

CHAPTER I

INTRODUCTION

1.1 Background

A teacher is a professional educator who plays a significant role in education. A teacher contributes to the development of quality human resources through education, which is a learning and training process for people or groups that develops intelligent persons with positive attitudes and behaviors. A teacher teaches students a variety of subjects, ranging from basic to wide knowledge; thus, the quality of educators must be guaranteed. Improving the quality of teachers is imperative so that they can accompany and guide their students. Not only academically and scientifically, but teachers must also be able to provide guidance or role models in ethics and morals to be able to socialize well.

In Constitution Number 20 of 2003 Article 39 explained that a teacher is a professional staff who carries out the task of planning learning, carrying out the process of teaching and learning activities, and assessing learning outcomes (The Constitution, 2003). Professional teachers are teachers who can demonstrate their abilities in their teaching. A teacher's ability can be seen from his mastery of educational academic abilities and his field of study abilities that suit his scientific discipline.

Teachers play a key role in the educational process. They are responsible for imparting knowledge, skills, and values to students, as well as assisting them in developing their potential optimally. Highly qualified teachers are essential to improving the overall quality of education (Darling-Hamond, 2000). Professional teachers are required to be able to carry out all stages of activities in the learning process with good management so as to obtain maximum output in learning outcomes (Hamid, 2017). Therefore teachers must have various abilities and competencies. Furthermore, the constitution Number 14 of 2005 Article 9 outlines the competencies that teachers must have, including personal, social, and professional competencies. This competency can be obtained through professional education (The Constitution, 2005).

As a step toward professionalizing teachers, the government organizes continuous professional development activities to support teachers' self-development activities. This is a professional teacher education program. The existence of a professional teacher education program demonstrates the government's commitment to preparing professional teachers. The government aims to raise the professionalism of educators and competency levels through the teacher professional education program so they can give students high-quality teaching.

In Indonesia, there is an urgent need for qualified teachers to improve national education standards. The teacher professional education program is a key initiative to improve the pedagogical and professional competencies of teachers. Teachers are essential in achieving educational success, and the significance of their professionalism in the 21st-century education (2021).



The teacher professional education program in Indonesia is designed to improve the competencies of teachers. The main objective of the program is to prepare competent teacher candidates, who are able to meet the teacher competency

standards set by the government (Regulation of the Minister of National Education No. 16 of 2007). This is an urgent need in Indonesia, where the quality of education is still far from expectations. Many teachers in Indonesia do not meet the specified qualification and competency standards (Schleicher, 2015).

Indonesian government regulations and policies regarding teacher certification emphasize the importance of the teacher professional education program in meeting certification requirements. According to Government Regulation Number 74 of 2008, teachers must have an educator certificate to be professional teachers. The teacher professional education program is one of the main routes to obtaining an educator certificate (Kemendikbud, 2016).

The Indonesian government has introduced regulations and policies to ensure teacher certification and elevate the quality of education. Programs like teacher professional education focus on developing professional teachers through blended learning approaches to align with the country's educational objectives (Syah et al., 2020). By cultivating a cohort of professional teachers, Indonesia aims to enhance the quality of education, especially in the digital era (Purwantiningsih & Suharso, 2019). The government's emphasis on teacher certification and continuous professional development underscores the importance of pedagogical content knowledge in English learning and other subjects.

Pedagogical content knowledge is crucial for teachers, particularly in English learning contexts, as it enables effective content delivery to students. English teachers face challenges such as adapting to digital training methods, enhancing professionalism, and improving learning outcomes (Syafryadin et al., 2020). Proficiency in pedagogical content knowledge can assist teachers in overcoming these challenges and delivering high-quality education.

Pedagogical content knowledge is knowledge developed by teachers over time and through experience of how to teach certain content in a way specifically to improve understanding student. Pedagogical content knowledge from a teacher can be the same with other teachers, but it can also be different. This is influenced by the teaching context, mastery of content and teacher experience.

The teacher professional education program is expected to help teachers improve their professionalism in mastering teaching and learning activities starting from designing, implementing, and producing quality learning (Zulfitri, Putri, and Ismaini, 2019). The teacher professional education program is implemented by universities that have faculty of teacher training and education that meet the requirements set by the government (In Constitution, 2005).

Although the Teacher Professional Education Program is designed to improve teacher professionalism, significant gaps remain in the actual implementation of the program, particularly in the integration of pedagogical content knowledge. Studies indicate limited monitoring and evaluation mechanisms, and teachers still struggle to implement effective teaching strategies aligned with student needs. This issue highlights the importance of ensuring the Teacher Professional Education Program is implemented and evaluated to improve the pedagogical readiness of prospective teachers. Research is crucial not only for academic development by providing



insights into the program's effectiveness in shaping English students' pedagogical content knowledge, but also for program organizers and policymakers to evaluate and enhance the quality of teacher training in Indonesia.

Meanwhile, the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar is one of the universities that has been designated as the organizer of the teacher professional education program. The implementation of the teacher professional education program has been carried out in 2022 at the university. However, there are still several obstacles in its implementation. The results of the study showed that in the implementation of teacher professional education, there were participants who canceled their participation in the activities, program evaluations had not been carried out, and there was no university quality assurance (Fuadi, Sujanto and Kamaluddin, 2023). Universitas Muhammadiyah Makassar was chosen as the research location because it is a private university that actively organizes the Teacher Professional Education program with an English education major that continues to grow. Universitas Muhammadiyah Makassar has a learning environment that is more contextual to the current world of education, so it is more relevant to conduct research at the institution. This condition is the right opportunity to study how the program is implemented in a real educational environment, especially with early indications of gaps in students' Pedagogical Content Knowledge. In addition, this university has obtained permission from the government to organize the program and has sufficient participant representation to conduct meaningful analysis.

