

## The Enactment of Pedagogical Competence among Certified EFL Teachers at Secondary Schools

**Agussatriana**<sup>1</sup> ✉

Universitas Tadulako, Palu, Indonesia

**Andi Patmasari**<sup>2</sup>

Universitas Tadulako, Palu, Indonesia

**Abdul Kamaruddin**<sup>3</sup>

Universitas Tadulako, Palu, Indonesia

**Nadrin**<sup>4</sup>

Universitas Tadulako, Palu, Indonesia

**Muhammad Ismail**<sup>5</sup>

Universitas Tadulako, Palu, Indonesia

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#### ABSTRACT

The enhancement of teachers' competence and performance has been a primary objective of Indonesia's teacher certification program (PPG). This study aimed to describe and interpret certified teachers' professional competencies as reflected in their classroom practices and teaching performance. Employing an explanatory mixed-method design, the study integrated qualitative interviews to explain specific trends identified in the quantitative phase. Data were collected from 15 certified English teachers enrolled in the 2021 PPG program at Tadulako University, selected through purposive sampling. The instruments used to collect data were questionnaires and semi-structured interviews. The data collected from this study were analyzed both quantitatively and qualitatively. The questionnaire data were processed and statistically analyzed, while the interview data were analyzed qualitatively. Based on the data analysis, the participating teachers perceived themselves as having pedagogical, personal, social, and professional competencies and had implemented them in the teaching and learning process. Furthermore, in terms of teacher performance – including lesson planning, teaching implementation, learning evaluation, and task discipline – the teachers could be considered competent.

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#### INTRODUCTION

Amid the rapid development of information and technology, the fundamental factor determining the success of education and the learning process is improving teachers' teaching performance, given that they are the parties directly interacting with students (Olaleye & Oluremi, 2013). Therefore, efforts to improve

Corresponding Author: ✉ [agussatriana@gmail.com](mailto:agussatriana@gmail.com)

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teacher quality should extend beyond certification and welfare by strengthening pedagogical competence, instructional quality, classroom assessment literacy, and professional development. One of the strategies is to implement a teacher certification program.

Teacher and lecturer certification has become vital and has attracted great attention since the enactment of Law No. 14 of 2005 on Teachers and Lecturers, supported by Permendiknas RI No. 18 of 2007 on In-Service Teacher Certification. Furthermore, Governmental Rule No. 74 of 2008 on Teachers outlines the preparation of teachers as professional workers. In this case, teachers with bachelor's degrees must complete a professional education program to obtain an educator profession certificate.

The government provides the teacher certification program to realize the laws and rules of the Teacher Professional Program (PPG) developed by the Educator Education Institution (LPTK). The Teacher Professional Program is implemented in two methods, subsidized and self-subsistent. Subsidized PPG gets funding from the government, while self-subsistent PPG is funded by the participants (Direktorat Jenderal Pembelajaran dan Kemahasiswaan, 2017). The government hopes teachers can improve their performance and show professionalism through the certification program.

Teacher competence, on the other hand, refers to the knowledge, skills, attitudes, and professional capacities that enable teachers to perform their roles effectively. Meanwhile, professionalism reflects teachers' commitment to ethical standards, continuous professional development, and dedication to their profession. In this context, teacher performance represents the observable enactment of teachers' competence and professionalism in the teaching and learning process. Furthermore, the development of teachers' performance aims to enhance their professionalism, so that the quality of education, the teaching process, and outcomes can improve. According to Saat (2013), teacher performance refers to their obligation to perform their task as educators, and it becomes fundamental in implementing education (Nadeem et al., 2011). In this case, teachers' performance consists of their competence and professionalism.

Teacher competencies trained in professional education include pedagogic, personality, social, and professional competencies, as mentioned in RI Law No. 14 of 2005, Article 8. In this case, certified teachers have fulfilled the criteria and passed the teacher competence test. Professional teachers have to implement their competencies in the teaching process. With those competencies, they should contribute to the development of education. In the context of EFL teaching, these competencies involve not only general teaching abilities but also language-specific skills, such as pedagogical content knowledge, language proficiency, communicative teaching strategies, classroom discourse management, language assessment literacy, and material adaptation. Therefore, professional competence for EFL teachers encompasses both mastery of English subject matter and the ability to apply effective language-teaching practices in the classroom.

Previous studies on EFL teacher certification have shown inconsistent results regarding its impact on teachers' competence and professionalism. Zulfikar (2021) found that although certified EFL teachers may possess adequate professional knowledge, the implementation of effective EFL teaching practices remains inconsistent. Moreover, research on certified EFL teachers is still limited. Therefore, in this research, the researcher did surveys on the performance of certified EFL teachers through self-reported perception.

This research aims to investigate the implementation of the competence of certified EFL teachers. The findings provide information on the implementation of certified teacher competence. It will benefit Educational Institutions (LPTK) in

developing and improving teacher-professional programs to enhance teachers' performance, specifically in the EFL context. Improving certified teachers' performance will support the development of education aligned with national goals. The questions to be answered in the study: 1) How do certified EFL teachers perceive their pedagogical, personal, social, and professional competencies? 2) How are these competencies reflected in self-reported instructional planning, classroom instruction, classroom assessment, and professional practices?

