THE ANALYSIS OF PEDAGOGICAL COMPETENCE OF PRE-SERVICE TEACHERS AT UNIVERSITAS NEGERI MAKASSAR 1ST BATCH

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Abstract: The purpose of this study is to evaluate Universitas Negeri Makassar pre-service teachers' pedagogical competence. This study's methodology entails qualitative examination of information gathered by observation, interviews, and reflection. The research sample consisted of 5 pre-service teacher program students randomly selected from several departments at Universitas Negeri Makassar. The results of the study are: 1) Pre-service teachers have a strong Understanding the insights and foundations of education, prior to service Teachers are aware of the fundamentals of education and the philosophy and policy underlying their teaching practices. 2) Understanding students and teachers demonstrates a good comprehension of students' characteristics and needs, including physical, emotional, and social development. They can identify the student's unique needs and respond well to them. 3) Pre-service teachers prepare lesson plans and syllabus by the applicable curriculum. 4) Pre-service teachers produce structured and well-planned learning, including setting learning objectives and selecting appropriate methods. 5) pre-service teachers can carry out interactive and educational learning with a dialogical approach that actively incorporates pupils into the process of learning. 6) Pre-service teachers have basic skills in using learning technology. 7) Pre-service teachers use various evaluation tools. However, formative assessments are often used. 8) Pre-service teachers have successfully designed activities to support students' potential and interests, including integrating extracurricular activities with the curriculum.

Keywords: Batch, Pedagogical Competency, Pre-Service Teachers

1. INTRODUCTION

In the world of education, particularly at the institutional and pedagogical levels, instructors are the fundamental component of the entire educational process. The primary role in implementing education is played by teachers. For an educational process to be implemented, instructors must exist and be prepared to fulfil their roles as educators. According to H. Mohamad Surya, without teachers, education will just be a grandiose slogan. According to him, teachers are considered the central and starting point of all educational development. (Surya, 2003). According (Tilaar, 2001), Teachers are crucial to the development of resources efforts humans through education, even though educators remain neglected in realizing his empowerment as an educational person. Until now teachers have more opportunities to carry out his work Ideally, while things are becoming Teachers have yet to fully recognize their rights. The wisdom of the people, still present today but not recognized by the teacher, largely determines teacher performance. However, those who support teacher tenure are consistently associated with grades that follow strict standards, so there is little chance they will support a noble position. Ideally,

people view teachers as key figures and expect them to behave normatively. Therefore, the teachers have worked diligently to ensure that the guidance is appropriate to people's desires and expectations in general. (Buchari et al., 2018).

One of the elements that affects how well a teacher completes their duty is how well they organise, create, administer, and assess learning. This is clearly stated Article 1 of Law No. 14 of 2005 Concerning Teachers and Lecturers: "The primary responsibilities of teachers, who are professionals in the field of education, are to instruct, guide, direct, train, assess, and evaluate pupils in formal, basic, and educational settings". Therefore, if the teacher carries out his duties according to those mentioned above, then the one may say that the instructor has professional skills. Becoming a professional teacher must meet several standards requirements namely: The standards required to become a professional teacher are listed in Law outlines the requirements for teachers, including their academic background, competences, educator certifications, physical and spiritual well-being, and ability to achieve national education goals.

It is imperative that pre-service teachers possess a strong theoretical grasp, which they may further cultivate in their own classroom once they enter the teaching profession. In the same way as institutes of teacher education have a strong obligation to develop competitive teachers for future faculties and modifications. The most potent effect in teacher education institutes is probably the actual experiences. Prior to service Teacher programmes have been searching for the most straightforward approaches to training prospective teachers on a regular basis. Specialising in methods of creating high-quality education through teacher preparation programmes is becoming more and more recommended. The concept of a student internship recognises pre-service teachers as essential to their professional development, their capacity to serve as role models, their ability to create and distribute information, and their ability to influence students' learning behaviours. (Ramirez, I.A.L, 2021).

Competence is defined as "a collection of abilities, behaviours, and knowledge that a teacher or lecturer has to have, live with, and master in order to do their job obligations". (Syaiful Sagala, 2013). The competence of teachers, as referred to in article 8, covers pedagogical competence, personal competences, social competences, and professional competences acquired through the vocational education path. This Explanation starts from pedagogical competence is the capacity to oversee a student's learning, including knowing the student, organising and carrying out the learning process, assessing the learning objective, and helping the learner grow to the fullest extent of his potential. The capacity of a persistent, steady, mature, sophisticated, and authoritative personality to provide a good example for students is known as personality competence. Teachers' capacity to successfully communicate and engage with students, other educators, parents, children, and the society at large is known as social competency. the

capacity to fully understand the subject matter, allowing one to guide a student towards meetingthe National Standards of Education's competency requirements. (Azka Rais, 2022).

The teachers' problems that are being experienced if they are left continuously will interfere with the teacher's competence in the delivery of material and the students' failure to achieve success. Therefore, it is important for other teachers to learn from the experience of teachers who have been stuck in the world of education so that such barriers do not happen again and make the situation worse. As for the record of some of the teachers' difficulties, lacking preparation, Teacher competency test results in Indonesia are still low, there are still teachers who do not master the material, there are still teachers who are inadequate in utilizing information technology, there are still teachers who are less creative in managing the learning materials they provide.

The researcher interviewed one of the pre-service teachers at Universitas Negeri Makassar and discovered various issues, including the fact that many pre- service teacher candidates still needed to gain mastery of their pedagogical competencies. Often observed issues with pedagogical competence include educators' inability to effectively manage the design and planning of the learning process, their inability to evaluate learning outcomes, their subpar teaching abilities due to insufficient experience, and the decline in student learning motivation due to unfavorable learning environments. Furthermore, educators often struggle to fully utilize learning technology, which can hinder student engagement and the efficiency of learning activities. When learners do not master these competencies, it results in less efficient and suboptimal learning activities.