The teacher professional education program at Universitas Muhammadiyah Makassar is the focal point of this research. By assessing the program's impact on the pedagogical content knowledge of English students, valuable insights can be gained into the effectiveness of such initiatives. Understanding how the teacher professional education program affects Teaching Practicum, student engagement, and learning outcomes in English education is crucial for improving the quality of education in Indonesia. This research aimed to contribute to ongoing efforts to refine teacher education programs and enhance educational standards in the country.

By emphasizing pedagogical content knowledge, especially in English learning contexts, this research aimed to explore the impact of teacher professional education programs on student learning outcomes. Through a comprehensive analysis of the teacher professional education program implementation at Universitas Muhammadiyah Makassar, this research seeks to provide valuable insights for optimizing teacher education programs and meeting Indonesia's educational needs.

Based on the initial observations conducted by the researcher at the beginning of Teacher Professional Education Program for English students, it was found that there were still challenges in mastering Pedagogical Content Knowledge and its aspects. It demonstrated limited understanding of fundamental Pedagogical concepts, including content knowledge, curricular knowledge, students' knowledge, and assessment knowledge. This lack of understanding affected their readiness to design and implement effective teaching in the classroom. Therefore, this research focuses on how Teacher Professional Education program contributes to improving English students'



comprehension and application of Pedagogical Content Knowledge at Universitas Muhammadiyah Makassar.

1.2 Research Questions

The researcher developed the following research questions based on the background of the research:

- 1.2.1 How is the Teacher Professional Education Program on Pedagogical Content Knowledge implemented for English student at Universitas Muhammadiyah Makassar?
- 1.2.2 How does the Teacher Professional Education Program affect the development of Pedagogical Content Knowledge among English student at Universitas Muhammadiyah Makassar?

1.3 Research Objectives

- 1.3.1 To analyze how Teacher Professional Education Program on Pedagogical Content Knowledge is implemented for English student at Universitas Muhammadiyah Makassar.
- 1.3.2 To examine the effect of Teacher Professional Education Program on the development of Pedagogical Content Knowledge among English student at Universitas Muhammadiyah Makassar.

1.4 Research Significances

This research is expected to provide significant contributions, both theoretically and practically, to the development of knowledge and the improvement of educational practices, particularly in the context of teacher professional development and pedagogical content knowledge.

1.4.1 Theoretical Benefits

This research provides theoretical contributions to the field of English teaching and teacher preparation by highlighting the role of the Teacher Professional Education Program in developing Pedagogical Content Knowledge. It expands the understanding of how theoretical frameworks such as Pedagogical Content Knowledge are applied in real teaching contexts and offers insights into the integration of pedagogical and content knowledge among pre-service teachers in Indonesia. The findings are expected to enrich the literature on teacher professional development and serve as a reference for future academic studies in related areas.

1.4.2 Practical Benefits

1.4.2.1 For Teachers



offered insights into effective teaching practices and the Pedagogical Content Knowledge, especially in English education. on their teaching strategies and professional growth based on the Teacher Professional Education Program.

1.4.2.2 For Students

This research helped English students understand how participation in the Teacher Professional Education Program improves their teaching readiness, pedagogical abilities, and overall professionalism in the classroom.

1.4.2.3 For Other Researchers

This research can serve as a basis for further studies on the impact of teacher training programs on pedagogical competence, particularly in the Indonesian context. It serves as a foundation for comparative studies, allowing researchers to assess the efficacy of various programs both in Indonesia and elsewhere.

1.5 The Scope of the Research

To avoid the research from becoming too broad, the researcher set limitations on the scope of the research. This research examines the implementation and outcomes of the teacher professional education program at Universitas Muhammadiyah Makassar, focusing on the development of pedagogical content knowledge among English student. It analyzes the program's structure, curriculum, instructional methods, faculty qualifications, and available resources. This research gathers insights from participants regarding their experiences, challenges, and perceived benefits, assessing the program's impact on their Teaching Practicum. Finally, the research provides recommendations for enhancing the program and discusses policy implications for teacher professional development in Indonesia.



CHAPTER II

LITERATURE REVIEW

2.1 Previous Studies

Previous studies in this field have provided a broad understanding of the effect of implementing professional teacher education to improve teacher quality in terms of increasing performance, achievement, and welfare. Various studies have highlighted that professional teacher education aimed to form professional teachers in their field in order to realize national education outcomes.

The first relevant studies on teacher professionalism were conducted by Hanifa and Nadya (2019) entitled "*Pendidikan Profesi Guru (PPG) Sebagai Upaya Meningkatkan Profesionalisme Guru*". This study aimed to explore the role of the Teacher Professional Education Program (PPG) in enhancing teacher professionalism, particularly in the context of Education 4.0. Using a qualitative descriptive approach, the researchers examined how Teacher Professional Education program prepares teachers to master professional competencies through training aligned with national education standards. The findings reveal that participation in Teacher Professional Education Program significantly improves teachers' ability to select and master teaching materials, develop effective lesson plans, and implement meaningful and productive learning processes. The study concluded that Teacher Professional Education Program serves as a strategic effort to produce professional educators equipped with the competencies required in the digital era.

