

English Students Teacher's Competences On Plp Program: An Evaluative Study Based On Kirkpatrick's Model

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Abstrak

The aims of research were to investigate and elaborate implementation of student teachers' competences which included pra-PLP, whilst PLP and post following PLP in Enrekang regency. This research conducted evaluation study based on Kirkpatrick's evaluation model. The primary method of research is used qualitative case study and survey. The main key informants of this research were Student teachers English language department who have passed of PLP Program. The research sites were five key informants' schools in enrekang regency. This research found four results. First, the Student teachers of English language education department had improved their pedagogic competence in terms of designing lesson plan and managing the teaching and learning activities. Second, their personal competences were still the same with before they attended PLP. However, the knowledge of personal competence was improved and they became more patient to face the students. Third, English teachers are created the broader connection with the English teachers from PLP. Fourth, their professional competence was improved in terms of their knowledge of English subject materials and plagiarism awareness. Positively, PLP had motivated them to continue their education to the master level in university in the future and has desired them to learn more in the future.

Keywords: *English Teacher Profession; Learning Professional Teaching; English Teachers' Competences; and PLP Program.*

1. Introduction

1.1. Background of Research

teachers must master five competencies, namely planning and developing learning programs, implementing, and managing teaching and learning processes, developing, and implementing evaluation programs, interpreting evaluation results to improve learning programs, and diagnosing learning difficulty and designing strategies to help students deal with learning difficulties workload professional teachers, universities carry out specific program.

The name of specific program which was implemented by university to create students become professional teacher in teaching location that is PLP (School Field Introduction) program. PLP (School Field Introduction) program was divided into two namely basic PLP and advanced PLP programs.

Basic PLP (School Field Introduction) was a program implemented by the university for students who were already in the fourth semester. The main activity of basic PLP (School Field Introduction) activities was not focused on recognizing and teaching professional

teacher competence, but only on observing the school environment. Meanwhile, advanced PLP (School Field Introduction) was intended for sixth semester students and focuses on introducing the competencies that must be possessed to become a professional teacher.

This program was intended for students who would be in service teachers appointed after sixth semester. The requirements to be able to take part in this program were four components, namely: 1) The biodata was still registered in the DIKTI FORLAP, 2) Has taken a minimum course of 90 credits, 3) Had been approved by the head of the original study program, and 4) Had completed all faculty and institutional courses in the semester prior to first until fifth semesters.

PLP (School Field Introduction) program could increase experience and desire in teaching (Hastuti, 2016). However, this program tends to face difficulties in implementing teaching techniques and innovations in teaching performance due to time constraints which inevitably make PLP (School Field Introduction) program participants only gain partial knowledge to become professional teachers.

1.2. Questions of Research

The main issued of this research was formulated in one theoretical question as follow: “How was Kirkpatrick’s evaluation model development four competences of student teachers’ behavior into their English language teaching activity after following PLP (School Field Introduction) program with use Kirkpatrick’s model?. The specific question of this research would be included six questions as follows:

- a) How do student teachers’ English Department use Kirkpatrick's model in implement their varieties competence (pedagogical, and personal competence) in their English language teaching activity during the PLP (School Field Introduction) program?
- b) How do student teachers’ English Department students use Kirkpatrick's model in present their varieties competence (social, and professional competences) in their English language teaching activity during the PLP (School Field Introduction) program?
- c) What are the impacts of Kirkpatrick’s evaluation model in English language teaching activity?
- d) What are the challenges of Kirkpatrick’s evaluation model in English language teaching activity?
- e) How is school members’ (students, teachers, and headmaster) response to the implement of Kirkpatrick’s evaluation model in English language teaching activity?
- f) How is lecturers’ perception of Kirkpatrick’s evaluation model in English language teaching activity?

1.3. Objectives of Research

The purpose of this research was to explore Kirkpatrick’s evaluation model development of English student teacher’s competences on PLP (School Field Introduction) program. Specifically, the purpose of research was to find out the following issues:

- a) Providing information about some ways of student teachers' English Department used Kirkpatrick's model in implement their varieties competence (pedagogical, and personal competence) in their English language teaching activity during the PLP (School Field Introduction) program;
- b) Providing information about some ways of student teachers' English Department students used Kirkpatrick's model in present their varieties competence (social, and professional competences) in their English language teaching activity during the PLP (School Field Introduction) program;
- c) Exploring the impacts of Kirkpatrick's evaluation model in English language teaching activity;
- d) Explaining the challenges of Kirkpatrick's evaluation model in English language teaching activity;
- e) Providing information about school members' (students, teachers, and headmaster) response to the implement of Kirkpatrick's evaluation model in English language teaching activity;
- f) Providing information about lecturers' perception of Kirkpatrick's evaluation model in English language teaching activity.