According to researchers, a teacher's competence in teaching should align with their knowledge and abilities, as well as logical conduct that makes sense and is inline with the teacher's methodology. Pedagogical competence refers to the ability to oversee education, which involves comprehending, planning, and executing student learning, learning evaluation, and helping students realize their diverse potential, is one of the abilities that a teacher has to possess. Teachers must possess pedagogical abilities, which include understanding students, helping them develop to the best of their abilities, and assessing their learning outcomes. Teachers can also use the principles of student cognitive development to understand their students better, as well as understand student personality development and reflect on it during the teaching and learning process. Educators must have an integrated attitude and personality that can be used as an idol in all aspects of their lives. In addition, as educators, we must be able to fulfill the four defined competencies, one of whichis pedagogical competence. Based on the background of the above problem, the researchers want to analyze the pedagogical competence of pre-service teachers at Universitas Negeri Makassar 1st batch.

2. LITERATURE REVIEW

2.1. The Concept of Pedagogical Competence

Pedagogy is defined as a discipline that studies the processes, purposes, and benefits of educational activities for the development of the full potential of individuals and groups from infancy to adulthood to become responsible citizens of the state in society. (Agoes dariyo, 2013). Pedagogy is the science that deals with education, that is, the science of child education. Teachers, especially children's garden teachers and primary school teacher, greatly need pedagogy as they will be working with young children. (Uyoh sadulloh, 2014). Pedagogical competence is the ability to manage the learning of the student, including the understanding of the pupil, the planning and implementation of learning, the evaluation of the learning outcome, and the development of the learner to update the various competences that he or she possesses. (Syaiful sagala, 2009).

There are pedagogical competences that teachers need to master, including teachers' comprehension of students, organising and carrying out instruction, assessing learning results, and helping students reach their full potential. In detail, each sub-competence is described as an essential indicator as follows: a). gain a thorough understanding of pupils using these key indicators: Recognise early learning resources for kids, comprehend students using the concepts of cognitive growth, and comprehend students using personality principles, b). establishing the competencies to be met, applying the theory of learning and learning, defining learning strategies based on student characteristics, organising learning based on the chosen strategy, and understanding the educational foundation are all important indicators when designing learning, including for the benefit of learning, c). use key indicators to implement learning: Put in place appropriate learning environments and arrange the learning backdrop, d). create and implement learning assessments using key indicators: create and implement ongoing assessments of learning outcomes and processes through a variety of techniques; examine evaluation results to ascertain the degree of learning intensity; and use learning evaluation results to enhance the overall calibre of learning initiatives, e). develop students to update their diverse potential with essential indicators: facilitate students for the development of a wide range of academic potential, and facilitate the students develop a wide variety of non-academic potential. (Suyanto, Asep, 2018).

2.2. The Concept of Pre-Service Teacher

Students who participate in a variety of activities and courses related to teacher preparation and education are known as pre-service teachers. It is required of pre-service teachers to advance their knowledge and expertise in preparation for teaching. During their learning phase, these qualities are developed, particularly through classes or other paedagogy and teaching-related activities. The objective is to enhance the professional character of pre-service teachers and train their talents and capabilities. Competency may be an important context in a teacher training programme. The competency at hand

is the understanding that, in the course of their work as a language teacher, they must identify, pick, and address phenomena that come up when working with pupils. Pre-service teachers need to be able to pay attention to a variety of participation components throughout the learning process, such as cognitive, behavioural, social, and emotional aspects, to function successfully in their roles. Put another way; to attain successful and effective learning, pre-service instructors must undoubtedly practice their teaching techniques. (Rizkiani, 2021).

The general goal of pre-service teachers is to develop future educators capable of carrying out the law's mandated national education goals. In particular, the objective is to develop students' potential to become honourable, healthy, informed, capable, creative, independent, and citizens of a democratic and responsible country who have both trust and fear in God Almighty. Specific goals of pre-service teachers, as declared by the Minister of Education and Culture of the Republic of Indonesia, are to create teacher candidates with proficiency in organising, carrying out, and evaluating instruction; to monitor the outcomes of assessments by offering students counselling and training; and to continuously conduct research and advance their professional development. Program Universities organize pre-service teachers and have the authority to provide education that satisfies the Minister's requirements. There are around 45 universities in Indonesia that provide pre-service teacher programs. (Ristekdikti, 2018).

The curriculum structure of pre-service teachers' programs is in accordance with the description of the 2017 Pre-service Teachers Maintenance Guidelines. The pre-service teacher's programs have been developed with reference to the Law on Teacher and Lecturer, where the curricula of pre-service courses are developed using the principle of activity-based curriculums or experience-based curriculum instead of subject matter curricula, as in academic education. Implications of this principle: learning in pre-service teachers' program - formed activities / activities are workshops on the on the development of learning devices as the implementation of the idea of technological pedagogical content knowledge, or TPACK. (Ristekdikti, 2017).