Another relevant study was carried out by Eka (2021) entitled "*Analisis Kebijakan Pendidikan Mengenai Pengembangan dan Peningkatan Profesi Guru*". This research aimed to analyze educational policies related to the development and improvement of the teaching profession. The research method used in this research is a qualitative method with a descriptive case study approach. The results of this research showed that with education policy regarding the development and improvement of the teaching profession, the position of teachers is increasingly shaded by legal sources and with the existence of teacher professional education, teachers become more knowledgeable and professionalism as a teacher.

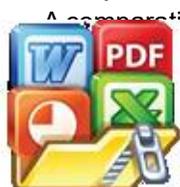
An important study was conducted by Shafa Ashifa (2022) entitled "*Perspektif Mahasiswa Tentang Profesi Guru dan Program Pendidikan Profesi Guru*". This research aimed to analyze the high and low levels of student perception, interest and motivation regarding the teaching profession, and the teacher professional education program. This research used a descriptive quantitative approach, with a survey design. The population TK UIN Syarif Hidayatullah Jakarta students class of 2018, with a tudents. The variables of this research are students' perspectives rofession, and the teacher professional education program. Data s; use online questionnaires and documentation. The analysis re statistics and degree of achievement. The results of this research evel of perception of students from the Faculty of Tarbiyah and N Syarif Hidayatullah Jakarta class of 2018 regarding the teaching



profession is high (85.42%), and regarding the teacher professional education program is sufficient (76.66%). (2) The level of interest of students from the Faculty of Tarbiyah and Teacher Training, UIN Syarif Hidayatullah Jakarta class of 2018 regarding the teaching profession is high (80.76%), and regarding the teacher professional education program is sufficient (76.91%). (3) The high level of motivation of students at the Faculty of Tarbiyah and Teacher Training, UIN Syarif Hidayatullah Jakarta class of 2018 regarding the teaching profession is sufficient (74.58%), and regarding the teacher professional education program is sufficient (77.36%).

A further investigation was conducted by Syah et al. (2020) in their research entitled *"Implementation of the Teacher Professional Education Program in Improving Teacher Quality in Indonesia"*. This study aimed to analyze how the implementation of the Teacher Professional Education Program contributes to improving teacher quality in Indonesia. Using a qualitative case study approach, researchers collected data through in-depth interviews, field observations, and document analysis in various regions. The focus of this study is on the evaluation of training materials, learning methods, and mentoring mechanisms implemented during the program, in order to understand the extent to which Teacher Professional Education Program is able to equip teachers with higher pedagogical and professional competencies. The results of the study indicate that Teacher Professional Education Program is effective in improving the quality of lesson planning and the implementation of innovative teaching strategies by teachers. However, this study also revealed significant obstacles, such as limited access to technology and variations in participant readiness that affect the effectiveness of program implementation. These findings provide important recommendations for policy makers to improve mentoring and provide adequate resources, so that the potential of Teacher Professional Education Program in optimizing the quality of education can be maximized.

A systematic review was presented by Ourania and Chris (2023) entitled *"Teachers' Professional Learning and Its Impact on Students' Learning Outcomes: Finding from A Systematic Review"*. This systematic research aimed to identify effective professional development for educators, namely those that positively impact student outcomes. The study assessed a total of 125 studies; however, only 11 studies with experimental or quasi-experimental designs investigated the impact on student learning. According to the findings of these research, training, continuous coaching, and collaborative Continuous Professional Development all increase student abilities and learning, with frequent CPD over a long period of time appearing to be the most helpful. None of the research looked solely at the effect of learning communities on student learning. We believe that future research should focus on determining the effectiveness of a broad range of CPD in terms of a variety of student outcomes.



A comparative study was carried out by Silfia and Waraporn (2022) entitled *"Teacher Development in Indonesia: A Comparative Study With Global Practices"*. The study compared professional development for Indonesian teachers to global practices and examined worldwide literature in the field of teacher education and professional development in relation to PD practices in Indonesia. It investigates the current state of teacher professional development in Indonesia and how it has evolved in the context of education today. The underlying problems concern professional

development practices in Indonesia and their impact on education quality. The report then conducts a comparative examination of global practices for teacher professional development activities. Furthermore, the study examines the lessons learnt from Singapore and the People's Republic of China in their efforts to increase teacher quality through professional development education reforms.

An insightful exploration was provided by Wardani (2024) entitled *“Learning Innovations Implemented by Teacher Professional Education Program Pre-Service Students Batch 2 2023 During PPL 1 to Improve Student Learning Outcomes in the Society 5.0 Era”*. This study was designed to explore learning innovations implemented by Teacher Professional Education Program Pre-Service students during Field Experience Practice (PPL) 1, with the main objective of improving student learning outcomes in the Society 5.0 era. Using the Classroom Action Research (CAR) method with a cycle design that includes planning, implementation, observation, and reflection, the researcher integrated data from classroom observations, field notes, and feedback from supervising teachers and students. This study provides an in-depth overview of how innovations in the use of digital technology and project-based learning approaches are applied in real-world settings. The results of the study indicate that the implementation of these innovations significantly increased student participation and improved learning outcomes, especially through the use of interactive media and adaptive learning strategies. Teacher Professional Education Program students succeeded in creating a dynamic learning atmosphere, where students were more active in collaborating and absorbing learning materials. This study also highlights the importance of improving digital competence and creativity in the learning process, and provides recommendations so that similar innovations can be developed more widely in various educational institutions to face the challenges of the digital era.