## **METHOD**

This research employed an explanatory mixed-methods design, in which quantitative data were collected first, followed by qualitative data to explain and elaborate on the quantitative findings. According to Masrizal (2012), explanatory design synthesizes, elaborates, or explains the quantitative findings. In this research, first in the quantitative phase, the researchers collected data using questionnaires to examine participants' self-reported pedagogical, personal, social, and professional competencies, as well as instructional planning, classroom interaction, classroom assessment, and professional practices. Then, for the qualitative phase, data collection used semi-structured interviews based on patterns identified in the questionnaire responses. The interview data were used to clarify and interpret participants' perceptions and experiences related to their teaching practices. The findings from both datasets were integrated during the interpretation stage to provide a more comprehensive understanding of participants' self-reported competencies in the context of English language teaching.

The study was designed as a small-scale contextual investigation rather than a generalizable study of certified teachers in Indonesia. The participants consisted of 15 certified English teachers enrolled in the Teacher Professional Education Program (PPG) at the University of Tadulako (batch 2 of 2021). All participants had received teacher certification and were actively teaching English at the secondary-school level during the study. The samples were purposively selected based on certification status, active teaching experience in English, participation in the PPG program, and willingness to participate in the research.

The research instruments were questionnaires and interviews. The questionnaire was adopted from Pujiati (2017) and revised to align with the context of English Language Education. The adaptation process involved modifying the wording of items and aligning indicators with EFL teacher competence domains. Due to the limited sample size (N=15), reliability coefficients were not reported as stable estimates; therefore, the questionnaire results were interpreted descriptively and exploratorily. Semi-structured interviews were conducted after the quantitative phase to gain deeper explanations of participants' responses. The interview explored how participants perceived and described the enactment of their competencies in English language teaching practices. All interviews were audio-recorded and transcribed verbatim before analysis.

Data obtained in this research were analyzed quantitatively and qualitatively. Quantitative data from the questionnaire were analyzed descriptively using percentages, frequency distributions, mean scores, and

interpretation to identify patterns in participants' responses. Qualitative data from interviews were analyzed through three stages: data reduction, data display, and conclusion drawing or verification. The interview transcripts were coded openly and grouped into themes related to teachers' competencies and classroom practices. Representative quotations were used to support interpretation, and peer debriefing was conducted to enhance the trustworthiness of qualitative analysis.

## RESULTS

The researchers collected data using a questionnaire and an interview. The questionnaire distributed to the respondents had eight categories: four on competence and four on teachers' performance. Each category had five questions. The research findings are presented below:

### 3.1. Pedagogic Competence

**Table 1. Teachers' response related to pedagogic competence**

No.	Indicators	Options				Mean Score	Interpretation
		Always (4)	Often (3)	Seldom (2)	Never (1)		
1	Identifying the learning characteristics of each student.	6 (40%)	8 (53.3%)	1 (6.7%)	0 (0%)	3.33	High
2	Ensuring all students get the same chance to participate in learning activities actively.	11 (73.3%)	4 (26.7%)	0 (0%)	0 (0%)	3.73	Very High
3	Arranging the class to give the same learning chance to all students, although they have different learning abilities.	7 (46.7%)	8 (53.3%)	0 (0%)	0 (0%)	3.47	High
4	Helping students to develop their potential and overcome their limitations.	10 (66.7%)	5 (33.3%)	0 (0%)	0 (0%)	3.67	Very High
5	Planning learning activities that are correlated to each other by paying attention to the learning goals and process.	14 (93.3%)	1 (6.7%)	0 (0%)	0 (0%)	3.93	Very High
<b>Overall Mean</b>						<b>3.63</b>	<b>Very High</b>

Based on Table 1, it can be seen that responses on indicator 1 of pedagogic competence show that 53.3% (8 teachers) selected often, 40% (6 teachers) chose always, and only 6.7% (1 teacher) opted seldom. While in indicator 2, the option always was chosen by 73.3% (11 teachers), and the rest teachers, 26.7% (4) chose often.

For indicator 3 of pedagogic competence, 53.3% (8 teachers) chose often, while the rest chose always. In indicator 4 of pedagogic competence, 66.7% (10 teachers) answered always, and the rest, 33.3% (5) chose often. While in indicator 5, 93.3% (14 teachers) selected always, and the rest, 6.7% (1) chose often.

Table 1 explains indicators of pedagogic competence and teachers' answers related to them. There are five indicators of pedagogic competence. Most teachers selected options always and often. The overall mean score of 3.63 indicates that the teachers demonstrate a very high level of pedagogic

competence. Thus, it can be concluded that teachers consistently implement pedagogical practices in the learning process, particularly in planning learning activities, encouraging student participation, accommodating different learning abilities, and supporting students' potential.

The researchers conducted interviews to get complete data about the respondents' understanding of pedagogic competence. Based on the interview, the teachers understood and implemented pedagogic competence in their teaching activities. It can be seen from some of their responses presented below:

"I identified students' characteristics at the beginning of the class or in some activities they performed outside the class." (T1)

"Yes, I usually learn about the students' characteristics when they are in the new students' orientation period." (T2)

"At first, I teach them using a similar method. After identifying the students' different abilities and characteristics, I usually put smart and active students with the ones who are low and passive." (T3)

"In the practice, I usually get challenges like broken home students. They are rather close and seldom talk. In that situation, I usually apply a special personal approach." (T4)

The statements above reveal that teachers implement pedagogic competence through understanding students' characteristics, applying differentiated teaching strategies, and providing personal support to students facing learning and emotional challenges. Teachers explain that they identify students' abilities and personalities through classroom interaction and orientation activities, then adjust their teaching methods and classroom organization accordingly. It aligns with the quantitative result showing very high levels of competence in pedagogy.

