

## Fostering Effective Teaching Practices: An Analysis of Classroom Implementation Among Pre-Service Indonesian Language Teachers

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### ABSTRACT

Teacher competency plays a crucial role in enhancing educational quality, yet many Indonesian pre-service teachers struggle to translate pedagogical theory into effective classroom practice. This study analyzed classroom implementation among pre-service Indonesian language teachers participating in the Teacher Professional Education Program (PPG). Using a descriptive-qualitative design during the 2024 PPG performance test (UKIN) in Central Java, data were collected from lesson plans and classroom observations of 18 participants aged 21–25. Teaching performance was evaluated using a validated rubric covering seven competencies: greeting and rapport, lesson setting, activating prior knowledge, engagement and motivation, creating a positive environment, introducing new concepts, and managing time and pacing. Results indicate strong performance in creating positive learning environments (77.8%) and setting lessons (72.2%), while activating prior knowledge (44.4%) and time management were the weakest. The findings reveal a persistent gap between theoretical knowledge and practice. Theoretically, the study reinforces microteaching and classroom management frameworks by illustrating how pre-service teachers operationalize basic teaching competencies. Practically, it provides evidence-based implications for improving PPG training through targeted exercises in knowledge activation, pacing, and student-centered pedagogy, helping teacher educators design more responsive and practice-oriented preparation models.

**Kata kunci:** classroom implementation; Indonesian language education; pre-service teachers; teacher professional education program (PPG); teaching competence

### *Menciptakan Praktik Pengajaran yang Efektif: Analisis Implementasi di Kelas pada Guru Prajabatan Bahasa Indonesia*

Kompetensi guru memainkan peran penting dalam meningkatkan kualitas pendidikan, namun banyak guru prajabatan di Indonesia kesulitan menerjemahkan teori pedagogis ke dalam praktik kelas yang efektif. Studi ini menganalisis implementasi di kelas di antara guru bahasa Indonesia prasekolah yang berpartisipasi dalam Program Pendidikan Profesi Guru (PPG). Menggunakan desain deskriptif-kualitatif selama uji kinerja PPG (UKIN) tahun 2024 di Jawa Tengah, data dikumpulkan dari rencana pembelajaran dan observasi kelas 18 peserta berusia 21–25 tahun. Kinerja mengajar dievaluasi menggunakan rubrik yang divalidasi yang mencakup tujuh kompetensi: sapaan dan hubungan, pengaturan pelajaran, mengaktifkan pengetahuan sebelumnya, keterlibatan dan motivasi, menciptakan lingkungan positif, memperkenalkan konsep baru, serta manajemen waktu dan kecepatan. Hasil menunjukkan kinerja yang kuat dalam menciptakan lingkungan belajar positif (77,8%) dan mengatur pelajaran (72,2%), sementara mengaktifkan pengetahuan sebelumnya (44,4%) dan manajemen waktu adalah yang terlemah. Temuan ini mengungkapkan kesenjangan yang persisten antara pengetahuan teoretis dan praktik. Secara teoretis, penelitian ini memperkuat kerangka kerja mikro-pengajaran dan manajemen kelas dengan mengilustrasikan bagaimana guru pra-jabatan mengoperasionalkan kompetensi dasar mengajar. Secara praktis, ini memberikan implikasi berbasis bukti untuk meningkatkan pelatihan PPG melalui latihan yang ditargetkan dalam aktivasi pengetahuan, pengaturan kecepatan, dan pedagogi berpusat pada siswa, membantu pendidik guru merancang model persiapan yang lebih responsif dan berorientasi pada praktik.

**Keywords:** guru prajabatan; implementasi di kelas; pendidikan bahasa Indonesia; program pendidikan profesi guru (PPG); kompetensi mengajar

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## INTRODUCTION

Improving educational quality in Indonesia relies heavily on teachers' ability, particularly those still in training. Although pre-service teachers frequently demonstrate strong theoretical comprehension, many struggle to translate this knowledge into effective classroom practice (Çimen & Daloğlu, 2019; Dube, 2020). Common challenges include limited classroom management, inadequate activation of prior knowledge, and difficulties engaging students (Fahrurrozi, Edwita, & Bintoro, 2022; Nurlaelawati & Novianti, 2017). If these concerns are not addressed, teachers may be technically knowledgeable but pedagogically unsuccessful. Thus, the Teacher Professional Education Program (PPG) plays a vital role in bridging the theory-practice divide. This study is based on microteaching theory, which offers systematic practice for building teaching skills in virtual contexts (Iliasova et al., 2025). Classroom management theory emphasizes the creation of organized, safe, and participatory learning spaces (Burden, 2025; Wong & Wong, 2003). These frameworks show that while novice educators frequently succeed in creating rapport. They tend to struggle with advanced abilities, such as activating preexisting knowledge and controlling instructional flow, which are necessary for student-centered learning (Tang, 2023).