Another notable contribution was made by Salsabila and Wahyudin (2024) through their study entitled *“The Role of the Pre-Service Teacher Professional Education Program on the Ability to Determine Competency Achievement Indicators in the Preparation of Independent Curriculum Teaching Modules”*. This study aimed to analyze the influence of the Pre-Service Teacher Professional Education Program on improving students' ability to determine Competency Achievement Indicators when preparing teaching modules based on the Independent Curriculum. Using a quantitative survey method involving 120 Teacher Professional Education Program students from various universities, data was collected through a questionnaire designed to measure changes in students' abilities in preparing teaching modules that meet national education competency standards. This study focuses on the aspect of adjusting teaching materials to student needs and the effectiveness of formative assessments applied in the learning process. The results of the study showed that participation in PPG Prajab significantly improved the ability to determine GPA and design innovative teaching modules. The quality of teaching modules can be seen from students' ability to adjust to the characteristics and learning needs of students, as well as the use of more effective assessments to measure learning outcomes. These findings highlight the strategic role of Teacher Professional Education in preparing students who are not only able to design learning creatively but also



responsive to the dynamics of the modern curriculum, while providing valuable input for improving future teacher training programs.

The following study was carried out by Rahman et al. (2023) entitled “*Impact of the Teacher Professional Education Program on the Pedagogical and Professional Competence of Elementary School Teachers in Indonesia*”. This study was designed to identify the impact of the Teacher Professional Education Program on improving the pedagogical competence and professionalism of teachers in elementary schools in Indonesia. Using a mixed-method, this study combined a quantitative survey involving 200 Teacher Professional Education Program graduate teachers with in-depth interviews as a qualitative approach. The focus of the study included evaluating changes in lesson planning, implementation of teaching strategies, and the use of innovative assessment methods applied by teachers after participating in the program. This method allowed researcher to obtain a comprehensive picture of the improvement in the quality of teaching in elementary schools. The results of the study revealed that teachers who had participated in Teacher Professional Education Program showed significant improvements in their ability to design and implement effective learning, as well as in implementing assessments that were appropriate to student characteristics. However, this study also noted challenges in adapting the theory obtained from Teacher Professional Education Program into real practice in the classroom, especially due to the diverse characteristics of students.

The final significant study was presented by Kanako (2022) entitled “*Teacher Profesional Development in Indonesia: Issues and Challenges*”. This research examined the concerns and challenges surrounding teacher professional development and education quality improvement programs in Indonesia. Indonesian education reform is an outstanding case of global education reform and education transfer, with reform attempts affected by international educational theory, policy, and pedagogy. With the support of international donor agencies, the “best practices” of Western nations were transferred to improve the quality of education. However, research indicated that these efforts did not result in an improvement in teaching or student performance. Previous research on teacher development found a gap between policy and practice; nonetheless, the process of pedagogic transformation—what actually happened at the school level remains a mystery. This research takes a sociological approach and examines teachers' practice in the context of social connections. The benefits of such sociological analysis are presented, along with an outline of the history of lesson study in Indonesia, a description of the research context, and research methods.

Several based on previous studies, most research on the Teacher Professional Education Program in Indonesia has focused on the program's effectiveness in improving ies in general, educational policies, and challenges in program s various regions. Some studies also discuss the impact of this gogical competence of in-service teachers. However, this research g how the implementation of theTeacher Professional Education to to Pedagogical Content Knowledge for students as prospective ill limited.



Additionally, previous studies tend to analyze Teacher Professional Education Program in general without specifically investigating how the curriculum, teaching strategies, and teaching practicum experiences within the program influence the understanding and application of Pedagogical Content Knowledge among English teachers. Therefore, this study aimed to fill this gap by analyzing the implementation of Teacher Professional Education Program at Universitas Muhammadiyah Makassar and its impact on the development of Pedagogical Content Knowledge among students as prospective English teachers.

2.2 Theoretical Background

2.2.1 The Teaching Profession

Teacher is a professional educator whose primary responsibilities include educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, primary education, and secondary education (In Constitution Article 1 of the 2005). Teacher is a profession that is considered necessary special expertise as a teacher in educating students provide direction so that students understand the meaning ongoing learning process.

Teacher is a profession that refers to a job or position expertise, responsibility, and loyalty to a job. A profession cannot be done by just anyone trained or prepared for it, as is the teaching profession. In the second edition of the Indonesian dictionary 1991, a teacher is defined as a person whose job is teaching. In constitution Teacher and Lecturer number 14 of 2005 Article 2, teacher is said to be professionals, which means that teacher work can only be carried out by someone who has academic qualifications, competence and educational certification in accordance with the requirements for each type and specific level of education.

Based on the explanation above, it can be concluded that, the teaching profession requires individuals with a background in teacher education to carry out their obligations. This expertise is acquired through specific education. As a result, individuals of society who have never attended teacher education lack abilities that the teaching profession possesses.