### 3.2. Personal Competence

Table 2. Teachers' response related to personal competence

No.	Indicators	Options				Mean Score	Interpretation
		Always (4)	Often (3)	Seldom (2)	Never (1)		
1	Inviting students to pray before starting the class.	12 (80%)	2 (13.3%)	1 (6.7%)	0 (0%)	3.73	Very High
2	Greeting before the meeting starts.	15 (100%)	0 (0%)	0 (0%)	0 (0%)	4.00	Very High
3	Always be consistent with the words they have expressed.	10 (66.7%)	5 (33.3%)	0 (0%)	0 (0%)	3.67	Very High
4	Be frank in teaching students.	15 (100%)	0 (0%)	0 (0%)	0 (0%)	4.00	Very High
5	Demonstrate personal integrity and honesty in interactions with students.	0 (0%)	0 (0%)	3 (20%)	12 (80%)	3.80	Very High
<b>Overall Mean</b>						<b>3.84</b>	<b>Very High</b>

For personal competence, especially indicator 1, inviting students to pray before starting the class, 80% (12 teachers) chose always, 13.3% (2 teachers) chose often, and the rest, 6.7% (1 teacher) chose seldom. Concerning indicator 2 of personal competence, greeting before starting the class, 100% or all teachers chose always.

Then, in teachers' responses on indicator 3, 66.7% (10 teachers) chose always, and 33.3% (5 teachers) chose often. Related to indicator 4, which is about frankly to students, 100% (15 teachers) opted for always. While for indicator 5, 80% (12 teachers) admitted never lying to their students, while the rest 20% (3 teachers) chose seldom.

All in all, table 2 describes indicators of personal competence and teachers' answers related to the indicators. Personal competence has five indicators and for indicator 1, it is not interpreted merely as a religious ritual, but as part of teachers' attempts to create a positive classroom atmosphere and demonstrate responsible personal behavior. From the four options, teachers generally selected the options always and often for positive indicators. The teacher who chose seldom may indicate differences in personal teaching routines or classroom context. While for the negative indicators, they mostly chose never. The minority responses suggest that personal competence is not always implemented and may be influenced by contextual and instructional considerations. However, the overall mean score of 3.87 indicated that the teachers demonstrated a very high level of personal competence. Thus, it can be concluded that the teachers had strong personal competence, and they usually implemented them in the learning process in the class, particularly in maintaining positive communication, honesty, consistency, and ethical behavior in EFL classrooms.

Based on the interview, teachers generally had personal competence and implemented it in the learning activities. In this case, personal competence was implemented by integrating values into their attitude and behaviors. Those values include honesty, responsibility, and politeness. The following are some of the teachers' responses in the interview sessions.

"In the preliminary activities, based on the lesson plan, there is a praying activity. So, I, as the teacher, always invite students to pray before studying."  
(T1)

"Before the learning starts, I always greet and say Salaam to students. So, sometimes when I meet them outside the class, they always greet me with Good Morning, although we meet in the afternoon."  
(T2)

"I always try to say the truth to students. For example, when there is another activity making me late to the class, I will straightly tell them the reason why I am late."  
(T3)

The findings revealed that teachers' high personal competence was reflected in their efforts to build positive classroom culture, model respectful behavior, and maintain honesty and responsibility in classroom interaction. These results provide deeper explanations for the very high quantitative score, indicating that certified EFL teachers implemented personal competence not only through professional attitudes, but also through daily role-modeling practices in EFL classrooms.

### 3.3. Social Competence

Table 3. Teachers' response related to social competence

No.	Indicators	Options				Mean Score	Interpretation
		Always (4)	Often (3)	Seldom (2)	Never (1)		
1	Interact and communicate with peers to improve professional competence.	11 (73.3%)	4 (26.7%)	0 (0%)	0 (0%)	3.73	Very High
2	Socialize effectively with students, other teachers, and student's parents.	12 (80%)	3 (20%)	0 (0%)	0 (0%)	3.80	Very High
3	Communicate orally, written, and sign.	13 (86.7%)	2 (13.3%)	0 (0%)	0 (0%)	3.87	Very High
4	Socialize politely with societies.	13 (86.7%)	2 (13.3%)	0 (0%)	0 (0%)	3.87	Very High
5	Using information and communication technology functionally.	11 (73.3%)	4 (26.7%)	0 (0%)	0 (0%)	3.73	Very High
<b>Overall Mean</b>						<b>3.80</b>	<b>Very High</b>

Table 3 shows the teachers' responses to indicator 1 of social competence, 73.3% (11 teachers) chose always, and 26.7% (4 teachers) chose often. Teachers' responses on indicator 2 were 80% (12) chose always, and 20% (3) opted often.

The table also shows that 86.7% (13 teachers) chose always, and 13.3% (2 teachers) opted for often in indicator 3. Then, 86.7% (13 teachers) chose always, and 13.3% (2 teachers) chose often for indicator 4. On the other hand, for indicator 5, 73.3% (11 teachers) chose always, and 26.7% (4 teachers) chose often.