2.3. Concept of Teacher Competence

Teacher competence as a descriptive term for the qualitative aspects of teacher behaviour seems to have complete meaning, according to Broke and Stone. The meaningfulness of a teacher's behaviour can be qualitatively described as teacher competency. Competence is characterised by the knowledge, abilities, and fundamental principles that characterise the ways in which professionals think and behave (Mulyasa, E. 2013)

A teacher must meet certain competency requirements and possess academic degrees. Because of this, a teacher has to possess four different kinds of competencies: professional, social, personality, and pedagogical. The capacity to manage learning through student comprehension, learning design and implementation, learning result evaluation, and student development to realise their varied potentials is known as pedagogic competence. Individuality

Competence is the capacity to have a strong, honourable, smart, authoritative personality that sets a good example for pupils. Gaining a broad and in-depth understanding of a subject can lead to professional competencies. On the other hand, social competence is the capacity for successful interaction and communication (Rahmat, Hery, 2018). The researcher draws the conclusion that teacher competency may be characterised as mastery of information, abilities, values, and attitudes that are represented in habits of thinking and behaving while practicing the teaching profession based on the description provided above.

3. METHODS

This research attempts to characterise and examine social actions, events, occurrences, attitudes, beliefs, perceptions, and ideas of individuals either alone or in groups is known as qualitative research. Data was gathered by means of close observation, including detailed contextual descriptions accompanied by in-depth interview notes, as well as the results of analysis of documents. (Nana Syaodih Sukmadinata, 2010). Researchers used descriptive qualitative research methods for pre-service teachers' pedagogical competence because this method allows them to understand in depth the qualitative aspects of this pedagogical competence. This method allows the researchers to collect more detailed data about teachers' experiences, attitudes, and behaviors in the learning context. In this approach, the researcher can explore factors that influence the quality of learning presented by teachers and analyze interpersonal dynamics between teachers and students.

Participants in this study were five pre-service teachers at Universitas Negeri Makassar 1st batch, two each from the English Education department, two from the Primary School Teacher Education department, and one from the Physical Education department. The researcher chose pre-service teachers from the departments of English Education, Primary School Teacher Education and Physical Education because these three departments focus on areas relevant to pedagogical competence, such as teaching, learning, and evaluation in educational contexts. Researchers expect pre-service teachers from these majors to possess a deep understanding of the theory and practice of effective teaching, along with the professional ability to manage the classroom and assess student progress. Researchers can observe the extent to which pre-service teachers from these departments apply their pedagogical competencies in real-life contexts in schools or educational institutions.

Instruments of the research are used, namely, observation, interview, and reflection. The data collecting method is a method for obtaining data in research. Collecting data in conducting scientific research aims to obtain materials needed for research. (Ismawati, 2011). The researchers use several data collection procedures in qualitative research. There are observations, interviews and reflection. The researcher was observing ongoing activity. These activities can be about the way pre-service teachers teach, how to deliver material in class, how creatively the teacher develops the learning

material, and so on. An interview is an interaction in which one tries to obtain information or data from observations. In this research, interviews were conducted to obtain some important information from pre-service teachers at Universitas Negeri Makassar related to the teacher's pedagogical competence to support the observation data and reflection. The Miles and Huberman model is the data analysis method used in this study. (Milles and Huberman, 1992).

4. RESULTS

4.1. The Result of Interview

A. Develop an understanding of insights or educational foundations

Teachers have a scientific and educational background and academic and intellectual expertise. With reference to the subject-based learning management system (eyes lesson), the instructor needs to ensure that the subject being taught and the scientific basis align. Apart from that, teachers have knowledge and experience in implementing classroom learning.

Regarding the question of understanding insight and educational foundations, NF said that:

" I think the concept of applying pedagogy to teaching refers to the approaches, techniques, and strategies that a teacher uses when she wants to guide and educate effectively..."

While, SS said that:

" The main role of pedagogical concepts in developing teaching skills, as far as I am aware, is, first, to train and develop sustainable education. The second involves mentoring and collaboration, with teachers participating in these activities through formal mentoring programs at school, study groups, or regular meetings to share practices. The third aspect involves supervision and feedback, where a supervisor or principal periodically monitors the class and provides feedback. This process is also to help teachers reflect on their learning practices in the classroom…"

As for the VS said that:

"I attended several methodology trainings, then joined a subject teacher meeting to develop my pedagogical competencies, then took part in several lesson study activities…"

Meanwhile, for the PR said that:

" I do several things to develop pedagogical competence. First, participate in PPL activities, such as lesson study, where we design, observe, and then reflect on learning. The second step is to participate in training sessions or webinars…and I think The main role of this pedagogical concept is to develop the teaching ability, which involves understanding the characteristics of the student, determining effective teaching methods to use with the teacher, and developing a curriculum that helps the student reach her potential…"

Last, MF said:

> *"I think that to develop teachers' pedagogical competence, I always prepare materials, prepare learning media according to needs, and so on…"*

Based on the results of interviews, several teachers answered that they used a variety of learning strategies and chose methods that made students active. Pre- service teachers also participate in continuous education and training to understand the latest educational theories and practices, improve teaching skills such as class delivery techniques and time management, and observe, reflect, and evaluate teaching.

1) Understanding of students

The researcher asked several pre-service teachers questions about why it is essential for a pre-service teacher to understand the characteristics of student development in the learning process and how to assess whether students have understood the material being taught, as well as what pre-service teachers do if they encounter students who have difficulty understanding the material. Here are the responses of several pre-service teachers:

> Regarding the question understanding of students, NF said that:
> *"I think it's very important because each student has a different background, so the background has a big impact on the characteristics of the pupil later… I use the evaluation at the end of the learning process to determine whether a student has understood the material she has taught, regardless of whether he understands it or not… and my way If I come across a student struggling to understand the learning material, I first ask about his preferred method of learning. If she prefers to learn by listening, I will incorporate audiovisuals into my teaching methods. However, if the student prefers to learn through visual aids such as animation or learning projects, I continue to explore these options…"*
> While, SS said that:
> *" …I have to use methods, techniques, or procedures that are guaranteed to achieve learning goals in class later, and one of them is optimizing the achievement of learning objectives... I usually evaluate students in terms of homework, quizzes, questions and answers, etc... I also frequently provide motivation and show various videos to ensure that students understand the material I teach…"*
> As for the VS said that: *"…One of the things I use is the bridging method. I use this bridging method because I can find out the level of students' understanding of the previous learning material... and I also have to recognise the characteristics and learning styles of each student and also create a comfortable learning atmosphere by providing ice-breaking..."*
> Meanwhile, PR said that:
> *"I design learning; of course it must be adapted to the characteristics of student development... and I usually give written tests, such as multiple choice, short essays, or quizzes... I observe learning styles, so that they*

are adjusted to the way I teach so that my students understand the material better…"