Despite the vast literature on pre-service teacher training, few studies have examined how Indonesian pre-service teachers demonstrate classroom competence, particularly in language education contexts. Prior studies Iliasova et al. (2025), Nurlaelawati & Novianti (2017), Santoso & Mangkuluhur (2024), and Zein, (2019) suggest that Indonesian language pre-service teachers frequently overlook activities that connect new material to students' prior experiences. Furthermore, inconsistencies in lesson pacing and feedback strategies continue to affect student engagement and learning outcomes. To address this gap, the present study examines classroom teaching performance among pre-service Indonesian language teachers in the PPG program. The official PPG performance test (UKIN) is used as an authentic framework for examining seven essential teaching competencies (Achmad & Utami, 2025; Nurwataniah, Hasan, & Susilana, 2022). The study uses a validated rubric and qualitative observation to assess which skills are well-mastered and which require more intervention in teacher training.

The study's novelty stems from its subject-specific focus and empirical observation of teaching competencies inside real classroom assessments—an area rarely examined in Indonesian PPG research. Unlike prior studies, Achmad & Utami (2025), Sabilah, Andini, & Wicaksono (2025), and Zein (2019) were mainly theoretical or survey-based. This study provides data-driven insights into how pre-service teachers accomplish fundamental teaching acts such as lesson organization, prior knowledge activation, and pacing in language instruction. The objective of this study is to examine the classroom competencies of pre-service Indonesian language teachers and determine their strengths and weaknesses during the PPG program. The findings are expected to guide PPG curriculum enhancements, particularly in the design and development of training modules to enhance practical teaching skills. It also adds to educational theory by connecting microteaching and classroom management frameworks to observable teaching practices.

The implications of this study are twofold. It promotes the combination of microteaching and classroom management as complementary frameworks for understanding how pedagogical competence develops. It offers practical ideas for teacher education policies, such as explicit instruction in activating prior knowledge, time-management simulations, and mentorship in student-centered learning. These findings can help inform the ongoing improvement of Indonesia's PPG curriculum to better link teacher training to classroom realities. Basic teaching skills are the teacher's ability to convey concepts related to learning materials. These basic teaching skills are a micro-teaching guide using the Sydney Micro Skills device (1974), which emphasizes fundamental teaching

skills such as questioning, reinforcement, and variation. It emphasizes the importance of asking well-formed questions. Modifying student behavior to increase attention and productivity. Using explaining, opening, and closing skills to facilitate understanding and problem-solving (Annansingh, 2019).

Learning involves a process of activity and teaching, where teachers organize and manage the learning environment to encourage student engagement (Doyle, 2023). Teaching is the process of conveying or transferring knowledge from teachers to students, aiming to enrich their learning experience and develop their potential (Munna & Kalam, 2021). This transfer is not like transferring water from one cup to another, as it remains the same volume even during evaporation. Teaching is a transfer process that involves instilling knowledge, attitudes, and skills in students. Teaching aims to enhance their learning experiences and potential for optimal thinking, habits, and abilities (Altan, Lane, & Dottin, 2019). Allen, Splittgerber, & Ryan (1977) identified two types of basic teaching skills: opening and closing, which differ in understanding, function, and application. The opening learning activity, also known as set induction, is a crucial step in teaching. Aiming to create a conducive learning environment for students, attract their attention, foster their motivation, and provide necessary guidance. Closing learning involves activities by teachers, lecturers, or instructors to provide a comprehensive picture of the mastered learning experience. These activities include summarizing problems, consolidating students' understanding, organizing activities, and providing follow-up (Fisher & Frey, 2021).