In general, Table 3 describes indicators of social competence and the answers to each indicator. Social competence has five indicators. From the four options, in general, teachers chose always and often. The overall mean score of 3.80 indicates that teachers demonstrated a very high level of social competence. Thus, it can be concluded that the teachers had strong social competence, particularly in communication, collaboration, and maintaining positive interpersonal relationships.

The teachers already had social competence. It was also verified through an interview. Teachers stated that they maintain communication with other teachers, staff, and students' parents. It can be seen from the following responses:

"I always discuss with other teachers, especially about the learning material."  
(T1)

"Yes, I often communicate with students' parents. It is usually with the parents whose children have a problem. Sometimes, we arrange a special meeting between the subject teacher and the parents, or the meeting is usually arranged by the school, and it invites students' parents."  
(T2)

"Yes, I use IT to communicate, like communicating through phone or WhatsApp, either with the students, peers, or students' parents."  
(T3)

The responses indicated that teachers actively maintained professional communication and collaboration with colleagues, students, and parents to support the learning process.

### 3.4. Professional Competence

**Table 4. Teachers' response related to professional competence**

No.	Indicators	Options				Mean Score	Interpretation
		Always (4)	Often (3)	Seldom (2)	Never (1)		
1	Before starting the lesson, explain the learning objectives and language competencies, including communicative functions and language skills to be achieved.	8 (53.3%)	7 (46.7%)	0 (0%)	0 (0%)	3.53	Very High
2	Before teaching, arrange the class to ease the learning process.	7 (46.7%)	7 (46.7%)	1 (6.7%)	0 (0%)	3.40	Very High
3	Before teaching, formulate the goals of the learning material.	11 (73.3%)	4 (26.7%)	0 (0%)	0 (0%)	3.73	Very High
4	When teaching, I made learning media.	4 (26.7%)	10 (66.7%)	1 (6.7%)	0 (0%)	3.20	High
5	When teaching, use books from the library to widen students' knowledge.	5 (33.3%)	8 (53.3%)	2 (13.3%)	0 (0%)	3.20	High
<b>Overall Mean</b>						<b>3.41</b>	<b>Very High</b>

In table 4, it can be seen that the teachers' responses to indicator 1 of professional competence, 53.3% (8 teachers) chose always, and 46.7% (7 teachers) chose often. Teachers' responses on indicator 2 were 46.7% (7 teachers) chose always and often, and the rest 6.7% (1 teacher) chose seldom.

Then, it can be seen that 73.3% (11 teachers) chose always, and 26.7% (4 teachers) chose often in indicator 3. Next, 66.7% (10 teachers) chose often, 26.7% (4 teachers) chose always, and 6.7% (1 teacher) chose seldom for indicator 4. While for indicator 5, 53.3% (8 teachers) chose often, 33.3% (5 teachers) chose always, and 13.3% (2 teachers) chose seldom.

Table 4 details the professional competence indicators and teachers' responses to them. From the four answer options, teachers generally chose always and often. For a small number of teachers who chose seldom, it indicated challenges in utilizing supplementary learning resources in EFL classrooms. Nevertheless, the overall mean score of 3.41 revealed that teachers demonstrated a very high level of professional competence.

The interview also shows that most teachers had professional competence. They stated that they always learned the materials they would teach before teaching. Sometimes, they exchanged their ideas with other teachers or peers on the same subject.

In terms of the material, the teachers usually adapted and developed materials contextually to ease students' understanding. The textbook's materials were rather difficult for some students to understand. Low learners usually find it difficult to understand the materials, making them passive

during the class. The following scripts show the respondents' opinions about the point.

"I usually study the materials before teaching them. I find out other examples apart from the one available in the textbook. Sometimes I share with other teachers who teach the same subject." (T4)

"Sometimes, the materials in the textbook are difficult to understand by students. So, only smart student can understand the materials easily." (T5)

The findings above revealed that teachers attempted to strengthen their instructional preparation by studying materials before teaching, searching for additional examples, and discussing learning content with colleagues. Although teachers demonstrated high professional competence overall, they still faced difficulties in adapting materials to students' proficiency levels and learning needs.

### 3.5. Teachers' Performance – Teaching Plan

Table 5. Teachers' response related to their performance in the teaching plan

No.	Indicators	Options				Mean Score	Interpretation
		Always	Often	Seldom	Never		
1	Making lesson plan before teaching.	14 (93.3%)	1 (6.7%)	0 (0%)	0 (0%)	3.93	Very High
2	Formulating the content standard of curriculum as the guidance in teaching.	8 (53.3%)	5 (33.3%)	2 (13.3%)	0 (0%)	3.40	Very High
3	Formulating the learning goals.	12 (80%)	3 (20%)	0 (0%)	0 (0%)	3.80	Very High
4	Developing teaching materials based on the learning goals.	14 (93.3%)	1 (6.7%)	0 (0%)	0 (0%)	3.93	Very High
5	Find some difficulties in making annual program.	0 (0%)	1 (6.7%)	10 (66.7%)	4 (26.7%)	3.20	Very High
<b>Overall Mean</b>						<b>3.65</b>	<b>Very High</b>

Teachers' response to indicator 1 about their performance in planning the teaching, 93.3% (14 teachers) chose always, and 6.7% (1 teacher) chose often. Then, in indicator 2, 53.3% (8 teachers) chose always, 33.3% (5 teachers) chose often, and 13.3% (2 teachers) chose seldom, formulating the content standard of the curriculum.