Last, MF said:

"I first ensure the development of students' characteristics at school... To find out whether students understand or not, I can see a kind of separate code from the expressions or faces of those who already understand. After that, I provide an evaluation, such as giving assignments, exams, and the like..."

Based on the research results regarding students' understanding, the researcher can conclude that pre-service teachers already understand developmental psychology students, so they know the right approach for their students. Pre-service teachers can also mentor students going through difficult times at a child's age. Apart from that, pre-service teachers have background knowledge and understand students' personalities, so they can identify problems students face and determine appropriate solutions and approaches.

2) Development of Curriculum/Syllabus

Based on the results of researcher interviews of pre-service teachers in the development of curriculum based on the standards of competence and basic competence according to Curriculum 2013, 4 pre-service teachers already meet the criteria and have completed the lesson plan or syllabus, while there is one pre- service teacher who did not prepare the lesson plan or syllabus at the time of the teaching-learning process. Here are the responses of several pre-service teachers:

Regarding the question of development of curriculum/syllabus, SS said that:

"I use a form of formative assessment, such as an initial assessment, where I get to know my students first... then plan first, carry out assessments, and evaluate learning objectives that are in line with what is expected in the class. The way I plan starts with designing the lesson, preparing materials, measuring various learning methods, and conducting learning evaluations..."

As for the VS said that:

"I identify individual characteristics first, including learning styles and levels of memory ability... What I consider are technological and cultural developments, as well as educational developments..."

Meanwhile, for the PR said that:

"The approach I use is a differentiation approach; I adjust it to the students' needs... What I consider the most important thing is the characteristics of the students, then the learning objectives... To determine the learning objectives, I start with the characteristics again, choose creative learning strategies and methods, and choose learning resources..."

Last, MF said:

> *"The most important thing is that I always pay attention to individual student characteristics... I have to first know the condition of my students, then the condition of the class, and then adjust the material I convey there..."*

Researchers concluded that we, as educators and teachers, should already understand how to develop a curriculum in a school system based on rules. The drafting of the lesson plan, of course, has a purpose; among other things, we simplify, streamline, and improve the results of the learning-teaching process. After that, we draw up the lesson plan professionally, systematically, and efficiently, and then the teacher can see, observe, analyze, and predict the learning program as a logical and planned framework. The educators very much hope that the above objectives can be achieved. If the teacher prepares the lesson plan properly and correctly, they will achieve these objectives.

3) Learning Planning

According to researchers, preparing a learning plan is the most essential part of implementing the teaching and learning process in the classroom. Teachers use the lesson plan as a step-by-step reference or scenario when providing material to students, making it crucial. Every teacher must create a lesson plan before the classroom performance process as a mandatory part of the teaching and learning process. Pre-service instructors frequently deal with a crucial issue during learning exercises: creating a lesson plan that will enable students to gain pedagogical competence. In this instance, the instructor provides an overview of the learning implementation as a teaching resource. It is the responsibility of the instructor to provide an explanation of the reference information so that it becomes comprehensive teaching material. These are a few pre-service teachers' replies:

> Regarding the question of learning planning, NF said that:
> *"…I think the lesson plan is like the teacher's learning structures, what will be conveyed to the students later, the structure, what I will convey to the students..."*

> While, SS said that:

> *"I use to build a good relationship between teachers and students is that I need to be patient and open when establishing communication with students. Next, I need to know the character and needs of students through parents, and then I must know what kind of things students like in the learning process…"*

> As for the VS said that:

> *"I usually give a summative evaluation; actually, there is also a formative one, but I often use summative, which is done after the learning process ends, to evaluate students' final achievements and the effectiveness of the learning program…"*

> Last, MF said:

> *"…I said at the beginning that we must first know the condition of the students, the condition of the class, and so on…"*

Based on the research results regarding learning design, researcher conclude that before conducting learning, A teacher should plan the teaching that will be carried out strategically and maturely because planning is half the way success. Learning design refers to a teacher's ability to plan the learning activities that will be conducted. A well-crafted design will also yield superior outcomes. In carrying out the design, learning includes at least three activities: identifying needs, the process involving identifying competencies and learning programs.

4) Putting educational and dialoque learning into practice
Regarding the question of Putting educational and dialogue learning into practice SS said that:

> *"The way I carry it out effectively is by focusing on the learning objectives, then organizing the learning schedule and providing a comfortable learning atmosphere. To find out the level of students' understanding, I usually check or read each student's notes..."*

As for the VS said that:

> *"...of course, I use various approaches and interact a lot with students because character development is very important for the smooth learning process in class..."*

Meanwhile, PR said that:

> *"...well, to know the level of knowledge, I can ask the student to give examples of a concept taught, then the student can also be asked to summarize the formation or writing that matches the material taught, and then the teacher also gives information about the evaluation or assessment..."*

Last, MF said: *"...according to what I experienced, I can build positive interpersonal relationships with students..."*

Based on the results of interviews, the researcher concluded that implementing educational and dialogical learning has several significant positive impacts on the teaching and learning process. Including increased understanding: Educational and dialogical approaches improve students' knowledge because they are actively involved in discussions, questions, and reflection. Higher motivation: Students tend to be more motivated when they feel more involved in the learning process and recognize the relevance of the material to their lives.