2.2.2 Principles of the Teaching Profession

Based on Article 7 of the Constitution Number 14 of 2005, concerning teachers and lecturers. Teaching profession and the lecturer profession is a special field of work carried out based on the following principles:

- 2.2.2.1 Have talents, interests, calling, and idealism.
- 2.2.2.2 Have a commitment to improving the quality of education, faith, piety and noble morals.



academic qualifications and educational background according to the assignment.

required competencies according to the field of assignment.

responsibility for carrying out professional duties.

time determined according to work performance

opportunity to develop professionalism continuously through lifelong

2.2.3 The Role of Professional Teachers in the Learning Process

Professional teachers are required to be able to act as good managers in which they must be able to carry out all stages of activities and learning processes with good management so that the expected learning objectives can be achieved with satisfactory results.

The role of professional teachers or education personnel is as follows:

- 2.2.3.1 Professional teachers must have emotional stability, want to advance students, be realistic, be honest and open, be sensitive to developments, especially educational innovation.
- 2.2.3.2 Professional teachers as members of society must master social psychology, have knowledge of relationships between humans and as members of society must have group building skills and collaboration skills.
- 2.2.3.3 Professional teachers need to have a personality that has mastered leadership skills, mastered the principles of human relations, communication techniques and mastered various aspects of organizational activities at school.
- 2.2.3.4 Professional teachers as managers of the teaching and learning process, namely education staff who must be able and master various teaching methods and must be able to master teaching and learning situations in the classroom and outside the classroom.

2.2.4 Teacher Professional Competency

The Teacher competency is knowledge, skills, attitudes and values that are manifested in habits of thinking and acting, which are basic abilities that a teacher must have (Shilphy, 2019). Teacher competency includes four competencies, namely:

2.2.4.1 Pedagogical Competence

Pedagogical competence is the teacher's ability to manage student learning. This includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize the various potentials they have (Zuli Nuraeni, 2019). Based on the attachment to the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007, pedagogical competencies include:

- 2.2.4.1.1 Understanding of learning theories and learning principles.
- 2.2.4.1.2 Ability to prepare effective learning plans.
- 2.2.4.1.3 Mastery of learning methods and strategies.
- 2.2.4.1.4 Ability to carry out learning evaluations and assessments.
- 2.2.4.1.5 Developing a curriculum that suits the needs of students.



Competencies

Competency is related to the teacher's character, which must be a role model for students. Apart from that, teachers must also help their students to help them have good personalities. A teacher with competence will be a good role model for his students (Zuli Nuraeni,

2019). In National Education Minister Regulation Number 16 of 2007 states that personality competencies include:

- 2.2.4.2.1 Act in accordance with Indonesian religious, legal, social and national cultural norms.
- 2.2.4.2.2 Present oneself as a person who is honest, has noble character, and is an example for students and society.
- 2.2.4.2.3 Present yourself as a steady, stable, mature, wise and authoritative person.
- 2.2.4.2.4 Demonstrates work ethic, high responsibility, pride in being a teacher, and self-confidence.
- 2.2.4.2.5 Uphold the code of ethics of the teaching profession.

2.2.4.3 Professional Competency

Professional competence is the teacher's ability to master the subject matter taught by the teacher and how to teach it in depth. This includes mastery of scientific substance, research methodology, and the latest developments in their field of science. In other words, professional competency is the ability or skill that teachers must have so that teaching tasks can be completed properly and correctly. These skills relate to technical matters and are directly related to teacher performance (Zuli Nuraeni, 2019).

In National Education Minister Regulation Number 16 of 2007 states that professional competencies include:

- 2.2.4.3.1 Mastering the material, structure, concepts and scientific mindset that supports the subjects being taught.
- 2.2.4.3.2 Mastering competency standards and basic competencies in the subject/development area being taught.
- 2.2.4.3.3 Develop learning materials that are taught creatively.
- 2.2.4.3.4 Develop professionalism continuously by carrying out reflective actions.

2.2.4.4 Social Competence

Social competence is the teacher's ability to interact and communicate with students, fellow educators, parents of students, and the community at large. It also includes the ability to collaborate and contribute in social and professional settings (Zuli Nuraeni, 2019). In National Education Minister Regulation Number 16 of 2007 states that social competencies include:

- 2.2.4.4.1 Ability to communicate effectively and politely.
- 2.2.4.4.2 Ability to interact with students positively.
- 2.2.4.4.3 Ability to work collaboratively with fellow teachers and school staff.



collaborate with parents and the community.
participation in social and community activities.

and Obligations of Teachers.

their duties, teachers are bound by rights and obligations regulated
is the rights of teachers:

2.2.5.1 The Rights of Teachers

In Constitution Number 14 of 2005 concerning Teachers and Lecturers are stated about the rights of teachers, as follows:

- 2.2.5.1.1 Earn income above minimum living requirements and social welfare guarantees.
- 2.2.5.1.2 Get promotions and awards in accordance with duties and work performance.
- 2.2.5.1.3 Obtain protection in carrying out duties and rights on intellectual property.
- 2.2.5.1.4 Obtaining opportunities to improve competence.
- 2.2.5.1.5 Obtain and utilize facilities and infrastructure learning to support the smooth running of professional tasks.
- 2.2.5.1.6 Have freedom to provide assessments and participate determine graduation, awards, and/or sanctions for students in accordance with educational rules, teachers' code of ethics, and statutory regulations.
- 2.2.5.1.7 Gain a sense of security and guarantee of internal safety carry out tasks.
- 2.2.5.1.8 Have the freedom to associate in professional organizations.
- 2.2.5.1.9 Have the opportunity to play a role in determining policy education.
- 2.2.5.1.10 Obtain opportunities to develop and improve academic qualifications and competencies.
- 2.2.5.1.11 Obtain training and professional development in the field have an impact on the overall meaning and clarity of their speech. It takes a lot of exposure and effort to develop an instinctive sense of stress and intonation.