It can be seen that 80% (12 teachers) chose always, and 20% (3 teachers) chose often for indicator 3. Then, 93.3% (14 teachers) chose always, and 6.7% (1 teacher) chose often for indicator 4. While for indicator 5 about teachers' performance related to the teaching plan, 66.7% (10 teachers) chose seldom, 26.7% (4 teachers) chose never, and 6.7% (1 teacher) chose often.

On table 5, it can be seen that the teachers' responses to their performance of the teaching plan. From the five indicators, four positive indicators generally obtained positive responses that are majorly in the

always and often options. Then, most teachers chose negative options for indicator 5, which is also negative. Here, most teachers answered seldom. The overall mean score of 3.65 indicated that the teachers showed a very high level of competence in planning and preparing instructional activities.

Data from the interview show that the teachers were competent in the teaching plan. The following are some respondents' statements about the point.

"I always make lesson plan and update the lesson plan every year. Besides that, I also formulate the teaching goals and prepare the materials that I want to use in the class." (T3)

"Of course, before entering a new semester, every teacher is instructed to prepare teaching media that we are going to use so that later it will ease us in teaching." (T4)

The responses provide a deeper explanation for the quantitative score, which revealed that teachers considered lesson planning, goal formulation, and material preparation as important parts of their professional responsibilities before conducting classroom instruction.

### 3.6. Teachers' Performance in Teaching

**Table 6. Teachers' responses related to their performance in teaching**

No.	Indicators	Options				Mean Score	Interpretation
		Always	Often	Seldom	Never		
1	Giving students chances to ask about the materials that have been delivered.	14 (93.3%)	1 (6.7%)	0 (0%)	0 (0%)	3.93	Very High
2	Giving formative questions, quizzes, or feedback to check students' understanding and support their English language development.	1 (6.7%)	6 (40%)	8 (53.3%)	0 (0%)	2.57	High
3	Mastering the materials that will be taught.	14 (93.3%)	1 (6.7%)	0 (0%)	0 (0%)	3.93	Very High
4	Experiencing difficulties in using teaching resources.	0 (0%)	0 (0%)	9 (60%)	6 (40%)	3.40	Very High
5	Experiencing difficulties in using teaching methods.	0 (0%)	2 (13.3%)	11 (73.3%)	2 (13.3%)	3.00	High
<b>Overall Mean</b>						<b>3.36</b>	<b>Very High</b>

Responses on indicator 1 of the teachers' performance in teaching show 93.3% (14 teachers) chose always, and 6.7% (1 teacher) chose often. Teachers' responses on indicator 2 were that 53.3% (8 teachers) chose seldom, 40% (6 teachers) chose often, and the rest 6.7% (1 teacher) chose always.

Then, 93.3% (14 teachers) chose always, and 6.7% (1 teacher) chose often for indicator 3. Teachers' responses on indicator 4 of the teachers' teaching performance consisted of seldom (chosen by 60% or nine teachers) and never (chosen by 40% or six teachers). Meanwhile, teachers' response

on indicator 5 was that 73.3% (11) chose seldom, 13.3% (2 teachers) chose never, and the rest chose often.

On table 6, it can be seen that teachers' responses to their performance in teaching. Among the five indicators, three were positive and obtained various responses, especially about giving the quiz to students before starting the learning. Then, for the two negative indicators, most teachers answered seldom, indicating that they generally felt confident in using instructional resources and methods. Moreover, the overall mean score of 3.36 indicates that teachers demonstrated a very high level of competence in implementing classroom interaction.

Teachers' performance in carrying out the learning was verified through an interview. They stated that they always gave students chances to ask about points they had not understood, tried to master the material they would teach, and had no problem using the teaching resources and methods. It can be shown in the following data:

"I always give students chances to ask. I also always learn the material that I am going to teach." (T3)

"I don't find difficulties in using the teaching resource and teaching method." (T4)

The interview findings above indicate that teachers' competence was reflected in their instructional preparation and their ability to facilitate EFL learning processes that support students' engagement and understanding.

### 3.7. Teachers' Performance – Learning Evaluation

**Table 7. Teachers' responses related to their performance on the learning evaluation**

No.	Indicators	Options				Mean Score	Interpretation
		Always	Often	Seldom	Never		
1	Trying to improve the skill in teaching.	14 (93.3%)	1 (6.7%)	0 (0%)	0 (0%)	3.93	Very High
2	Making a report for parents.	9 (60%)	2 (13.3%)	3 (20%)	1 (6.7%)	3.27	Very High
3	Doing a learning evaluation based on the schedule.	13 (86.7%)	2 (13.3%)	0 (0%)	0 (0%)	3.87	Very High
4	Conducting formative and summative assessments of students' English language skills based on communicative learning objectives.	12 (80%)	3 (20%)	0 (0%)	0 (0%)	3.80	Very High
5	Open for critiques and suggestions from other teachers to improve the teaching quality.	15 (100%)	0 (0%)	0 (0%)	0 (0%)	4.00	Very High
<b>Overall Mean</b>						<b>3.77</b>	<b>Very High</b>

Table 7 shows teachers' responses to indicator 1 of the learning evaluation. Here, 93.3% (14 teachers) chose always, and 6.7% (1 teacher) chose often. Teachers' answers on indicator 2 of teachers' performance related to learning evaluation were that 60% (9 teachers) chose always, 20%

(3 teachers) chose often, 13.3% (2 teachers) chose seldom, and 6.7% (1 teacher) chose never.