In addition, respect for diversity, this approach also promotes respect for a diversity of opinions and points of view, as it encourages students to listen to and understand the perspectives of others. Improving Communication Skills: through dialogue and discussion, students also improve their ability to communicate effectively, conveying their ideas and listening carefully. Therefore, researchers generally advise pre-service teachers to consider educational and dialogical strategies in designing and implementing learning to increase the effectiveness and depth of student learning.

5) Use of learning technology

Here are the responses of several pre-service teachers:

Regarding the question of use of learning technology, NF said that:

"Obviously, I use information technology, for example, speakers and laptops. The use of that technology has information like learning videos on YouTube, Canva, and using Power Point, all of which I use for learning, and this is all very relevant to my students… and I think the main challenge at all is that the network is equal to the availability of school equipment because there are some schools that do not have adequate LCD or cable facilities…"

While, SS said that:

"Yes, I use LCD. I use this technology by providing the material, allowing students to explain it, and then guiding them to focus on the future. By using LCD in the learning process… and one is the constraints of the Internet and the inadequate infrastructure…"

As for the VS said that:

"…what I often use is the use of some applications, like dualingo, the use of artivisual intelligence, the the internet for research, and also game-based, like Quiziz playing while learning…the main challenge is the limited infrastructure and accessibility, as well as the inadequate environment and guidance…"

Meanwhile, PR said that:

"…Usually, what I use in school is a Quiziz app or an evaluation app; with a presentation app, there's also Canva and a life worksheet for LKPD…and the challenge lies in the fact that students typically lack internet access due to a school policy that prohibits the use of technology devices, such as gadgets or smartphones…"

Last, MF said:

" …. I utilize various technological tools in my teaching process, such as HP or computers, with the projector being the most influential one. Naturally, the types of learning materials vary…"

Based on the results of researcher interviews regarding the effectiveness of Technology, information, and communication in educational development activities, pre-service teachers use various learning media, including LCDs and other media. The learning methods include lectures, questions and answer, observation, and discussion. To achieve optimal results, pre-service teachers must be able to creatively use approaches, strategies, processes, and learning techniques by teacher competency standards.

In addition, Technology allows pre-service teachers to access various learning resources more easily and quickly, including the latest educational materials and innovative teaching methods. Through access to online learning platforms and other digital educational resources, pre-service teachers can continue to develop their skills professionally and increase their understanding of best

teaching practices. There are challenges that pre-service teachers face in integrating Technology into their daily teaching, such as lack of adequate training, technical obstacles, and the need for ongoing support from schools and educational districts.

6) Evaluation of learning processes and outcomes

Here are the responses of several pre-service teachers, SS said that:

" *Yes, the concrete steps I will take to improve it are the cognitive aspect, the affective aspect, and the psychomotor aspect. These three aspects can help me improve the evaluation of student learning processes and outcomes..."*
As for the VS said that:
" I took several concrete steps to improve the situation, including re-emphasizing the extent of the students' understanding…I use various assessment methods, including formative assessment. Where formative assessment involves observation, I observe students' behaviour during the learning process, such as their participation in discussions, completion of assignments, and interactions with their peers. Next, I typically ask students to self-assess their abilities based on each lesson, using a provided assessment rubric. After completing their self-assessment, students also receive feedback from their peers. So, later, they will judge each other…"
Meanwhile, for the PR said that:
" How I to measure the student's self- esteem by giving an assessment, and for that particular indicator, how the understanding of the student is appropriate to the learning objectives..."
Last, MF said*:*
"There's, as simple as in the pedagogical process, I can know or I can make a parameter to measure whether this student achieves pedagogical competence or understands material with pedagogics when the student can re-explain. When the student is able to re-explain, it indicates that I have succeeded in understanding what I have explained…"

Based on the results of interviews, pre-service teachers carry out evaluations at the end of the lesson. The learning evaluation aims to assess the student's comprehension of the provided material, foster courage, and encourages them to remember it. The review also aims to determine who among the students is intelligent and who is not. Additionally, the pre-service teacher stated that the evaluation process not only targets students but also assesses the seriousness of educators in fulfilling their duties to meet learning objectives.

7) Students should be developed to update their various potentials
Regarding the question of students should be developed to update their various potentials, NF said that:

"My own strategy that I used was the technique of lectures, where the lectures contained motivation. Continuing in the middle of learning, I used

the technique of appreciation to make my students more enthusiastic. Appreciation is not just a form of gift; students feel appreciated when they are appreciated for praise or enthusiasm..."

While, SS said that:

"I employ student talent strategies, the second of which allows students to acquire a variety of skills through extracurricular activities, recognizes their excellence in specific areas, and provides guidance on how to develop their talent. Don't forget, have to show appreciation to the students..."

As for the VS said that:

"We must first understand each student's interests and talents, then provide them with a wide space for creativity. This encourages them to be as creative and secretive as possible. We then encourage their participation in extracurricular activities, and ensure that the means and funding also support their creativity. The latter requires the support and encouragement of the family and the surrounding environment…"

Meanwhile, for the PR said that:

"The way to encourage the student is first to give attention and support; secondly, the teacher must know his interests and talents so that he can encourage his pupils, then organize activities that match the interest and talent of the student…"

Last, MF said:

" The first is to motivate students to export their talents and interests; then we have to know the student's interests and talents in what fields; if we have found his interest and talent, then we, as teachers, must facilitate. If, for example, the student has his talent for singing, then we facilitate creating groups or vocals, and so on..."