1.4. Significances of the Research

The research provided significance for the Kemendikbud Ristek (Ministry of Education, Culture, Research, and Technology), for universities, for English teachers, for researcher of this study, and for future researchers in general. The findings of this research would provide two important inputs for the Kemendikbud Ristek (Ministry of Education, Culture, Research, and Technology) and universities in regulating teacher policies and improving teacher quality and in producing professional teachers.

This research was important for the researcher because this finding reveal several evidences that contributed as inputs for educational policy maker. For example, awareness of the teachers gave themselves' time for study. In this era, teachers are busy with the administrative things. They seem did not have time to learning and to improving their skills through reading research journal, seminar, and teacher training. They need to develop their own knowledge in their fields.

The researcher hopes this research later would desire other researchers to conduct the other research related to this topic as the effort of research contribution in changing education and policy making for the better world. Thus, this research would become one of their research references for their further research.

1.5. Scopes of the Research

This research focused English teaching competence on the program evaluation included pre-PLP (School Field Introduction) program, whilst-PLP (School Field Introduction) program, and post-PLP (School Field Introduction) program based on Kirkpatrick's models

and investigated implementation of four English teachers' competences after following PLP (School Field Introduction) program with use Kirkpatrick evaluation models on the teaching and learning performance.

2. Methodology

2.1. Design of Research

This research would employ both quantitative and qualitative designs based on the model of four level training evaluation proposed by Kirkpatrick and Kirkpatrick (2020). The researcher used two designs (qualitative and quantitative) to seek deep exploration of the issue of this study.

a. The Design Priority

The design priority of this research used the qualitative design because the researcher saw more detail explanation through qualitative data then quantitative data was strengthening the qualitative data. In other word, qualitative data was greater than quantitative data (Creswell, 2017).

b. The Sequence of Data Collection

1) Pre-PLP (School Field Introduction) Program

In this step, the investigation focused on the background knowledge of English teachers' teaching experience before attending program. The data was gathered by using interview and lesson plan of the teacher (Participants in PLP (School Field Introduction) program) as the key informants.

2) Whilst-PLP (School Field Introduction) Program

In this step, the investigation about how English teachers' reaction after doing program, and what had they learned on program whether improved their background knowledge. The data was gathered by using questionnaire.

3) Post-PLP (School Field Introduction) Program

In this step, the investigation would be focused on English teachers' behavior. The behavior related to the English teachers' usage of their knowledge about materials that they learned from program and implement their knowledge into teaching and learning activity whether changes their traditional ways in teaching.

c. Method Visualization

1) Qualitative Method

This method that would be used as a case study design to capture and to understand the behavioral changes of person under investigation and observation - in its natural or real life settings (Creswell, 2017). This design would be framed to investigate the research activity in Sequence One and Sequence Three (Figure 3.1).

2) Quantitative Method

Quantitative method by using survey was conducted to gathering opinion of all English teachers who would be attended PLP (School Field Introduction) program in December 2023. The opinion would be included the teaching materials that they would get from PLP (School

Field Introduction) program, its implication, and their opinion about PLP (School Field Introduction) program, in general. This design would be framed to investigate the research activity in Sequence Two (Figure 3.2).

2.2. Variables and Indicators of Research

a. PLP (School Field Introduction) Program Site

The efforts that the researcher made was to obtain permits and decrees from the Muhammadiyah University of Enrekang (UNIMEN) and the head of the PLP (School Field Introduction) program organizer on the UNIMEN university, namely P4 as the executor who is responsible for all activities held in this program. The researcher chose the PLP (School Field Introduction) program at UNIMEN Enrekang Regency as the setting for this study because it was an educational tertiary institution engaged in education and pays attention to teacher development in South Sulawesi, especially in Enrekang regency.

b. Five Schools Are Locations for PLP (School Field Introduction) Program Participants

The two efforts that the researcher wanted to do were to gain access to five schools from five areas in one regency namely in Enrekang, Cakke, Sudu, Alla, and Masalle. All off areas still in Enrekang regency. The first effort was to obtain informed consent from key informants stating that they had voluntarily agreed to become key informants for this study. The second effort was researcher proposed the principal to get permission for class observation. The area of Enrekang regency was chosen to be the limited area of this research.