On the other hand, in teachers' responses on indicator 3 of teachers' performance related to learning evaluation, 86.7% (13 teachers) chose always, and 13.3% (2 teachers) chose often. Teachers' answers on indicator 4 of the teachers' performance related to learning evaluation, 80% (12 teachers) for the always option, and the rest 20% (3 teachers) for the often option. Teachers' response on indicator 5 of teachers' performance related to learning evaluation, 100% (15 teachers) chose always.

Table 7 depicts teachers' responses to teachers' performance related to learning evaluation. For the five indicators, the majority of teachers chose always. Furthermore, the overall mean score of 3.77 indicates that the teachers showed a very high level of competence in conducting evaluation activities and improving professional practice.

The interview also showed that the teachers viewed evaluation and professional development as important parts of their teaching responsibilities. The following are some respondents' statements supporting it.

"I always try to improve my ability in teaching, and of course, I am open to critiques and suggestions from my friends". (T1)

"I always try to do the evaluation based on the schedule, and of course, I send the report to the parents, in this case, is the school report." (T2)

The statements above showed that teachers emphasized reflective practice, accountability, and continuous improvement in supporting EFL learning.

### 3.8. Teachers' Performance – Discipline in Carrying Out Tasks

**Table 8. Teachers' responses related to their performance in carrying out tasks**

No.	Indicators	Options				Mean Score	Interpretation
		Always	Often	Seldom	Never		
1	Coming to school on time.	9 (60%)	6 (40%)	0 (0%)	0 (0%)	3.60	Very High
2	Leaving the school based on the schedule.	11 (73.3%)	3 (20%)	0 (0%)	1 (6.7%)	3.60	Very High
3	Obedying all school rules.	13 (86.7%)	2 (13.3%)	0 (0%)	0 (0%)	3.87	Very High
4	Making a prior report when unable to come to school.	15 (100%)	0 (0%)	0 (0%)	0 (0%)	4.00	Very High
5	Completing tasks from the headmaster on time.	9 (60%)	6 (40%)	0 (0%)	0 (0%)	3.60	Very High
<b>Overall Mean</b>						<b>3.73</b>	<b>Very High</b>

Teachers' responses on indicator 1 related to teachers' discipline in carrying out their duty show that 60% (9 teachers) stated always, and 40% (6 teachers) stated often coming to school on time. In indicator 2, 73.3% (11

teachers) stated that they always left the school based on the schedule, 20% (3 teachers) admitted often leaving the school based on the schedule, and one teacher (6.7%) stated never leaving the school based on the schedule.

Then, in indicator 3, 86.7% (13 teachers) admitted always, and the rest, 13.3% (2 teachers), stated they often obeyed all school rules. Regarding their discipline in carrying out their duty, 100% (15 teachers) chose always for indicator 4. Then, in indicator 5 of the teachers' performance, 60% (9 teachers) chose always, and the rest 40% (6 teachers) chose often.

Table 8 shows teachers' responses to their performance, especially regarding discipline in carrying out tasks. Their responses on the indicators are generally in the options always and often, and only one responded never. In addition, the overall mean score of 3.73 indicates that teachers showed a very high level of discipline and professional responsibility in carrying out their tasks at school.

Teachers' performance in carrying out their tasks was also verified through an interview. Some of the comments are presented below:

"I always come to school on time and leave the school on time. Sometimes, I provide extra time at the end of the class when there is a student who wants to do consultation related to the subject." (T3)

"If I cannot go to school, I always inform students and the headmaster." (T4)

"I always obey the rule and always try to complete tasks on time." (T5)

The comments explained that teachers showed discipline and professional responsibility through punctuality, rule compliance, task completion, and communication with the school parties.

## **DISCUSSION**

### **4.1. Pedagogic Competence**

Table 1 shows that the respondents' answers were dominated by options always and often. From the 15 respondents for five questions, the frequency of often was 26, and the frequency of always was 44. It indicates a high level of pedagogic competence among certified EFL teachers involved in this research. However, beyond demonstrating teaching skills, the findings also suggest that teacher certification contributed to the development of teachers' professional identity, confidence, reflective practice, and classroom decision-making. The interview data revealed that teachers attempted to understand students' characteristics, adapt instructional strategies, create inclusive learning environments, and provide personal support to students with different needs.

This finding is related to theories in teacher education and Applied Linguistics emphasizing that pedagogic competence involves not only classroom management but also language teacher cognition, pedagogical content knowledge, and reflective teaching practices. For example, according to Mulyasa (2007), pedagogic competence refers to teachers' ability to manage the learning components, including understanding students, designing, implementing, and evaluating the learning, and improving students' potential. In the context of EFL teaching, these

competencies are closely related to teachers' ability to make instructional decisions, adapt teaching strategies, and create communicative learning environments that support language development. Therefore, pedagogic competence is a must to be possessed by EFL teachers. Teachers will be considered competent and professional when they have pedagogical competence (Akbar, 2021).

