

Enhancing Pedagogic Competence of EFL Teachers In Pinrang Regency by in Service Training

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Abstract

This study aims to enhance the pedagogical competence of English as a Foreign Language (EFL) teachers through in-service training in Pinrang Regency. Pedagogical competence is a key component of teaching quality, encompassing the understanding of student characteristics, curriculum development, instructional delivery, and learning assessment. The research employed a mixed-method approach using a convergent parallel design, collecting both quantitative and qualitative data simultaneously. Quantitative data were obtained through pre-tests and post-tests using pedagogical knowledge assessments, while qualitative data were gathered via semi-structured interviews with six EFL teachers. The findings indicate that in-service training significantly improved teachers' pedagogical competence, as evidenced by the increase in pre-test and post-test scores. Most participants reported that the training enhanced their understanding of learning theories, enabled them to design more effective teaching strategies, and increased their confidence in classroom management. However, some challenges were identified in the practical implementation of the training content, particularly due to limited institutional support. This study highlights the importance of sustained, context-specific teacher development programs that are supported by responsive educational policies. The results are expected to serve as a reference for improving teacher training strategies, especially in under-resourced educational settings.

Keywords: *pedagogical competence, EFL teachers, in-service training, mixed-method, Pinrang*

Introduction

The quality of education is fundamentally determined by the competence of its teachers. Among the four core competencies defined for teachers in Indonesia—pedagogical, professional, personal, and social—**pedagogical competence** is considered the foundation of effective teaching and learning. For English as a Foreign Language (EFL) teachers, pedagogical competence is particularly crucial, as it ensures that teachers can design, implement, and evaluate language instruction that is student-centered, communicative, and in line with language acquisition principles.

In Pinrang Regency, however, many EFL teachers still rely on outdated teaching strategies and traditional classroom methods. Preliminary observations and interviews suggest that many educators face challenges in classroom management, lack innovation in instructional design, and rarely incorporate learner-centered or technology-enhanced

approaches. These issues are largely attributed to the limited access to relevant professional development opportunities, including in-service training.

In-service training has been recognized as an essential mechanism for developing teacher competencies. Scholars such as Richards & Farrell (2005), Guskey (2002), and Widodo (2017) have highlighted that structured training programs can significantly improve instructional practices, particularly when aligned with teachers' needs and classroom realities. Despite its potential, few studies have explored the impact of in-service training on pedagogical competence specifically in underdeveloped or rural areas like Pinrang.

This study seeks to fill that gap by investigating the implementation and effectiveness of in-service training programs for EFL teachers in Pinrang. It focuses on how such training influences teachers' understanding of learning theories, curriculum development skills, and evaluation strategies. Moreover, the study emphasizes the integration of Information and Communication Technology (ICT) as a transformative tool in improving teaching practices.

Method

This study adopts a **mixed-method approach** using a **convergent parallel design**, which integrates both **quantitative and qualitative data** collected simultaneously. The purpose of this approach is to explore not only the measurable effects of in-service training on teachers' pedagogical competence but also to gain deeper insight into their experiences and perceptions.

The quantitative aspect of the study uses a **one-group time series design**, involving pretests and posttests conducted before and after the intervention (in-service training). The qualitative component includes **semi-structured interviews** with selected teachers to explore their perspectives on the training process.

Result

This study was conducted at MTs DDI Lerang-Lerang, Pinrang Regency, involving six EFL teachers. The research took place over the course of May to June and aimed to measure the effectiveness of **in-service training** in enhancing teachers' **pedagogical competence**. The data were collected through pre-tests, post-tests, and semi-structured interviews.

1. Improvement in Pedagogical Competence

The results of the **quantitative analysis** (pretest and posttest scores) show a significant improvement in pedagogical competence following the training. The teachers' average scores increased consistently across three stages of assessment:

- a. **Pretest Scores (01–03):** Teachers initially demonstrated limited understanding of learning theories, curriculum design, and assessment strategies.
- b. **Posttest Scores (04–06):** After the in-service training, most participants scored close to or at 100, indicating a marked improvement in their pedagogical knowledge and application.

These gains demonstrate the **effectiveness of in-service training** in strengthening teachers' instructional strategies, especially regarding:

- a. Understanding learning theories
- b. Designing lessons and learning activities
- c. Conducting effective assessments

2. Teachers' Perceptions of the Training Program

Based on **qualitative data** obtained from interviews, the teachers generally responded positively to the training. Their feedback can be summarized in the following themes:

- a. **Pedagogical Knowledge Enhancement:**
"Through this training, I was able to enhance my knowledge of pedagogy, which significantly increased my confidence in classroom instruction."
- b. **Increased Instructional Innovation:**
The training encouraged teachers to use varied and student-centered teaching approaches.
- c. **Realistic Application Barriers:**
About 60% of participants noted a gap between the theoretical content taught in training and practical realities at school, particularly due to infrastructure limitations or lack of school support.
- d. **Desire for Continuous Development:**
Teachers expressed a shared desire that such training should not be a one-time event but part of an ongoing professional development initiative.

3. Summary of Quantitative and Qualitative Results

Aspect	Observation
Pretest Results	Indicated low to moderate pedagogical competence
Posttest Results	Significant improvement across all domains
Teachers' Reactions	Highly positive toward training content and delivery
Challenges Identified	Limited infrastructure; theoretical-practical disconnect
Recommendation Participants	from Need for follow-up training and institutional support

Conclusion

The findings confirm that **in-service training is an effective strategy** for enhancing the pedagogical competence of EFL teachers. The integration of **technology, instructional theory, and assessment design** into the training curriculum contributed to the measurable growth in competence. These results align with previous studies (e.g., Guskey, 2002; Widodo, 2017) that emphasize the role of targeted, practice-oriented professional development in improving teacher performance. Despite the positive outcomes, **systemic support** from school leadership remains a critical factor. Without administrative backing and sufficient resources, the sustainability of improved teacher practices may be challenged. Furthermore, the **importance of contextualized, ongoing professional development** was highlighted. Training must be tailored to the local school environment and designed as a **continuous learning process**, not a one-time intervention.

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