Based on the results of interviews, students' progress in developing their various potentials is quite good. The importance of teacher knowledge and skills shows that pre-service teachers need in-depth knowledge about student development, including multiple intelligences, interests, talents, and individual needs. Skills in designing learning experiences that enable students to actualize their potential are also essential. Applying a differentiation approach to their learning involves understanding and responding to individual student differences. This includes identifying strengths and weaknesses and adapting teaching strategies to suit each learner's needs.

4.2. The Result of Reflection

The researcher reviewed the written reflection sheet, highlighting the positive outcomes of the learning implementation. These included the emergence of more active students in the classroom, the enthusiasm of graded students, and other aspects such as curriculum adjustments and learning strategies tailored to the students' needs. Student learning objectives are by design. Next, what

still needs improvement in the implementation of learning is the need for TPACK readiness, students who quickly lose interest in education, and poor time management in the learning process. Difficulty in classroom management is a common problem. Pre-service teachers must prepare to face the challenges of managing classroom dynamics and dealing with various student behavior problems. The next question requires what corrective steps pre-service teachers usually take to attract attention during the student learning process, while pre-service teachers' answers vary, such as developing more creative learning content to attract attention, preparing networks and media tools, preparing activities and ice-breaking to maintain students' attention and focus.

Next, the five pre-service teachers answered the same. Choosing a suitable learning model for learning activities starts by first looking at the background and characteristics of the students. The researcher concluded that the learning model must consider the characteristics of students, such as background, learning style, and individual needs. More effective models are flexible and adaptable to student differences. For the last question, which is the weakness of the lesson plan, some answered that the shortcomings of preparing the lesson plans lie in the methods, approaches, and learning techniques. Some responded that time management needed help determining the material's content and required to improve class management. Pre-service teachers also need help in designing varied and intriguing learning activities. Limitations in creativity and understanding of various teaching methods can affect the effectiveness of lesson plans.

5. DISCUSSION

After finding some of the desired data from interviews, observation, and reflection the researcher will present the existing findings and explain the research results on the pedagogical competence of pre-service teachers at Universitas Negeri Makassar 1st batch. As explained in data analysis techniques in research, the researcher used descriptive qualitative analysis and data obtained by the researcher through observation, interview, and reflection from informants required by the researcher. The data are as follows: For the section developing an understanding of insights or educational foundations, Pre-service teachers improve their pedagogical competence by utilizing various approaches, techniques and strategies to guide and educate students effectively. In addition, they take part in webinars or learning methodology training.

Furthermore, the pre-service teacher explained that to see students' understanding of developments in the learning process, some looked at students' backgrounds or characteristics, others examined students' learning strategies in the classroom, and others focused on creating an environment that supported an inclusive and inclusive learning environment. Practical, and create new experiences. Pre-service teachers also evaluate students' understanding of the material taught at the end of the lesson by giving

homework, holding quizzes, asking for question-and-answer sessions, and giving oral and written assignments in class. This method makes it possible to determine whether students have understood the material.

The researcher concluded that, if we encounter students who have difficulty understanding learning material, we need to remember that each student's learning style is unique, some prefer listening to audiovisuals or looking at pictures. Before continuing the learning process, it is important to ascertain the extent of each student's knowledge. Then, as teachers, we must be actively involved and participate in class. Being passive in class can be a challenge; we must actively engage with students to ensure their interest in what we are teaching. Their preferred learning style and preferences are crucial for adapting their teaching to meet their individual needs. Therefore, we must first understand their desires. Only then do we explain and pay attention to individual needs because we know we can automatically understand what the student wants.

In addition, to prepare a suitable learning plan, we must first understand the conditions of my students and the class. Once we know these conditions, we can adjust our teaching material accordingly. Once we have a clear understanding, we can ensure that the material we convey to the students is relevant and aligns with their level of thinking. We also need to comprehend the material's acceptance level. We can only impart familiar knowledge to adults while we are teaching it. Small children are impossible. That's why it's crucial first to understand the situation and conditions of our students and our class. Next, we need to comprehend the character traits of our students.

Next, to ensure that technology, information, and communication are appropriate, the teacher must know how to apply the technology, understand the learning objectives, and ensure that the technology supports the learning objectives. The teacher must choose technology according to the learning context. For the devices they use, there are LCD/projectors, handphones and laptops, and ICT applications that can support the development of pre-service teachers' pedagogical competencies, such as Quiziz applications or evaluation applications. With presentation applications, there are also Canva and life worksheets for LKPD. The challenges include inadequate network support and inadequate infrastructure.

For concrete steps taken to improve student learning outcomes in the form of attitude, cognitive, affective, and psychomotor aspects, measuring student success in achieving pedagogical competence is when the student can explain again. When the student can explain again, the pre-service teacher will likely succeed or understand what we have described. Next, strategies to encourage students to explore their interests and talents include learning many skills in extracurricular activities, paying attention to specific student strengths, providing direction to develop students' talents, and motivating students to export their abilities and interests.

Next, the researcher presented the findings from their observations of the pedagogical competencies of pre-service teachers at Universitas Negeri Makassar 1st Batch. Develop an Understanding of insights or educational foundations. According to the results, only 95% of pre-service teachers meet the criteria for understanding insight or educational foundations. Some pre-service teachers take various approaches to getting to know their students, such as taking a personal approach to identifying problems that students have, motivating students during the teaching and learning process in class, and giving assignments so that students can get to know their students better. Pre-service teachers manage the class effectively without dominating or being busy with their activities and carry out learning activities according to the lesson plan that has been prepared.

