence was measured through a self-report questionnaire.

The questionnaire used a five-point Likert scale with the response options: SD = Strongly Disagree, D = Disagree, NAD = Neither Agree nor Disagree, A = Agree, and SA = Strongly Agree, coded from 1 to 5. The instrument consisted of items grouped into six components of pedagogical competence: (1) using learning media, (2) understanding students’ characteristics, (3) pedagogical knowledge, (4) interactive teaching methods, (5) arranging learning design, and (6) arranging evaluation. Higher scores on each item and component reflected a higher level of perceived pedagogical competence in that area. Data were analyzed descriptively using frequencies and percentages for each response category.

The participants were 47 in-service EFL teachers from junior high schools who had completed the Teacher Professional Education Program (PEP) at Universitas Muhammadiyah Makassar. All participants were actively teaching English and had between 4 and 10 years of teaching experience. They were selected through a national government selection process for PEP and thus represented in-service teachers who had successfully met the eligibility criteria to participate in the program.

FINDINGS AND DISCUSSION

Findings

Teachers’ self-reported pedagogical competence was assessed using a questionnaire consisting of six components: using learning media, understanding students’ characteristics, knowledge, interactive methods, arranging learning design, and arranging evaluation. Response frequencies for each item were calculated and converted into percentages to address the research questions. Because all participants had completed the Professional Education Program (PEP), the

findings describe the pedagogical competence profile of in-service EFL teachers after the program.

Using learning media

In this component, four items (Q1–Q4) examined how teachers use learning media. The result of the analysis is presented in the following Figure 1.

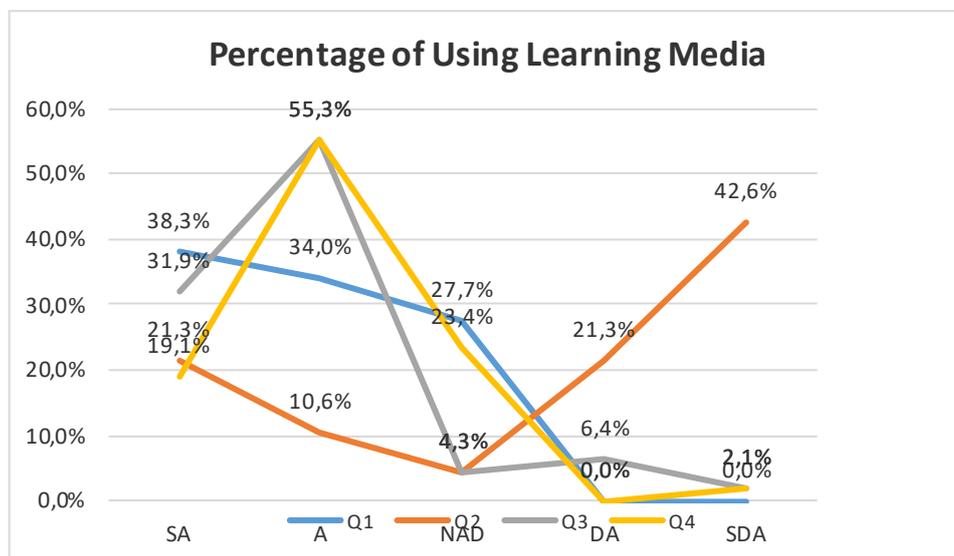


Figure 1. Percentage of English Teacher Professional Education Impact in using Learning Media to Q1, Q2, Q3, and Q4

For Q1, most participants reported using the internet when teaching: 38.3% (18) strongly agreed and 34% (16) agreed, while 27.7% (13) neither agreed nor disagreed. In contrast, for Q2, a large proportion indicated that they do not regularly use LCDs or laptops in their teaching. Here, 42.6% (20) strongly disagreed and 21.3% (10) disagreed with the statement about using LCD/laptop, while only a small number agreed or strongly agreed. For Q3, the majority of teachers stated that they apply various approaches, methods, and techniques in their teaching: 55.3% (26) agreed and 31.9% (15) strongly agreed, with only a few respondents choosing disagreeing or neutral options. For Q4, most teachers reported using media that are familiar to their students, with 55.3% (26) agreeing and 19.1% (9) strongly agreeing; 23.4% (11) were neutral and only 2.1% (1) strongly disagreed.