2.3. Populations, Samples, and Key Informants of Research

a. Populations

The population of this study were all students of English language education department in Muhammadiyah University of Enrekang who were in sixth semester and had passed all administration which were the main requirement for joining the PLP (School Field Introduction) program in 2023/2024 academic year.

b. Samples

The sample for this study was 33 people who will take part in the PLP (School Field Introduction) program in 2023/2024 academic year. Questionnaires have been distributed to 33 people who would take part in the PLP (School Field Introduction) program in 2023/2024 academic year.

c. Key Informants

In a qualitative design, participants were called key informants. This used snowballs sampling. All names of key informants would be kept confidential due to study ethics. Key informants in this study were divided into three categories, namely primary key informants, secondary key informants, and supporting key informants. They are as follows:

1) The main key informants

The main informants are five English teachers for five public and/or private senior secondary schools. The two main requirements for becoming a tutor teacher those were: the

tutor teacher had graduated from the English Education Department (Bachelor of Education or S.Pd), and had received headmaster's decision letter (SK kepsek) or assignment letter to carry out their duties as a tutor teacher during PLP (School Field Introduction) program at school.

2) **Secondary key informants**

The secondary informants were students who would be taught by English teachers (participants in PLP (School Field Introduction) program).

3) **Supporting key informants**

Supporting key informants were five vice principals for five public or private high schools engaged in curriculum.

2.4. **Data Sources of Research**

The research instrument would be determined by the research design used by the researcher. The research designs included: qualitative and quantitative methods. The explanation regarding these data sources through qualitative and quantitative methods, namely:

1. **Qualitative Method**

a. **Researchers as Non-Participant Observations**

The researcher will act as one of the research instruments because the researcher's participation is a non-participant observation.

b. **Documents**

There were two documents that will be needed in this research. The first document consisted of: Kemenristekdikbud (Ministry of Education, Culture, Research and Technology) regulatory documents regarding teachers' competence in various training programs both while still at the University, and the Law (UUD) Teachers. This instrument will be used to check the linkages with implementation during PLP (School Field Introduction) program activities. And the last was the second document, namely RPP (lesson plan) for English subject) which was made during the PLP (School Field Introduction). This aims to find out whether the lesson plan (RPP) was made in accordance with Kirkpatrick's model.

c. **Interview**

This instrument would be used to collect all information on the teaching experience of English teachers (participants in the PLP (School Field Introduction) program) and their experiences while participating in this program. The first interviews would be conducted with the five key informants for this study and the deputy principal who handles the curriculum portion of the key informant. The second interview was with the vice principal for the curriculum section, which will be collected information about the characteristics of key informants and English teachers (PLP (School Field Introduction) program participants) and their roles in school. In addition, the last interview would be conducted with the students, namely collecting information about their impressions while being taught by the English teacher (PLP (School Field Introduction) program participants).

d. Field Observations

This instrument would be used to observe two main activities. The first observes activities in the PLP (School Field Introduction) program. The researcher as a non-participant observation took part in all activities and recorded all activities that took place at PLP (School Field Introduction) program. The second was teaching and learning activities in the classroom after PLP (School Field Introduction) program. This instrument would be collected using video tapping for one semester after they take PLP (School Field Introduction) program.

2. Quantitative Method

a. Survey

Two surveys would be conducted in this study. The first survey will be delivered to English teachers, in this case, participants attending sessions at PLP (School Field Introduction) program in 2023/2024 Academic year.

The second survey is an open questionnaire that will be delivered to students. It aims to collect nominal data that investigates students' opinions about their teacher's teaching style and actions in delivering material after the teacher attends the PLP program and the role of their teacher in managing the class.

2.5. Data Analysis Procedures of Research

The data in this research will be analyzed based on the following research methodology:

a. First Sequence: Pre-PLP and Third Sequence: Post-PLP (School Field Introduction) program

Data analysis on sequence one and sequence three in this study will be analyzed by adapting the seven stages of data analysis (Cresswell, 2018). The seven stages of data analysis include: obtaining data, copying data, coding data, classifying data, tabulating data, interpreting data, and drawing conclusions. The explanation is as follows:

1) Obtaining Data

Obtaining data in this study will be taken during field observations for four months. The location of this research is the home base of PLP (School Field Introduction) program participants in Enrekang and five schools. December 2023, the researchers asked permission from UNIMEN and the institution that oversees the implementation of the PLP (School Field Introduction) program at UNIMEN, namely the P4 institution, to make observations in this program as an initial study of this research. Then, on December 2023 again, the researcher as a research instrument will conduct field observations using non-participant observation. Non-participant observation is a data collection technique using audio recordings and capturing the situation using a cellphone camera. From December 2023 to January 2024, researchers will conduct field observations in five schools from all key informants. Data collection techniques will use audio recordings, video recordings, field notes, and teacher document collection. The data to be collected is in the form of teacher documents, class observations and interviews with all key informants.

2) **Transcribe Data**

Data transcription in this study will be carried out by transcribing the data into written form and then analyzing the written data based on the analysis techniques in this study. After obtaining the audio recordings of the interviews and video recordings of the English teacher's teaching experience before the training and the classroom observations after the training, they were transcribed into interview transcripts and field note observation sheets.