This research is consistent with previous studies suggesting that pedagogical competence is closely related to teachers' performance. According to Akbar (2021), pedagogical competence is highly correlated with teachers' performance at school. It is supported by findings that show that pedagogic competence correlates with teachers' performance at 46.7%, which means that the better the teachers' pedagogical competence, the better their performance in teaching students. Similarly, the findings of this research show that certified teachers who demonstrate strong pedagogic competence are generally able to manage classroom instruction, support students' learning needs, and implement teaching practices effectively in EFL classrooms.

#### ***4.1.1. Pedagogical Implications for EFL Teaching***

The findings of this research imply that English language teacher education and post-certification programs should strengthen teachers' competence in differentiated instruction, communicative task design, assessment literacy, reflective teaching, and EFL material adaptation. Since EFL classrooms comprise students with varying proficiency levels and learning needs, teachers need continuous professional development to design interactive learning activities, provide meaningful feedback, and adapt teaching strategies effectively. In addition, teacher development programs (PPG) should emphasize student-centered and communicative approaches, while post-certification mentoring should support teachers in improving instructional practices, integrating learning media, and responding to classroom challenges to enhance the quality of EFL teaching and learning.

#### **4.2. Personal Competence**

On table 2, it can be seen that respondents' answers are dominated by options always and never (for the negative questions). From 15 respondents for five questions, the frequency of the option always was 52, and the option never was 12. Based on the data and interview, it is assumed that teachers involved as respondents in this research had personal competence and had implemented it in teaching in the classroom. In general, they invited students to pray before learning, said greetings before starting the meeting, were honest in teaching, and never lied to their students.

This research is in line with earlier theories. According to Irwansyah et al., (2019), personal competence is the teachers' skills based on their character. Teachers' competence is the foundation to run their obligation professionally. A good personality will become a role model for students and society.

This research also confirms some earlier findings. According to Soleha (2019), teacher certification allowance has positive and meaningful impacts on the personal competence of teachers MAN 2 Lebong. Certified teachers had good personal competence.

### **4.3. Social Competence**

From Table 3, it can be seen that the answers were major always and often. From 15 respondents for five questions, the option always was selected 60 times, and the option often was selected 15 times. Based on the data and interview, it is assumed that the teachers involved as the respondents in this research had social competence and they had implemented them in their daily activities. Generally, they always or often interact and share with their peers to improve their professionalism, communicate and socialize politely with other teachers, students, staff, parents, and communities, and efficiently utilize Information and Communication Technology.

Compared to previous theories, this research confirmed Djam'an (2007), who defines social competence as the ability to adapt to the working demand and environment when running the task and role as a teacher. A teacher should have social competence (Sintawati & Oktaviarini, 2018).

The research findings are also consistent with some earlier research. Nurhasanudin & Rosyid (2022) found the influence of certification on the social competence of elementary school teachers in the Cikupa District at 13%. It means that certified school teachers in the district had good social competence.

### **4.4. Professional Competence**

Based on the findings in table 4, the respondents' answers are dominated by always and often options. From 15 respondents for five indicators, the option always had a frequency of 26, while the option often had a frequency of 36. Based on the findings, it is assumed that teachers perceived themselves as implementing professional competence in EFL teaching.

The results suggest that teachers frequently explained learning competencies, arranged the classroom to support learning activities, prepared teaching media, and used supplementary resources to broaden students' knowledge. The interview results also show that teachers attempted to prepare instructional materials carefully and collaborate with colleagues to improve classroom instruction. It is in line with a previous study conducted by Mulyasa (2007), which stated that professional competence is the ability to comprehensively master the learning materials, which allows teachers to guide students to achieve the standards determined by the Teacher Education National Standard, indicated by a professional certificate or teacher certificate.

This research is also consistent with the other previous research findings. For example, Zulfikar (2021) found that a certified EFL possessed remarkable competencies, as shown by her outstanding enthusiasm and dedication, which reflected her high level of professionalism and strong

commitment to her students. Certified teachers in the region could develop their professional competence. They better understood the materials they taught, a better teaching method, and gained wider knowledge. Similarly, the teachers in this study demonstrate confidence in preparing instructional materials, managing classroom learning, and using teaching resources in EFL classrooms.

However, because the data were based mainly on self-reported responses, the highly positive findings may reflect not only actual teaching practices but also professional identity, social desirability, and institutional expectation associated with teacher certification. Therefore, the findings should be interpreted carefully as representing both teachers' instructional practices and their perceptions of professional behavior.

#### **4.5. Teachers' Performance - Teaching Plan**

In Table 5, it can be seen that respondents' answers are dominated by options always and often (for the positive questions) and seldom (for the negative questions). From 15 respondents, the five questions were always answered (frequency 48), often (frequency 11), and seldom (frequency 12). Based on the data and interview, it is assumed that teachers involved in this research were competent in planning to teach. In other words, their performance in planning the teaching was good. Generally, they always or often make a lesson plan and formulate the curriculum content standard as the learning guidance. They also formulated the learning goals, provided teaching materials based on the learning goals, and seldom found difficulties in making annual plans.

The current findings confirmed some earlier theories. According to Nurlaila (2018), one of the professional teacher indicators is the availability of teaching media. Teaching media is a teaching plan component indicating teacher's commitment to the task. The absence of planning shows that the teachers are not professional. A professional teacher should make a good plan before teaching.