Overall, these results indicate that teachers frequently use accessible learning media and varied teaching techniques, although the use of LCDs or laptops is still relatively low. This aligns with (Gehlen-Baum & Weinberger, 2014), who note that teachers can support learning through elaboration of materials and advanced organizers, and with (Sholihin et al., 2020), who argue that learning media can make the learning process more motivating and engaging and increase perceived learning effectiveness.

The students’ characteristics

The second component (Q5–Q9) focused on teachers’ understanding of students’ characteristics. The result of the analysis is presented in the following Figure 2. For Q5, almost all participants reported knowing their students’ potential in learning English: 48.9% (23) strongly agreed and 46.8% (22) agreed, while only 4.3% (2) were neutral. For Q6, which asked whether teachers know their students’ difficulties in learning English, 63.8% (30) strongly agreed and 25.5% (12) agreed; 10.6% (5) neither agreed nor disagreed. For Q7, more than half of the teachers indicated that they select English learning materials based on students’ characteristics: 55.3% (26) strongly agreed and 36.2% (17) agreed; only a very small number disagreed or strongly disagreed.

For Q8, which asked whether teachers avoid speaking sarcastically to students, 53.2% (25) strongly agreed and 38.3% (18) agreed, while 8.5% (4) were neutral. For Q9, concerning the application of various theories and techniques in teaching English with suitable materials for students, 42.6% (20) agreed and 36.2% (17) strongly agreed, whereas 21.3% (10) were neutral.

Taken together, these results suggest that teachers perceive themselves as understanding students' strengths and difficulties, selecting materials that match students' characteristics, and maintaining respectful communication in the classroom.

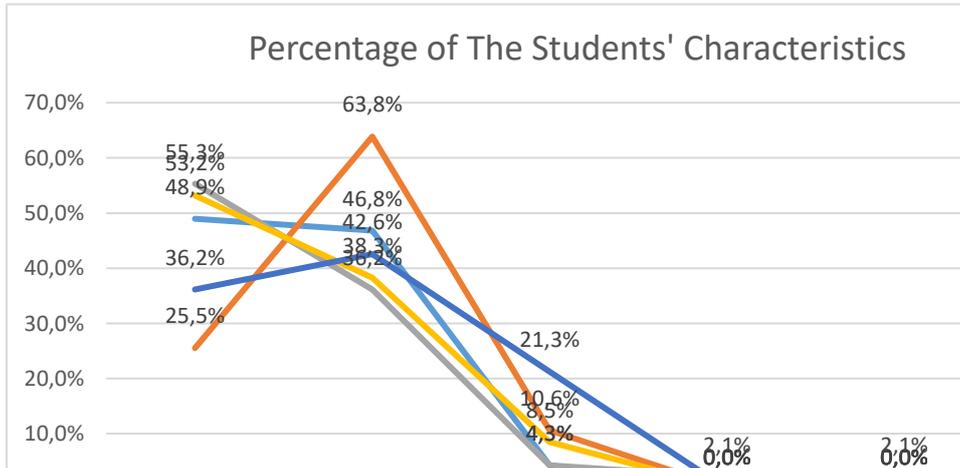


Figure 2. The Percentage of English Teacher Professional Education Impact Pedagogical Competence in the Students' Characteristics

Knowledge

The third component (Q10–Q13) explored teachers' pedagogical knowledge. The result of the analysis is presented in the following Figure 3.