3) **Encoding Data**

After collecting data and transcribing data, the data in this study will be reduced and only important data will be taken because of this finding. The transcribed data will be reduced and will be coded based on the theme lines and keywords that appear.

4) **Classifying Data**

At this stage, the coded data will then be classified based on the theme, namely the - teacher's teaching experience (order one), the teacher's basic knowledge of teacher competence, lesson plans, teacher performance, preparation for teaching English, and teacher needs called Level 3; Behavior. This stage aims to facilitate researchers in analyzing and interpreting data. Researchers will interpret the data into reports based on the theme.

5) **Tabulating Data**

Tabulating data in this study will be carried out by classifying data into matrix tables. Then the data is displayed in matrices, pictures, and graphs so that the report is easily understood by readers. Data tabulation will be arranged based on the sequence of this research design.

6) **Interpreting Data**

Interpreting data in this study which have been classified and formed into a matrix of tables and graphs will be interpreted in the form of a descriptive text report. The findings of this study will be interpreted based on the research sequence, namely pre-PLP (School Field Introduction) program, whilst-PLP (School Field Introduction) program, post-PLP (School Field Introduction) program. Interpretation is supported by evidence and data which will verify these findings.

7) **Drawing Conclusion**

The conclusion stage in this study aims to summarize the findings of this study and highlight the findings in the conclusions of this study based on the questions from this study.

b. Second Sequence: Whilst PLP (School Field Introduction) Program

1) First Level: Reaction (Survey)

The questionnaire will be analyzed based on the questionnaire indicators. The survey results will then be displayed in the form of graphs and percentage data. Interpretation of the data will then be integrated with the interpretation of sequences one and three.

2) Second Level: Learning

Data collection will be carried out by interviewing the main key informants. The results will be interpreted in the findings of this study.

2.6. Technique Data Analysis of Research

For this research to be credible research, researchers will try to provide credible findings. The data is tested using two techniques. First technique is using audit triangulation and trials for qualitative methods, and for second technique is using Validity and Reliability for quantitative methods.

a. Qualitative Method

1. Triangulation: Credibility

a) Member Checking

Before the interview will be conducted, the supervisor and two English education students who are participants will check the data together with the researcher. In addition, even though there are five key informants in this study, supporting data for secondary key informants will be collected from informants who know and understand issues relate to PLP (School Field Introduction) program, professional teachers in the field of education to unbiased data.

b) Method

The reliability of the method in this research means that the method will use in this research is in accordance with the characteristics of the method.

c) Transferability

Transferability refers to the extent to which the results of this study can be generalized or transferred to other contexts or settings (Joni, 2018). So that the results of this study will be displayed by providing detailed explanations, accurate and systematic descriptions as well as credible. Then the reader can decide whether the results of this research can be implemented or not based on other contexts or certain situations.

2. Audit Trial

a) Dependability

Dependability refers to the extent to which the research process is repeated or replicated in other studies (Joni, 2018). The dependability test in this study will be carried out to audit the entire research process. Presentation of data will be provided by evidence or field findings. Therefore, the research steps will be presented in detail.

b) Confirmability

Confirmability in this study will refer to the level of objectivity of this study. If dependability is an audit of the whole process, then confirmability is an audit of results. Results can be linked to the research process. Therefore, the display of results can provide a systematic overview based on the research design. Data analysis, both interview transcripts and field observations, will be analyzed by adapting the four components of the data analysis stages adapted from Creswell (2018) and Joni (2018). Recording and wiretapping of videos are examined for the balance of themes and cases of incidents or what is commonly called self-reflective manner.

b. Quantitative Method

1. Validity

The survey will be validated through five steps, namely: The first is to create a questionnaire. Statements and/or questions are distributed after receiving checks from supervisors. The second is to run a pilot study. Statement survey questionnaire and pilot study for one English teacher who is currently teaching English at school and has become a certified teacher and tested on students. The third is to use principal component analysis (content validation) to avoid biased statements and errors. Content validity refers to the extent to which the instrument fully measures the indicator (Cresswell, 2018). The contents of the instrument items are related to the instrument indicators and PLP conditions. The fourth is to check internal consistency to ensure consistent statement items. And the last or fifth is revising the questionnaire. There is formula will be used in this part, and the formula is:

2. Reliability

Researcher will use alpha Cronbatch's formula to check the reliability of the questionnaire.

3. Result and Discussion

3.1. Result

a. Data Description

The following research findings obtained based on data analyses sourced from legislation official documents about teachers and teacher training program in Indonesia context, questionnaires, lesson plan of key informants, interviews, and observations.