Four pre-service teachers have met the criteria and have completed the lesson plan. Meanwhile, one pre-service teacher still needed to prepare a lesson plan during the teaching and learning. The reason is that there is no free time to make lesson plans every day. Apart from that, pre-service teachers are juggling time to teach and take care of their families. In the learning process, a teacher must master the understanding of students. According to Benjamin S. Bloom, understanding is the ability to interpret or repeat information using language alone (Djaali, 2009). Based on observations, the teacher's ability to comprehend his students' characteristics is evident in the way he conducts learning activities. Some pre-service teachers use various methods to identify their students, including personalised approaches to identify students' problems and further motivate them during the teaching and learning process in the classroom; pre-service teachers use the latest sources (such as books or journals) to add to their repertoire; and pre-service teachers ensure that all students get equal opportunities to actively participate in learning activities.

Four pre-service teachers have met the criteria and have completed the lesson plan. Meanwhile, one pre-service teacher still needed to prepare a lesson plan during the teaching and learning. The reason is that there is no free time to make lesson plans every day. Apart from that, pre-service teachers are juggling time to teach and take care of their families. Based on observations about student understanding, researchers can conclude that pre-service teachers master thesevariables quite well. The five pre-service teachers have mastered the learning material and adapted to their age and learning abilities by applying various learning processes and activities. Pre-service teachers also really prepare themselves to master the material being taught; this is a requirement for a teacher to understand the material that will be presented later.

Meanwhile, regarding the curriculum/syllabus, pre-service teachers prepare the syllabus according to the curriculum used, understand the KI/CP in the curriculum, master how to prepare a teaching framework, design materials according to the KI/CP, formulate learning assessment and evaluation objectives, and organize learning materials correctly according to the chosen approach. The teacher executes learning activities based on a thoroughly prepared plan. According to (Irwantoro & Suryana, 2016), teachers must be

able to prepare and implement educational lesson plans in their entirety, carry out learning that suits student needs, use learning resources that suit student characteristics, and utilise ICT in learning. Based on observations regarding curriculum development, four pre-service teachers met the criteria. They completed the lesson plan or syllabus, while one pre-service teacher did not prepare a lesson plan or syllabus during the teaching and learning process.

In addition, the researcher concluded that we, as educators and teachers, should already understand how to develop a curriculum in a school system based on rules. The drafting of the lesson plan, of course, has a purpose; among other things, we simplify, streamline, and improve the results of the learning-teaching process. After that, we draw up the Learning Implementation Plan professionally, systematically, and efficiently, and then the teacher can see, observe, analyze, and predict the learning program as a logical and planned framework. The educators very much hope that the above objectives can be achieved. If the teacher prepares the lesson plan properly and correctly, they will achieve these objectives.

From the observations regarding learning planning, the researcher saw that pre-service teachers implemented and developed learning by the learning plans that had been made and adapted to the time and conditions of the students. Observation results prove that pre-service teachers always provide new information to students. For example, in subtheme 3 of Learning Theme 7, pre- service teachers offer new information in paragraphs students still need to understand, such as difficult words. In addition, pre-service teachers carry out educational learning activities by aligning their teaching with curriculum content and incorporating it into students' daily lives. To meet all learning objectives, they also use learning resources tailored to the unique characteristics of students and subjects.

The results regarding the use of technology, information, and communication are quite good. According to Badru Zaman and Cucu Eliyawati (2010), the use of media in the learning process can improve students' learning processes so thatthey can maximise the learning outcomes achieved. All prospective teachers utilise technology for their learning process. Pre-service teachers use a variety of learning media, including LCDs and other media. Pre-service teachers also use various learning methods, including lecture, question and answer, observation, discussion, and demonstration methods. Pre-service teachers must be able to creatively use TPACK learning approaches, strategies, methods, and techniques according to teacher competency standards to achieve optimal results.

Based on the evaluation process and student learning outcomes, it is satisfactory. Pre-service teachers always ask students questions at the end of each lesson to measure their understanding of the learning material presented. According to the teacher, students more easily understand what the teacher explains. The teacher will ask students about their understanding of the material presented. Even though some students are embarrassed or do

not dare to ask the teacher in some classes, the teacher will respond well and sometimes even help clarify the question the student meant. Based on observation, students' progress in developing their various potentials is quite good. Pre-service teachers previously demonstrated a high level of concern for their students. Pre-service teachers also often motivate their students to be enthusiastic and more active in the learning process and provide various learning activities to actualize students' potential, including their creativity.

Next, the researcher derived the findings from their reflections on the pedagogical competencies of pre-service teachers at Universitas Negeri Makassar 1st Batch. The researcher observed that the implementation of learning by pre-service teachers yielded positive outcomes. Pre-service teachers gain direct experience in teaching, which helps them develop their abilities in planning, implementing, and evaluating learning. As pre-service teachers carry out their duties, they frequently encounter new challenges that necessitate innovative solutions, fostering creativity in teaching. Researchers also saw an increase in managerial skills, where these programs often involve managerial aspects in managing classrooms, time, and resources, which are essential for developing teacher management skills.

> *"The good thing that has emerged in my implementation of learning is that it is in accordance with the learning plan, refers to the purpose of learning, and is oriented to the student. Students are heavily involved in the learning process so that they can freely explore their ideas to develop their own potential."* said one of the pre-service teachers.

According to the statement above, which is the result of interviews with pre-service teachers, the researcher concluded that the implementation of learning was effective because it was guided by plans and objectives and focused on student involvement. Learning proceeds according to the plans and objectives set, focusing on the students. Students actively participate in their learning process to explore their ideas and maximize their potential.