2.2.5.2 The Obligation of Teachers

In article 20 of Constitution Number 14 of 2005 it is stated that in carrying out professional duties, teachers obliged:

- 2.2.5.2.1 Planning learning, implementing the learning process quality, as well as assessing and evaluating learning outcomes.
- 2.2.5.2.2 Improve and develop academic qualifications and competency continuously in line with development science, technology and art.
- 2.2.5.2.3 Act objectively and not discriminate on grounds consideration of gender, religion, ethnicity, race and physical condition particular, or family background, and socio-economic status students in learning.
- 2.2.5.2.4 Uphold statutory regulations, laws and regulations teachers' code of ethics, as well as religious and ethical values.
- 2.2.5.2.5 Maintaining and fostering national unity and unity.

2.2.6 Teacher Duties

According to Constitution number 20 of 2003 and Constitution 14 of 2005, the main duties of teachers are:



- ; educators
- ; teachers
- ; guide
- ; director
- ; trainer
- ; assessors and evaluators of students

2.2.7 Teacher Professional Education Program

In Constitution Number 20 of 2003 concerning Systems National Education and Number 14 of 2005 concerning Teachers and Lecturers states that Teachers as professionals have academic qualifications, competencies and educational certificates obtained through professional education. In implementing the Constitution of the teacher and lecturer, the government organizes teacher certification, through a number of mechanisms with various strategies such as: portfolio, Teacher Professional Education and Training, and Teacher Professional Education program.

Teacher professional education is a form of further education that can be carried out after a bachelor's program and prepares students to have jobs with special skill requirements. The teacher professional education program itself is an educational program organized to prepare Bachelor of Education/DIV non-education graduates who have the talent and interest to become teachers in order to master teacher competency completely in accordance with national education standards so that they can obtain a professional educator certificate (Ristekdikti, 2018).

The general objective of the teacher professional education program is to produce prospective teachers who have the ability to realize the goals of national education in accordance with Constitution number 20 of 2003 article 3, namely developing the potential of students to become human beings who believe in and are devoted to God, with noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The specific aim of the teacher professional education program as stated in the Indonesian Minister of Education and Culture Regulation number 87 of 2013 is to produce prospective teachers who have competence in planning, implementing and assessing learning; follow up on assessment results by mentoring and training students and being able to carry out research and develop professionalism on an ongoing basis. The teacher professional education program is organized by universities that have educational staff that meet the requirements and are determined by the Minister of Education (Latifah, 2017).

Teacher Professional Education is a professional education program to produce a new generation of Indonesian teachers who have a calling to be teachers, professionals, a commitment to being role models, a love for the profession, and lifelong learners. Teacher Professional Education is held for undergraduate or applied graduates as well as Diploma IV majors from both education and non-education majors for prospective teachers to obtain an educator certificate (Falk, 2023). The journey to becoming a professional teacher begins with the selection stage and following a series of Teacher Professional Education Programs for two semesters consisting of lectures, field work practices, leadership projects, and mentoring.



of the Teacher Professional Education Program

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Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The specific objective of the Teacher Professional Education program as stated in the Indonesian Minister of Education and Culture Regulation number 87 of 2013 is to produce teacher candidates who have competence in planning, implementing and assessing learning; following up on assessment results by providing guidance and training for students; and able to carry out research and develop professionalism on an ongoing basis (Hanifa Zulfitri, 2019).

2.2.7.2 Categories of Teacher Professional Education Programs

2.2.7.2.1 Pre-Service Teacher Professional Education Program

Pre-service teacher professional education program is attended by non-education undergraduate graduates who are not yet teachers, with the aim of preparing them to become professional educators before starting teaching assignments. This program generally lasts for 1 year and focuses on mastering pedagogical, professional, social and personality competencies. Teaching Practicum is carried out in partner schools.

2.2.7.2.2 In Service Teacher Professional Education Program

On the other hand, In-Service teacher professional education program is attended by teachers who are already teaching but do not yet have an educator certificate. The main aim is to improve the competence and qualifications of teachers who are already serving. The program duration is generally 6 months, with a curriculum that focuses on strengthening competencies that still need to be improved. Teaching Practicum is carried out at the school where the teacher works (Ditjen GTK, 2022).

These differences indicate that the Pre-Service teacher professional education program is aimed at prospective teachers, while the In-Service teacher professional education program is aimed at teachers who are already teaching but do not yet meet the qualifications as professional educators.