Classroom observation has conducted after the PLP 2023/2024 training has finished. The observation has conducted in five schools of five key informants. The identity of schools and key informants of this research is treated confidentiality due to the ethics of research. School name coded as School-A to School-E and key informants' name coded as ET-01 to ET-05.

b. How did English Teachers Implement Their Pedagogical Competence in Their Teaching Activities before PLP, whilst PLP, and post-PLP?

Principally, the purpose of the implementation of PLP program was to be able to bridge the teachers improving their four student teachers' competencies, namely pedagogical, personal, social, and professional competence. Pedagogical competence, in which included personal competence and social competence indirectly, consists of how to improve the quality of a teacher in terms of lesson planning, the ability of teachers as students' facilitator to generate students' outcomes according to the expectation of curriculum. While professional competence consists of the ability of teachers in mastering the material, structure, concepts, and academic mindset that support English subjects that they will be taught to the students. The implementation of professional competence is discussed more deeply at the fourth point in the findings of this research. This section

provided the evidences of English teachers in implementing their pedagogical competence before PLP, while PLP and post-PLP.

Basically, the implementation of pedagogical competence of English teachers can be seen from the teachers preparing the annual program, semester program, designing the lesson plan, and continued on how the teacher apply those in the class condition and on how did they evaluate the success of learning that he/she designed. By means of mastering pedagogical competence was a very basic and important thing that a teacher should have in carrying out his responsibilities as a facilitator for his students can develop the potential of their English skills. The mastery of pedagogical competence considered as a benchmark of successful learning and teaching in the classroom.

a) The Implementation of Student Teachers' Pedagogical Competence before PLP Program

At the time the researcher did the observation, the researcher collected the document related to preparation of teaching and learning that was prepared by the key informants. The document obtained in the form of lesson plan for one semester in the current year and the lesson plan that they composed while attending the lesson plan workshop of PLP program. Furthermore, researcher interviewed them about the preparation process that they were doing before teaching in the classroom. The intended process is included on teaching activities before and after they attended PLP. The researcher asked ET-01 whether ET-01 found difficulty in the implementation. ET-01 mentioned that the difficulty in preparing the lesson plan was balancing the expectation of curriculum with ET-01's students' condition. At that moment, the researcher observed in School-A, the researcher did not collect the annual and semester program of ET-01. Fortunately, researcher collected ET-01's lesson plan before PLP and the lesson plan that ET-01 used in peer-teaching test on PLP. In designing the lesson plan before PLP, ET-01 provided the standard competence based on the syllabus of KTSP, stands for school-based curriculum, which was applied at ET-01's teaching class of 12.

The basic competences and the indicators were referring to the syllabus. In ET-01 lesson plan, for instance the topic of review text, ET-01 mentioned the teaching method and approach based student-centered. In the text materials, ET-01 mentioned an example of short-text in lesson plan of standard competence number 10. Unfortunately, the text did not provide explicitly the genre of text example in detail. The text example was taken from the English textbook. In the lesson plan, the evaluation of students' outcomes is not holistic because, in the lesson plan, ET-01 is only assessed the students' understanding of the materials. The elements of students' attitude, for instance religious, social attitude and other aspects are not shown on the assessment indicators. The summary of pedagogical competence before PLP is presented in Table 4.1

b) The Implementation of Student Teachers' Pedagogical Competence on PLP Program

This section discussed about how student teachers' English language department learned pedagogical competence materials on PLP program and on how they summed their

competence after PLP program had finished. Pedagogical competence materials have received by them while they attended PLP for both pre-condition session (online platform) and training session. In pre-condition, in pedagogical module, they received the materials about how to recognize students' characteristics, learning theories, 2013 curriculum, designing the lesson plan, how to provide learning media, the lesson planning and lesson planning and its implementation, scoring and evaluating, learning reflection and how to action research.

In the training session or offline mentoring, they have the presentation of pre-condition mentoring report of each teacher, deepening of English materials, deepening of pedagogical knowledge, workshop of presentation and analysis of teaching and learning tools, the development of teaching and learning tools, and peer-teaching simulation. Meanwhile professional competence materials that have received by the English teachers online and offline were about English materials that are taught by English teachers in junior high school level and senior high school level, for instance logical connector, modality, text and non-text, functional text, monologue essay and other materials related to English subjects. The professional learning material learning is discussed in the next section.

Student teachers' English language department have received pedagogical competence for both online and offline mentoring. During online mentoring, English teachers have given the module of pedagogic and professional module. The module have arranged by pedagogic expertise. The module materials included how to get in touch with the students' characteristics, learning theories based on the experts, 2013 curriculum, designing the learning, learning media and tools, designing the lesson plan, learning reflection and action research. One of the offline mentoring sessions, Student teachers' English language department have received the workshop of designing lesson plan.