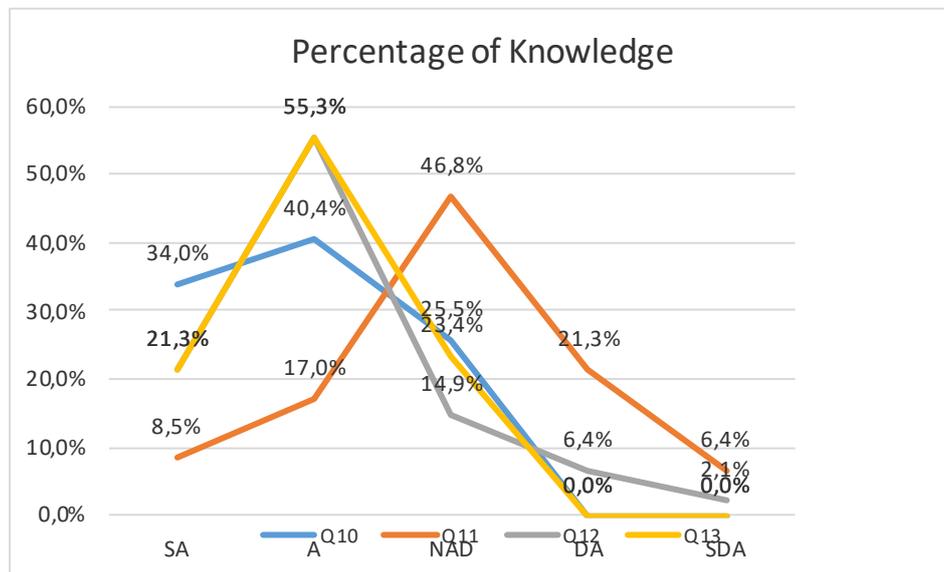


Figure 3. Percentage of English Teacher Professional Education Impact about Pedagogical Competence in Knowledge

For Q10, related to understanding various theories and principles in learning English, 40.4% (19) of participants agreed and 34% (16) strongly agreed, while 25.5% (12) neither agreed nor disagreed. For Q11, which asked about speaking English during the learning process, responses were more varied: 46.8% (22) neither agreed nor disagreed, 21.3% (10) disagreed, 17% (8) agreed, 8.5% (4) strongly agreed, and 6.4% (3) strongly disagreed. This indicates that consistent use of English as the medium of instruction remains a challenge for some teachers. For

Q12, regarding the effective use of teaching time, more than half of the participants reported doing so: 55.3% (26) agreed and 21.3% (10) strongly agreed; smaller proportions were neutral or disagreed. For Q13, which asked about designing various activities to actualize students’ potential and creativity (for example, describing people, learning vocabulary, and reading short stories), 55.3% (26) agreed and 23.4% (11) neither agreed nor disagreed.

Overall, the findings indicate that teachers perceive themselves as having adequate pedagogical knowledge and being able to organize time and activities, although not all consistently use English throughout the learning process..

Interactive methods

The fourth component (Q14–Q17) examined the use of interactive methods in teaching. The result of the analysis is presented in the following Figure 4.

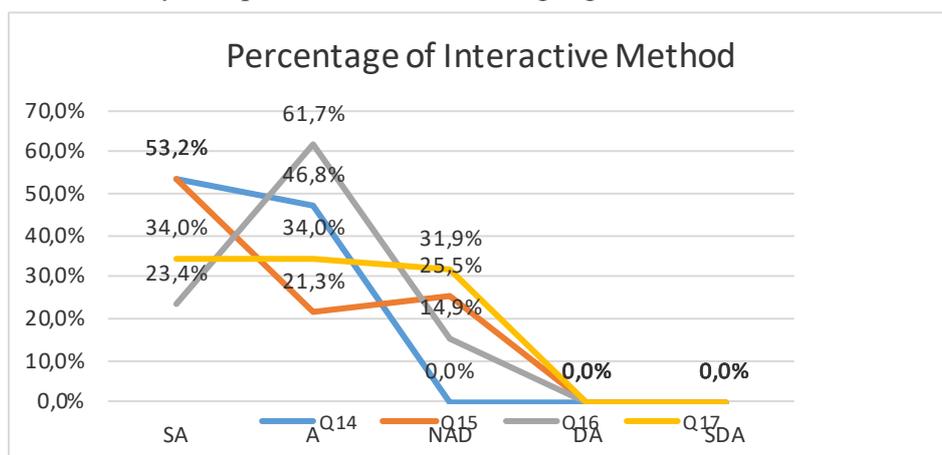


Figure 4. The Percentage of English Teacher Professional Education Impact Pedagogical Competence in an Interactive Method

For Q14, all participants indicated that they apply various teaching methods: 53.2% (25) strongly agreed and 46.8% (22) agreed. Similarly, for Q15, which asked whether teachers apply class discussions when teaching, 53.2% (25) strongly agreed and 46.8% (22) agreed. For Q16, concerning efforts to present learning using techniques that are easy for students to understand, 53.2% (25) agreed and 25.5% (12) were neutral, while the remaining participants selected other response options. For Q17, about using simple language that is easy to understand in class, 34% (16) strongly agreed and 31.9% (15) neither agreed nor disagreed; the remaining participants chose other response categories.