This research also confirms some earlier research. Suratno (2011) found a significant and strong correlation between the quality of lesson plans formulated by Senior High School Physics teachers (Civil Servant and Non Civil Servant) in Lombok Timur Regency and their teaching performance. A teacher with a good teaching plan will show a good performance. On the contrary, a teacher with a low-quality teaching plan will have a poor performance.

#### **4.6. Teacher Performance - The Learning Implementation**

Table 6 shows that respondents' answers are dominated by always, often, and seldom. From 15 respondents, the five questions got 29 always, 10 often, and 28 seldom. Based on data and interviews, it is assumed that the teachers involved as the respondents were competent in carrying out the teaching process. In other words, their performance in carrying out the learning was good. In general, they always give students chances to ask about the materials they have just delivered, seldom give quizzes before

starting the class, always master the learning material they will teach, and seldom find difficulties applying the teaching method.

The current research findings are related to the earlier theories. According to Mawardiansyah (2018), one of the teachers' tasks is to carry out learning. Teachers will be considered professional when they can run the learning activities effectively. Similarly, EFL teachers in this study reported that they consistently gave students opportunities to ask questions and demonstrated mastery of teaching materials before conducting the lessons. In addition, most teachers stated that only experienced minimal difficulties in using teaching resources and teaching methods, indicating confidence in implementing instructional practices in EFL classrooms.

Besides that, it is in line with Karman (2012), who stated that teacher certification significantly influences teachers' performance in Senior High School 1 Rambah Hilir, Rambah Hilir District, Rokan Hulu Regency. In this research, certified EFL teachers generally demonstrate positive instructional practices, such as mastering teaching materials, encouraging student participation, and preparing learning activities carefully. Thus, it can be interpreted that certification supports teachers' professional growth and confidence. However, effective EFL teaching not only depends on certification but also on reflective practices and supportive educational environments.

#### **4.7. Teachers' Performance - Learning Evaluation**

On table 7, it can be seen that the respondents' answers are dominated by always and often. From 15 respondents for five questions, the frequency of answers always is 63, while the frequency of answers often is 37. Based on the data and results of the interview, it is assumed that the teachers involved as the respondents could be categorized as good or competent to evaluate the learning activities. Generally, they always or often tried to improve their teaching ability, report the learning outcomes to the students' parents, and conduct the learning evaluation on time. They are open to critiques and suggestions from other teachers to improve the quality of their teaching.

The current research findings are in line with some theories. For example, according to Magdalena et al. (2020), evaluation is the step to collect, process, and interpret information to measure the success of learning activities. Evaluation is an important process to identify points to be improved or modified.

Besides that, according to Idrus (2019), evaluation is an inseparable part of learning activities. Evaluating learning activities is crucial to measuring students' success with the materials delivered to achieve the learning goals.

#### **4.8. Teachers' Performance - Discipline in Completing Tasks**

Based on the findings in Table 8, the respondents' answers were mostly always and often. From 15 respondents, in 5 questions, option always has a frequency of 57, and the option often has a frequency of 17. Based on the data and interview, it is assumed that teachers involved as

participants in this research were disciplined in carrying out their tasks. They generally arrived and left the school on time, obeyed all rules set by the school, gave prior information when unable to go to school, and completed tasks from the headmaster on time.

The findings confirm earlier studies, including Lasmita (2019), stating that discipline determines learning success. Teachers' discipline is a mental behavior of compliance with all rules and norms applied in the workplace related to their tasks and responsibilities.

This research also aligns with Fredianto (2016), who found a positive correlation between working discipline and teachers' performance in Elementary Schools in Batik Nau District, Bengkulu Utara regency. It means that the more discipline the teachers have, the better their performance.

## **CONCLUSION**

Based on data analysis, it can be concluded that certified teachers have pedagogic, personality, social, and professional competencies, and they implemented them in the learning process. Besides that, the certified teachers are competent in planning teaching, implementing teaching, evaluating learning, and are disciplined in completing a task. The participants perceived teacher certification as being related to their professional confidence, motivation, and awareness of their roles in EFL classrooms.

Based on the conclusion above, it is suggested that certified EFL teachers continue strengthening their competence in formative assessment practices, communicative task design, and classroom-based language assessment through continuous professional development and post-certification training. Schools and educational institutions should also provide mentoring and collaborative learning opportunities to support teachers' instructional practices in EFL classrooms. However, this research had some limitations since it relied mainly on self-reported data from a small number of participants without classroom observation. Therefore, the next researchers are encouraged to involve large samples, include classroom observations, compare certified and uncertified teachers, and gather perspectives from students and headmasters to obtain more comprehensive findings regarding EFL teacher competence and classroom practices.

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## **AUTHOR CONTRIBUTION STATEMENT**

AS conceived the study, designed the methodology, and did critical revision of manuscript. AK, NA collected data. AP, MI analyzed statistical data and interpreted data analysis. AP also contributed to manuscript

drafting and revision. All authors reviewed and approved the final version of the manuscript.

### AI DISCLOSURE STATEMENT

The authors used ChatGPT and DeepL to enhance the work's language quality and eliminate semantic errors. All outputs generated by these AI tools were critically reviewed, edited, and approved for the final content of the manuscript.

### COMPETING INTERESTS STATEMENTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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