On the workshop session, the English teachers was guided by the tutor in designing the lesson plan from the content of lesson plan, the language features used in the 2013 curriculum lesson plan, the procedure of learning activity, the reference based on the APA style, and other fundamental aspect that should be provided in the lesson plan. English student teachers were guided until the lesson plan has finished and ready to be implemented on the peer-teaching test. The PLP materials were complex yet it was important to be learned by the English student teachers. Therefore, the English teachers in the sixth-session of offline mentoring was given a questionnaire related the PLP program. The researcher asked the Student teachers' English language department about their self-reflection on their pedagogic competence and the result is described in Figure 4.1. The rest of questionnaire result is discussed in the discussion section.

c) The Implementation of Student teachers' English language department' Pedagogical Competence Post-PLP Program

These following findings are gathered by analyzing the lesson plan of Student teachers' English language department before following PLP and the lesson plan post PLP. This section covered three aspects: First, the lesson plan included the formulating the

learning target, learning materials, learning methods, learning media references, learning activity process, and assessment and evaluation; second, the conformity between learning activity process that designed in the lesson plan and the classroom observation evidence; third, their expectation of PLP regarding of their problem faced before PLP.

1) Lesson Plan Contents

At the time of PLP program, student teachers' English language department were asked to develop a lesson plan in accordance with the applicable curriculum in the 2013 curriculum and according to mentor's guidance at the workshop session of the lesson plan. student teachers' English language department, who use the curriculum of KTSP before, are required to be able to make lesson plan with the curriculum reference 2013. In the investigation found three student teachers' English language department teachers who previously used the curriculum KTSP (standard competence and basic competence) to use the curriculum 2013. Hence, this investigation is done to see the positive changes that occurs in the development of lesson plans before the PLP program and after PLP program.

The Investigation is done by analyzing the six basis points in the lesson plan. The points are as follow: 1) target learning designed by the student teachers' English language department; 2) learning material explanation including props and books used; 3) learning method including technique and approach; 4) reference material in accordance with the APA / MLA style; 5) learning activity process (opening, core activity, closing); 6) assessment and evaluation designed by teachers to measure the achievement of learning mastery.

The investigation found that the student teachers' English language department as this research key informant have improved for the quality of lesson plan based on the guidance of the current curriculum.

2) The Conformity between Learning Activity Process that Designed in the Lesson Plan and Student Teachers' English Language Department Teaching Performances

The purpose of designing a lesson plan before the teaching process was made it easier for the student teachers' English language department to plan the teaching process from opening, core learning and closing learning in the learning activities in order to the learning activities are on the track. This section will discuss the conformity of lesson plans that student teachers' English language department have designed before teaching and its implementation in the classroom. This investigation is conducted by collecting data from classroom observations and polls conducted on the students. These research activities held four to five months after the student teachers' English language department attending the PLP.

3) Closing Activities

Closing the learning activity can be mean two things as follow; the hour of English class has reached the limit of time and/or all materials has taught. According to curriculum, at the end of the class, the teachers should tailor the materials from the beginning until the end of materials in other words, evaluated the learning activity. In addition, teachers should

give the greeting before leaving the class. Based on the investigation found that all English teachers closed the class by the greetings and some of them gave students' assignment for the next meeting. However only one teacher gave the material summarizes.

c. How did Student Teachers' English language Department Act Their Social Competence into Their Teaching and Learning Interaction with Students, Fellow Teachers, Parents, and School Community?

In the previous question has explained that the teachers already have a good personal competence, before or after the PLP program. The social competence has a delicate relationship with personal competence. If the personal competence reflects how the teachers can be a good role model for the student, the social competence reflects how far the student relationship with the teacher. In addition, the social competence also covered the teachers' relationship with their colleague and teachers' community involvement.

d. How did Student Teachers' English language Department Implement Their Professional Competence into Their Teaching and Learning Activities pra-PLP, whilst-PLP, and post-PLP?

Being a student teachers' English language department has become a professional job. Because to be a teacher, a person should hold a particular certificate, namely bachelor education degree and later should hold a teacher certification simultaneously. Thus, being a teacher, need a deep knowledge regarding to the education and teaching performances. Conceptually, professional has regulations and theories that implemented in practices and workshops (Yamin, 2007). Yamin (2007) stated that theories and practices could not be separated. Moreover, to be a professional English teacher, a teacher should have the capability in understanding the English materials that will be taught, basic knowledge of education theories, cultural understanding, and willingness to be a teacher.

The implementation of pedagogical competence of English teachers can be seen from the teachers' understanding of the English materials, their attitude of cultural understanding on their workplace and on students' environment, their willingness to improve their knowledge, and their proud to be a teacher. Moreover, a professional teacher is not an easy job yet can be achieved through lifelong education. Hence, government is willing to be in-service teachers' learning facilitator through PLP program. Thus, this research is conducted to investigate whether this government program provides a significant positive impact on the professionalism of teachers or not and whether PLP contributed the change of positive behavior patterns in the teacher from before following the PLP and already follow the PLP. Therefore, this section will provide the evidence of English teachers in implementing their professional competence pra-PLPG, while-PLP and post-PLP.