These responses suggest that teachers report using a variety of interactive methods and discussion-based activities, and making efforts to present content in accessible ways, although some are less certain about consistently simplifying classroom language.

Arranging learning design

The fifth component (Q18–Q21) focused on lesson planning and learning design. For Q18, the majority of participants reported that they arranged learning designs and lesson plans: 59.6% (28) agreed and 40.4% (19) strongly agreed. For Q19, related to formulating learning objectives based on students’ conditions, 63.8% (30) strongly agreed and 31.9% (15) agreed; only 4.3% (2) were neutral. For Q20, all participants indicated that they arrange lesson steps in English learning in a structured manner, with 55.3% (26) agreeing and 44.7% (21) strongly agreeing. For Q21, which asked whether teachers manage the division of tasks assigned to students in learning activities, 61.7% (29) agreed and 38.3% (18) strongly agreed.

These findings indicate that participants consistently report planning lessons, formulating objectives in line with students’ conditions, organizing lesson steps, and managing task distribution, reflecting strong competence in learning design.

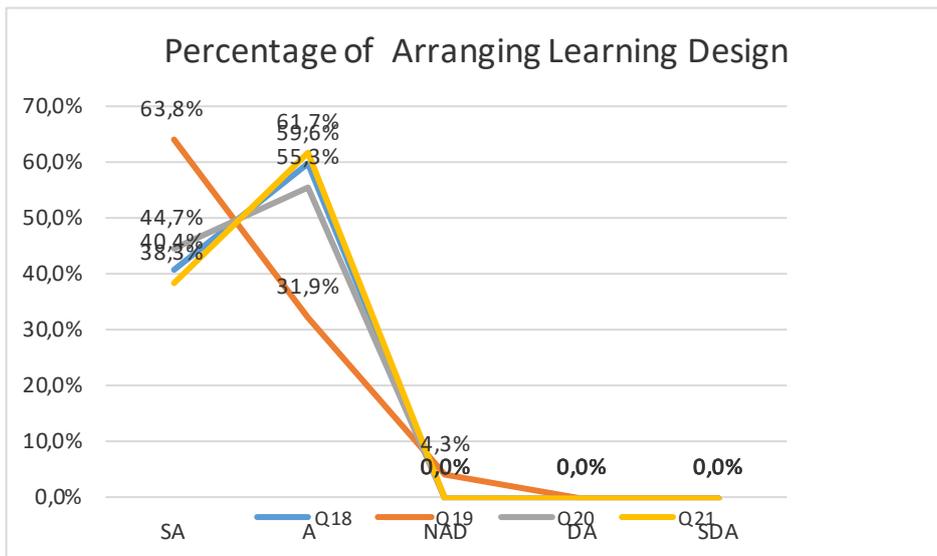


Figure 5. Percentage of English Teacher Professional Education Impact on Pedagogical Competence in Arranging Learning Design

Arranging evaluation

For Q22, which stated that EFL teachers give formative assessments, all participants agreed or strongly agreed: 53.2% (25) agreed and 46.8% (22) strongly agreed. For Q23, concerning the provision of written tests that cover all material taught as a summative assessment, 63.8% (30) strongly agreed and 36.2% (17) agreed. For Q24, 74.5% (35) strongly agreed and 25.5% (12) agreed with the statement related to one of the evaluation practices (as specified in the instrument).

For Q25, 55.3% (26) agreed and 44.7% (21) strongly agreed with the statement about another aspect of evaluation, indicating consistently positive perceptions of their assessment practices. Finally, Q26 asked whether teachers provide remedial instruction for students who do not reach the expected learning targets. Most participants responded in a similar pattern to Q24, indicating that they generally offer remedial opportunities for students who have not yet met the learning objectives.