2.2.7.3 Criteria for Registration of Teacher Professional Education Program

2.2.7.3.1 Criteria of Pre-Service Teacher Professional Education Program

- a) Indonesian Citizen (WNI)
- b) Not or have never been registered as a teacher/principal on Basic Education Data (Dapodik)
- c) The maximum age is 32 years on December 31 of the year registration
- d) Have a diploma with a bachelor's academic qualification (S-1) or fourth diploma (D-IV) registered in the Database Higher Education (PD-Dikti)
- e) Have a cumulative achievement index (GPA) of at least 3.00



cal and mental health certificate (submitted when reporting)
 cate of good behavior (submitted to when reporting)
 icate of being free from narcotics, psychotropic substances and
 ther addictive drugs (drugs) (submitted at the time of self-report)
 rity pact
 selection stages, namely administrative selection, tests substantive
 test (Ditjen GTK, 2022).

2.2.7.3.2 Criteria of In Service Teacher Professional Education Program

- a) Teachers within the Ministry of Education, Culture and Research and Technology who have not participated in the teacher certification program.
- b) Registered in the main education data of the Ministry of Education, Culture, Research and Technology.
- c) Have NUPTK.
- d) Have a linear S-1/D-4 academic qualification with choice of the teacher professional education program field of study to be followed.
- e) Actively teaching for the last two years.
- f) Maximum age 58 years calculated up to December 31st.
- g) Physically and spiritually healthy.
- h) Not consume narcotics, psychotropics and other addictive substances.
- i) Be well behaved (Ditjen GTK, 2022).

2.2.7.4 Teacher Professional Education Learning Process

The learning process for the Pre-Service Teacher Professional Education Program includes several stages held in two semesters, as follows (Ditjen GTK, 2022):

Semester 1:

2.2.7.4.1 Practical Oriented Subject

Students take lectures that focus on applying theory into practice. It involves activities designed to help students understand how educational and teaching theories can be applied in real classroom situations.

2.2.7.4.2 Practical Field Experience at School

- a) Student Observations (Observing Teaching): Students observe the teaching and learning process at school to understand classroom dynamics, teacher teaching techniques, and student interactions.
- b) Learning to teach subjects (Assisting Teaching): Students begin to participate actively by helping teach certain subjects under the guidance of the teacher.

Semester 2:

2.2.7.4.3 Practical Oriented Subject

Continue lectures with a deeper focus on Teaching Practicum. Students develop their teaching skills through more complex and challenging activities.



ship Project in Community Environment

; carry out leadership projects that focus on community ment. This project is designed to build leadership and management an educational and social context.

2.2.7.4.5 Practical Field Experience at School

- a) Teaching Innovation Projects (Collaboration Teaching): Students collaborate with teachers and peers to develop and implement innovations that enhance learning.
- b) Problematic Student Case Study Projects (Leading Teaching): Students lead case studies of student learning or behavioral issues to find effective solutions.

2.2.8 Pedagogical Content Knowledge

According to Loughran, et al. (2006) Pedagogical Content Knowledge is an academic construct that describes an idea that can arouse interest in learning something. Pedagogical Content Knowledge is the knowledge developed by teachers over time and through experience about how to teach certain content in certain ways to increase student understanding. One teacher's Pedagogical Content Knowledge can be the same as another teacher, but it can also be different. This is influenced by the teaching context, content mastery and teacher experience. To recognize and assess the development of Pedagogical Content Knowledge, a teacher needs a rich conceptual understanding of the specific subject content they teach. Rich conceptual understanding combined with expertise in using teaching procedures, strategies and approaches, for use in a classroom, creates a blend of content knowledge and pedagogical knowledge that Shulman (1986 & 1987; Loughran, et al., 2006) states as Pedagogical Content Knowledge.

A good teacher must be able to master the content (lesson material/subject material) and master the science of teaching (pedagogy). Content is scientific knowledge that teachers should master, including facts, concepts, principles, laws and theories (Dahar & Siregar, 1998). Pedagogy means ways that can be done to help students learn and solve problems in science (Enfield, 2007).

The relationship between content and pedagogy can be explained as follows. Content knowledge expects teachers to be able to connect and see relationships between concepts, while pedagogical knowledge expects teachers to master ways that can help students learn about scientific problems. In the content knowledge aspect, teachers are expected to be able to learn and teach using an inquiry process, while in pedagogy, teachers are expected to be able to provide students with experience in creating or carrying out an inquiry process. The statement above shows that there is an intersection between content and pedagogy. This slice is what we then know as pedagogical content knowledge for short (Enfield, 2007).

Pedagogical Content Knowledge proposed by Shulman, is considered by many researchers to be a satisfactory answer to the transformation of content/subject material in the classroom (Dahar & Siregar, 2000). Cochran, et al. Pedagogical content Knowledge as concerned with the manner in which they use their subject matter knowledge (what they know about what they teach) and pedagogical knowledge (what they know about teaching) and how subject matter is used as part of the process of pedagogical reasoning. Pedagogical Content Knowledge also emphasizes content aspects that are closely related to how to



Pedagogical Content Knowledge also includes the best forms used to represent an idea, the best efforts to make analogies, illustrate, explain and demonstrate or in other words create the best way to represent and formulate a subject so as to make it a something that can be understood as a whole (comprehensive). Pedagogical Content Knowledge also includes an understanding of what can be done in learning a specific concept that is easy or difficult for students (of various ages and backgrounds) who have conceptions and misconceptions so that they learn (Shulman; Cochran, et al., 1993).