1). The Implementation of Student Teachers' English language Department Professional Competence before PLP Program

In this research, the entire key informants were graduated from bachelor degree of Education ten-years ago and above. After they graduated from the bachelor degree, they taught English in particular school. If we probe backward, in which they are passed on for

long periods when knowledge related to education have been many changes. This can lead to saturation in activities that are carried out continuously with the same activity.

2) The Implementation of Student Teachers' English language Department Professional Competence on PLP

This section discussed about how student teachers' English language department learned professional competence materials on the training and on how they summed their competence after the program has finished. English teachers have learned professional competence theories and practice in both online session and offline session. During online mentoring, English teachers have given the module of professional module. The module have arranged by professional educators. The module materials included the English materials of logical connector, modality, text and non-text, notice and announcement, discussion, advertisement, description, news item, narrative text, hortatory exposition, critical reading and writing with its reference.

In offline mentoring, student teachers' English language department are taught by professional English educators with its discipline. Generally, the offline session was to deepen the materials from the module in online mentoring. Particularly, in this offline mentoring, the English teachers have discussion with the mentor about how to teach the English materials well. The materials that are learned by student teachers' English language department in this session are deepening of the English material subject for both oral text and written text based on the grade of English teachers study. In this mentoring, not only did the mentors lecture the detail explanation of the materials but also the mentor did demonstrate the proper method and approach to teach the materials in the class to attract the students in the classroom.

3) The Implementation of Teachers' Professional Competence Post-PLP

In the law attachment No. 55/2017, after following PLP, student teachers' English language department should have six indicators. The indicators were as follow: 1. mastering the English subject materials widely and deeply; 2. mastering the theories, application, approach technique, or method science, technology, or arts that are relevant with the design of lesson plan; 3. finding the concepts, the approach, the technique, or the new method in science, technology, or arts that are relevant with the design of lesson plan; 4. disseminating the academic work of academic or other forms to the accredited national journal or reputable international journal and/or the presented work or exhibited; 5. applying the knowledge and skills of information technology in the context of the development of scientific and the expertise implementation; 6. able to use at least one international language in the listening, reading, speaking, and writing. Then, these indicators were divided into three parts of teaching and learning activity, namely, the developing lesson plan, teaching and learning activities in the classroom, and English teachers expertise in English major field.

The first part is developing lesson plan. There are two indicators of this part. The first indicator of this part is that teachers should mastering the theories, application, approach and technique, or method, science, technology, or arts (IPTEK) that are relevant with the design of

lesson plan. In addition, the second indicator of this part is that teachers should finding the concepts, the approach, the technique, or the new method in science, technology, or arts that are relevant with the design of lesson plan (cited in law attachment of No. 55/2017).

The second part was teaching and learning activities. The indicators of this part were using theories of approach as the basis to apply the materials and using the proper technique in teaching the materials using technology or arts as the tool of teaching (See law attachment No. 50/2017, professional competence). When the researcher asked about learning theories, such as behavioristic theory, Van Hiele theory, and others related to classroom management, English teachers stated that the knowledge of the learning theories studied during the PLP they once had during the college degree and some new ones they knew from PLP. However, it has been for a long time. In fact, that they relearned these theories, they learn back from the beginning.

The last part was student teachers' English language department expertise in English major field. In this part, based on the law No. 55/2017, English teachers should write the scientific journal related to English teaching and learning and published it in form of journal. The investigation found that the entire key informants have not been written the scientific journal related to English teaching and learning. Their rushing activities in designing the lesson plan and teaching occupation that are made them not focused on producing literature works, for instance scientific journal articles. However, after PLP, all key informants are satisfied with the PLP program due to their refreshment in English materials. Two key informants mentioned that they are motivated to continue their academic to strata 2. Because they have felt the pleasures and great benefits of learning English teaching in PLP. Although at this time, they have not found the right time if their time in teaching profession is divided again to continue college, but the intention to continue their education will be realized.

Based on the investigation on English teachers' professional competence in Indonesia context, it can be concluded that after the PLP, the professional competence of the teacher has not been seen greatly. It has not found a high professionalism in terms of performance. However, the PLP provides space for teachers to develop their potential as an English teacher. Evidently, two teachers are intended to continue their bachelor degree to magister degree. Meanwhile, in the understanding of English subject materials, English teachers got a lots of new knowledge that they have not knew before PLP in terms of English subject materials, for instance in linguistic aspects. In spite of this, they need extra time to be able to learn the materials in deep understanding.