Overall, these results show that teachers perceive themselves as systematically implementing formative and summative assessments and providing remedial support, which reflects a strong sense of responsibility for monitoring and supporting students' learning progress.

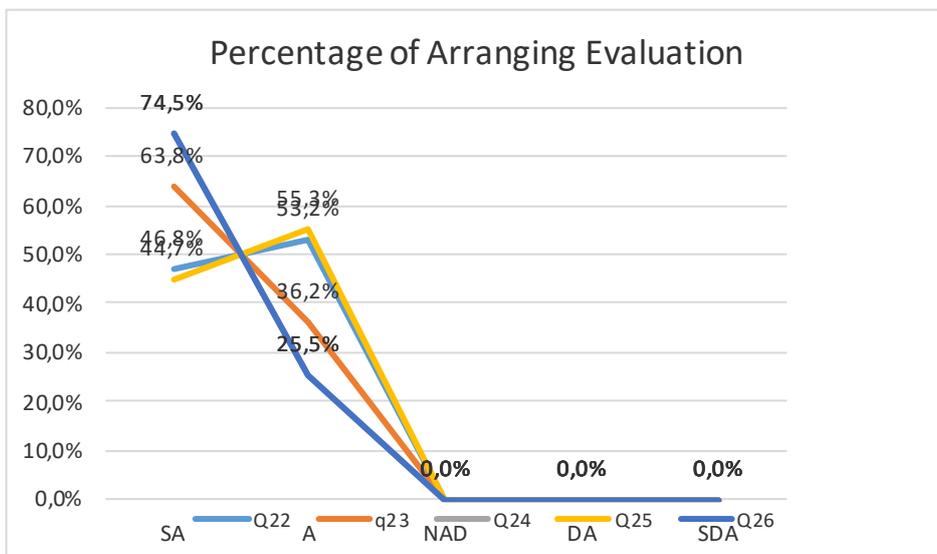


Figure 6. Percentage of English Teacher Professional Education Impact on Pedagogical Competence in Arranging Evaluation

Discussion

The findings of this study indicate that in-service EFL teachers who have completed the Professional Education Program (PEP) report generally high levels of pedagogical competence across several key components, particularly in arranging learning design and implementing evaluation. Teachers consistently described planning lessons, formulating learning objectives based on students' conditions, organizing lesson steps, and managing the division of tasks. These aspects reflect core elements of pedagogical competence related to structuring learning activities and managing instruction, which are highlighted by (Ani Hastuti et al., 2022; Asrial et al., 2019; Santagata et al., 2021) as central to effective teaching and improved learning outcomes. Thus, the present findings support the idea that skillful teaching management is closely associated with the quality of students' learning experiences.

However, being a competent educator involves more than designing and sequencing tasks. The findings also show that teachers frequently use familiar media and varied teaching techniques, but that the use of LCDs or laptops and the consistent use of English as the language of instruction remain less strong. This suggests that some aspects of technology integration and language use still present challenges for certain teachers. Winarni (2020) argue that engaging learning media help create active and enjoyable learning environments, while (Shackelford et al., 2021) emphasize that teacher creativity as instructional designers is crucial for successful technological integration and for bridging technology, pedagogy, and content. In this regard, the results indicate areas where further support and training may be beneficial, especially in encouraging more systematic use of digital tools and English in classroom interaction.

Pedagogical competence includes both knowledge and skills. Successful teaching requires a solid understanding of how to connect theory and research with classroom practice and how to apply this knowledge appropriately in context (Sukirman et al., 2022). Many teachers in this study reported understanding learning theories and principles and designing activities to foster students' potential and creativity, which is consistent with the view that pedagogical abilities encompass cognitive (knowledge and understanding), behavioral (strategies and skills), and attitudinal (values) dimensions (Ani Hastuti et al., 2022). When teachers possess these dimensions, they are better positioned to respond to contemporary educational demands (Smets & Struyven, 2020), to improve their pedagogical proficiency and motivation (Asaad Hamza Sheerah et al., 2022), and to manage lessons that may not initially meet intended outcomes (Crowley, 2021). Competence, as noted by (Masrun et al., 2020; Oyata et al., 2023), is the result of purposeful, rational performance guided by clear objectives and supported by motivating expectations, so teacher development must address both knowledge and motivation.