Next, the researcher sees that what needs to be improved in the implementation of learning is skills in class management, time, and resources, which may still need to be improved to ensure the smoothness and effectiveness of the learning process. Sometimes, the workload from teaching assignments and course preparation can impact their time and energy to learn and develop themselves during the pre-service period. Researcher also see that pre-service teachers' performance evaluation and feedback process may need to be more consistent and systematic, making it difficult for them to know which areas need improvement. Additionally, the lack of adequate support and guidance from teachers, seniors, or mentors within the school can make it challenging for pre- service teachers to obtain the necessary guidance for their professional development.

> *"The thing that I think is still lacking in the implementation of the learning that I do is the problem of time management. Sometimes the reflexive activity at the end of learning is less than the maximum implementation due to the lack of time."* saidone of the pre-service teachers.

The statement above, based on interviews with pre-service teachers, led the researcher to conclude that pre-service teachers experienced difficulties in time management, which affected the less-than-optimal implementation of reflection activities at the end of the lesson. The researcher looked at steps to improve learning, focusing on developing pedagogical skills that include a deeper understanding of learning theory, differentiation of instruction, and effective classroom management. This can be done through workshops, seminars, or continuing education courses, ensuring adequate access to and training in using relevant educational technologies. Technology can increase student-teacher interaction, provide more dynamic teaching materials, and support distance learning if necessary.

> *"The improvement that needs to be made for further learning is to prepare an icebreaker so that the attention and focus of the students remain awake."* said one of the pre-service teachers.

From the statement above, which is the result of interviews with pre- service teachers, the researcher concludes that the addition of icebreakers is needed to increase the effectiveness of learning in the future. This icebreaker is essential to maintain students' attention and focus during learning. In this way, learning can become more dynamic and interactive. Good preparation in this regard will help create a more conducive atmosphere for students. Student attention and engagement are expected to increase significantly. Next, choosing a suitable learning model for pre-service teachers' learning activities is essential to ensuring their development as competent and effective educators. After reviewing all the pre-service teachers' reflection sheets, the researcher came to the following conclusions: Firstly, it is crucial to understand the learning goals and context.

It is important to understand the goals of the pre-service teachers' learning activities. It is the goal to improve classroom management skills, the use of technology in learning, or the development of teaching strategies. In addition, it is also necessary to consider the context or situation in which the learning will take place (for example, in a formal school, in a special training program, or through distance learning). Next, we need to consider the needs and characteristics of pre-service teachers. Every pre-service teacher has different backgrounds, experiences, and needs. This step entails a comprehensive evaluation of the pre-service teacher's abilities, skills, and areas requiring improvement. In addition, selecting an appropriate learning model is based on understanding the goals, context, needs, and characteristics of pre-service teachers. The next step is to select the most appropriate learning model. Commonly used and considered learning models include collaborative learning, project-based learning, and reflective learning.

The next step is to design and implement learning sessions that allow pre-service teachers to participate actively and learn effectively. It is important to regularly evaluate the effectiveness of such learning models and adapt them as necessary based on participant feedback and observed learning outcomes.

> *"Yeah, listen to how to look at the background and characteristics of the students so I can make a learning plan to suit their needs."* said one of the pre-service teachers.

From the statement above, which results from interviews with pre-service teachers, the researcher concludes that they need to understand students' backgrounds and characteristics to design learning plans that suit their needs. By doing this, teachers can adapt teaching materials and methods to make them more relevant and effective. A deep understanding of students helps create a more meaningful learning experience. This, in turn, will support the achievement of learning goals.

The last question about preparing lesson plans and conducting learning for pre-service teachers often involves several challenges or weaknesses, especially considering that they are still in the early stages of their careers as educators. The researcher concluded that there were limitations in adapting the curriculum. Giventhe differences in background and experience between pre-service teachers, there are challenges in adapting the curriculum provided to the needs of the class or school where they teach; furthermore, there needs to be more practical experience.

Although pre-service teachers have sufficient theoretical knowledge, alack of practical experience in preparing effective lesson plans and implementing them in daily learning can be a challenge. This can hinder their capacity to design engaging lessons that align with students' needs and constrain their effectiveness. Using a Variety of Teaching Methods and Strategies: Pre-service teachers must improve their ability to employ various teaching methods and strategies that cater to students' diverse learning styles and sustain their engagement in the learning process.

> *"My weakness in drawing up RPP lies in the choice of methods and learning techniques because we really need to understand the character of our students in order to be able to define and adapt to our methods, techniques, and materials later on."* said one of the pre-service teachers.

Based on interviews with pre-service teachers, the statement above shows that the weakness in preparing lesson plans is the choice of learning methods and techniques. Understanding student characteristics is critical to defining and adapting methods, techniques, and materials more effectively. These difficulties indicate the need for adaptation in planning to better suit students' needs. A better understanding of students will increase lesson plans' effectiveness.

6. CONCLUSION

Based on the data analysis, it can be concluded that the pedagogical competence of pre-service teachers has been implemented quite well. The ability to design lesson plans that are by the curriculum, using strategies to manage student behavior and overcome disciplinary problems, the application of various learning methods and techniques that are appropriate to the characteristics of the subject and student needs is crucial, ability to use relevant media and learning resources to support the learning process, Self-reflection regarding teaching practices and readiness tomake improvements, and the ability to relate teaching material to student's daily lives and local context. Pre-service teachers can design lesson plans, including setting goals, selecting methods, and adapting materials to students' needs; their strategies for creating learning environments; and how they analyze assessment results to adjust instruction and help students achieve learning goals. Pre-service teachers reflect on how they combine pedagogical theory with their practical experience in planning and implementing learning, understanding the characteristics of their students, the effectiveness of the various teaching methods they have used, and how pre-service teachers provide feedback that builds and uses assessment results to improve teaching.

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