3.2. Discussion

a. English Teachers' Competences

Teacher is a profession. The statement is in line with the mandate of the Indonesian government through Law No. 14/2005 about teachers and lecturers. As a profession, there are demands of the work in charge to the teacher in carrying out his mandate. For instance, the demands required by the Indonesian government that teachers be required to have academic

qualifications minimum, competencies, educator certificates, physical and mental health, and the ability to realize national education objectives. Minimum academic qualification for being a teacher in Indonesia is a bachelor degree in Education or in line with the subject that a teacher taught. For those who did not have a bachelor degree in education, they should attend in a teacher training for instance PPG in Indonesia. In addition, being a teacher is a massive task. The teachers should support the national education objective in Indonesia. The target of national education objectives are to develop the ability and to build the character and civilization, a dignified nation in the framework of the intellectual life of the nation. The function aims to the development of the potential of learners to become human beings who are faithful and cautious to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become citizens a democratic and responsible state (Law No. 20/2003: article, 3).

Based on the purpose of Indonesian national education, the formulation of teacher competences is formed to be able to realize the purpose of education. Based on the aims of this study, the following discussion material about how the implementation and the positive impact it will have after teachers follow the PLP program. The impact is the impact that makes the teacher as a learning agent for the advancement of education in Indonesia.

b. Teachers' Professional Learning Development in Indonesia

Professional learning development in Indonesia has been through various evaluation phases from 2006 to PLP in 2023. At the beginning of the implementation of teachers' certification was used teacher portfolio collection. If it was appropriate, the teacher may have a teacher certificate indicating that the teacher is professional.

Due to the fabrication and plagiarism of portfolios, the changes occurred in 2008, where the portfolio is not an absolute requirement to have a teacher certification, but must follow the training PLP for 2 weeks. In 2015, the collection of portfolios as a requirement to participate in the PLP was abolished and replaced with the existence of Microteaching.

In addition, a significant change occurred in PLP 2023/2024. To attend the PLP, the score of Microteaching should more than 75. Then, teachers who meet the standard, they must follow the precondition activities for two weeks, then must attend face-to-face training for 4 months in PLP as final exam to get student teachers' English language department certificate. However, if the teacher did not participate in microteaching and PLP program, it would not have teacher certificates and will not be able to provide professional allowances in addition to fulfilling their needs. If it will be done online, it is necessary to reconsider the quality of the signal network for teachers at the border. This problematic should be reconsidered for the stakeholders in order to create equality of quality education because of the better quality of teachers

4. Conclusion

As mentioned in chapter 1, the main objective of this research was to investigate and describe the change behaviors within English teachers of their competences post- PLP. The

behavioral changes included pedagogic competence, personal competence, social competence, and professional competence. This research revealed four conclusions.

The first conclusion was related with English teachers' pedagogical competences. Pra-PLP program, the student teachers' English language department were already faced four major obstacles in teaching English as foreign language in their schools. The obstacles were adjusting the expectation of curriculum learning target with their students' competences in English and students' background traits, devising the proper materials to accommodate students' needs in learning English, utilizing the limit facilities provided by the school to support the learning process, and motivating students to learn enthusiastically. The investigation revealed that the majority of student teachers' English language department in this research are faced those obstacles during their teaching experiences due to their problems in determining proper teaching approaches to deliver English materials with those obstacles. They hoped that their problems can be solved whilst PLP. Whilst program, the investigation found that 67% agreed and 15% strongly agreed that the training meets their expectation regarding with their teaching profession. It means that PLP program has solved their problems. However, in the implementation on the classroom, especially the teaching method and approach that they have inspired is not as they expected to be. The majority teachers were failed to implement the approaches that are expected to attract students' enthusiasm.

The investigation proved that majority English teachers are updated their reference curriculum from KTSP as a guideline for the design of learning activities to the 2013 curriculum that is used as a guideline of lesson plan design. The lesson plan design is also more structured and conditional than the lesson plan designed by the teacher prior to following the PLP. The evaluation of learning outcome has been holistic evaluation. In other words, not only the intellectual aspects, but also students' moral value in terms of social relationship with teachers and other students' classmates. Even though vocational teachers have struggle counterbalancing the needs of vocational students and curriculum expectation but the teachers tried their effort to overcome their problem. Nevertheless, it cannot be ascertained consistency in improving the quality of teachers in terms of learning design. This would need further investigation that was deep investigation and in detailed in order to get sharper results on teacher pedagogic aspects.

The second was that PLP made teachers more patient to deal with student behavior because the tutor on PLP always reminded the teachers that if the teachers were impatient in teaching and dealing with student behavior, then the teacher would get disadvantage in the future, while in Islam called sin. Regardless of that, English teachers assumed that whether they have attended the PLP or not, the beliefs that teachers should.

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