Pedagogical Content Knowledge is based on knowledge and reflection about learning on a particular topic. This is a characteristic of the teacher and his specific knowledge. Pedagogical Content Knowledge includes several aspects, (1) knowledge about misconceptions (2) knowledge about curriculum and (3) knowledge about difficulties of tasks and contents (Olszewski, 2010 in Kirschner, et al., 2016). Pedagogical Content Knowledge can also include used 1) knowledge about general aspects of physical learning processes, which includes their organization, planning, evaluation, analysis and reflection, and (2) knowledge about the use of experiments, and (3) the appropriate reaction to critical situations in lessons (Rohaana, et al, 2009). The scope of Pedagogical Content Knowledge shows the same measurement aspects of teacher competency that must be developed after the person concerned works as a teacher (Fraser, 2016). Teachers must understand and be able to integrate content knowledge into knowledge about curriculum, learning, and student characteristics. This knowledge can ultimately guide teachers to tailor learning situations to the needs of individual and groups of students (Erwin, 2019).

2.2.8.1 Aspects of Pedagogical Content Knowledge

Pedagogical Content Knowledge is a concept introduced by Shulman in 1986. It encompasses a teacher's understanding of how best to teach specific content to students, taking into account various aspects of pedagogy and student characteristics. Here some important aspects of pedagogical content knowledge that can be used as a reference to evaluate whether a teacher has good Pedagogical Content Knowledge.

2.2.8.1.1 Knowledge of Content

- a) A thorough understanding of subject matter concepts and theories.
- b) Ability to adapt content to different learning levels and student needs.

2.2.8.1.2 Knowledge of Curriculum

- a) A deep understanding of the material being taught and how it is organized in the curriculum.
- b) Ability to relate the material taught to students' prior knowledge and to everyday life.

2.2.8.1.3 Knowledge of Instructional Strategies



use a variety of effective instructional methods and strategies to
 ; concepts.
 iding of certain techniques that can be used to explain difficult or
 epts.

2.2.8.1.4 Knowledge of Students

- a) An understanding of the characteristics of students' cognitive and emotional development.
- b) Awareness of students' social, cultural, and economic backgrounds that may influence learning.

2.2.8.1.5 Knowledge of Assessment

- a) Understanding of various assessment and evaluation methods to measure student understanding.
- b) Ability to provide constructive feedback to students based on assessment results.

2.2.8.1.6 Knowledge of Technological

- a) Ability to use technology in teaching to enhance student understanding and engagement.
- b) Understanding of relevant technology tools and how to integrate them into learning.

2.3 Conceptual Framework

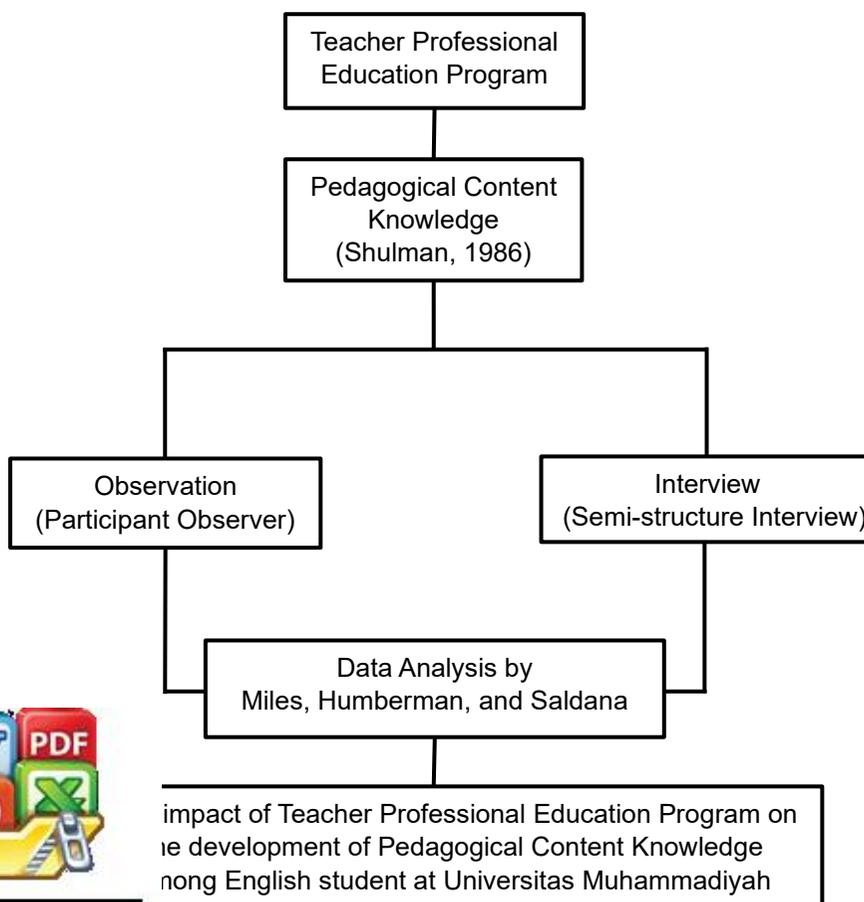


Figure 2.1 Conceptual Framework



Based on the conceptual framework above, this research focused on the analysis of the implementation teacher professional education program on the level of Pedagogical Content Knowledge of English language students at Universitas Muhammadiyah Makassar. This program included lecture activities on campus and Teaching Practicum at school. The researcher analyzed the effect of this program on the Pedagogical Content Knowledge abilities of English language students after participating in the program for 1 year (2 semesters) at Universitas Muhammadiyah Makassar.