The role of teacher creativity in designing learning experiences also needs to be aligned with students' needs and classroom characteristics. The findings that teachers report choosing materials based on students' characteristics and avoiding sarcastic language are consistent with the view that pedagogical decisions should be responsive to learners (Budianto et al., 2023; Massie et al., 2022; Quadir, 2021; Remiswal et al., 2023) stresses that teaching methods should create a supportive and motivational learning climate, while (Faez et al., 2021; Uchihara & Saito, 2019) highlight the importance of arranging instructional methods from simple to more complex forms to accommodate different levels of understanding. The high agreement on using various approaches, methods, and techniques and organizing lesson steps suggests that teachers in this study are aware of the need to scaffold learning and structure classroom activities accordingly.

Teacher competence can be seen as a comprehensive framework of personal and professional attributes required to meet the standards of the teaching profession (Adnan et al., 2019; Holzberger et al., 2021; Oonk et al., 2020; Zhang et al., 2020). Within this framework, cognitive and motivational factors are particularly influential in shaping pedagogical performance. The Professional Education Program (PEP) for in-service teachers is designed to strengthen these competencies by providing targeted training on planning, implementing, and evaluating instruction (Asriati et al., 2020; Holzberger et al., 2021). Although the present study does not use a pre-test–post-test design and therefore cannot establish causal effects of PEP, the consistently high self-reported levels of competence among teachers who have completed the program are in line with the objectives of PEP to improve teachers' pedagogical readiness.

Classroom management is another important dimension of pedagogical competence, involving the establishment of classroom norms, management of disruptions, and organization of smooth transitions between activities (Awwad, 2022; Hwang et al., 2020; M. Y. Ibrahim et al., 2019; Marttinen et al., 2020; Otaya et al., 2023; Quadir, 2021; Soleimanifard et al., 2021). Effective classroom management increases students' time on task and encourages active engagement in learning (Amirkhanova & Bobyreva, 2020). The finding that teachers systematically plan lessons, arrange learning steps, and assign tasks suggests that they are attempting to create structured classroom environments that support learning. This is consistent with previous research showing that well-managed classrooms are associated with better student outcomes.

Teaching and learning are core activities in educational settings and involve continuous interaction between teachers and students to achieve specific learning objectives (Coman et al., 2020; N. C. Ibrahim, 2022; Okoye et al., 2020; Sukirman et al., 2022). The high ratings on knowing students' potential and difficulties, using materials suited to their characteristics, and maintaining respectful communication indicate that teachers in this study recognize the importance of positive teacher-student relationships in facilitating learning. As Otaya et al. (2023) note, educators with strong pedagogical competence contribute to more effective learning processes and need to align their competency profiles with twenty-first-century demands. In this light, the present findings suggest that the participating EFL teachers have developed many of the expected pedagogical attributes, even though some aspects, such as consistent technology use and English as the medium of instruction, still require further development.

Overall, the results support the idea that ongoing professional education, such as PEP, has an important role in supporting EFL teachers' pedagogical competence. At the same time, the cross-sectional and self-report nature of the data calls for caution in interpreting the findings. Future research could explore differences in competence across career stages or years of experience, as suggested by the reviewer, and could employ comparative or longitudinal designs to examine changes in competence over time and to more directly investigate the specific contributions of PEP.

CONCLUSION

PEP in-service teachers contribute to the pedagogical competence of EFL teachers in Indonesia. EFL teachers who are currently studying at the University of Muhammadiyah and whose samples are sampled prove that their competence has improved during training, especially their pedagogical competence. Although EFL teachers have been teachers for many years in their work, by training teachers in PEP positions, they have experienced significant improvements, especially the development of their pedagogical competence. The results of the questionnaire can explain it. From this research, it can be stated that the in-service Teacher Professional Education Program (PEP) is very useful for influencing the pedagogic competence of EFL teachers. This contributes to the improvement of EFL teachers. In addition, EFL teachers can understand the skills, methods, media, and evaluations appropriate to the characteristics of their students. PEP for in-service teachers teaches them how to overcome their barriers to teaching.

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