Stimulus variation involves providing varied responses to keep the learning atmosphere interesting and engaging. Teachers can use three types: variation in learning interaction patterns, media or learning aids, and methods and teaching styles to maintain an enthusiastic and attentive student attitude. Questioning skills are essential in communication, particularly in learning (Nappi, 2017). They stimulate student responses, increase participation, and stimulate thinking (Fitriati, Isfara, & Trisanti, 2017). Effective questioning involves enthusiasm, time, questioning traffic patterns, avoiding duplicates, hierarchical questions, and tracking questions. Sign language skills focus on using non-oral and written communication forms to focus students' attention and motivation to learn. They are essential when oral or written methods are unavailable, ensuring effective learning in certain situations (Andawiyah et al., 2025)

## METHOD

This study used a descriptive-qualitative research approach, which provides for a detailed description of observable teaching practices and competencies without influencing variables. According to Adiningrat et al. (2025), descriptive-qualitative research is appropriate for examining educational processes as they occur naturally. Making it excellent for assessing how pre-service teachers demonstrate classroom competence during training. The study was conducted in 2024 (July-September) during the implementation of the PPG performance test (UKIN) at a teacher training institution in Central Java, Indonesia. The setting was chosen because the PPG program is Indonesia's official teacher certification process, and the UKIN test provides an authentic opportunity to examine prospective teachers' classroom competence. The study focused on the Indonesian language subject since mastery of teaching abilities in language instruction has been identified as a frequent challenge for pre-service teachers (Nurlaelawati & Novianti, 2017).

The participants included 18 PPG students enrolled in the pre-service track. They were tasked with teaching genre-based books in Grade 10 senior high school classrooms. Participants had a variety of educational backgrounds: some had recently finished with a bachelor's degree, while others had graduated two to three years earlier and had little teaching experience. They were 21 to 25 years old and originated from different regions of Central Java. This diversity represents the typical profile of

PPG students, providing an accurate assessment of Indonesian pre-service teachers' competence levels. The data sources were these 18 individuals' classroom teaching techniques as documented during their UKIN performance tests. According to Miles & Huberman (2014), seeing actual teaching episodes is an excellent data source for measuring teacher competence because it captures actual instructional behaviors rather than self-reported perceptions. This study's data comprised participants' observed teaching performance across a variety of teaching skills, as evaluated by rubric-based observation and documentation.

Data were collected in two stages. First, documentation was taken in the form of lesson plans and teaching resources provided by participants. Second, direct classroom observations were conducted while participants taught. Observations focused on how they greeted and developed rapport (G&BR), set the learning (SL), activated prior knowledge (APK), motivated students (E&M), created a positive learning environment (CPLE), introduced new concepts (INC), and managed time and pacing (TM&P). The instrument used was a teaching skills assessment rubric based on official PPG competency standards. The rubric was based on a five-point Likert scale (1 = very poor, 5 = excellent) and addressed the key features indicated above. The rubric categories were created by adapting national teacher competency frameworks (Permendiknas No. 16 of 2007) and validated by two renowned lecturers in teacher education. Content validity was established by aligning rubric indicators with acknowledged standards and expert judgment.

To ensure reliability and accuracy, each performance was observed and evaluated by two independent raters using the rubric. Inter-rater reliability was assessed by comparing scores; discrepancies were discussed until consensus was reached. Creswell (Creswell, 2017) suggests this approach for improving the reliability of qualitative classroom observation data. The analysis used a descriptive-qualitative approach, using Miles & Huberman's (2014) framework for data reduction, data display, and conclusion formulation. The rubric scores were initially divided into five distinct categories (excellent, good, enough, less, and least) using percentage intervals. Next, trends were identified across participants, indicating which skills were consistently strong and which were weak. Finally, the findings were evaluated through the theoretical frames of microteaching by Allen, Splittgerber, & Ryan. (1977) and classroom management theory from Burden & Byrd (2010) and Wong & Wong (2003). This theoretical framework provided a framework for understanding why certain competencies, such as activating prior knowledge, were more challenging for pre-service teachers.

The seven competencies assessed in this study include: Greeting and Building Rapport (G&BR), which refers to how teachers initiate interaction and establish a positive connection with students; Setting the Learning (SL), which involves clarifying lesson objectives and organizing the learning process; Activating Prior Knowledge (APK), which focuses on linking new material with students' existing understanding or experiences; Engagement and Motivation (E&M), which reflects the teacher's ability to sustain students' interest and participation; Creating a Positive Learning Environment (CPLE), which emphasizes maintaining an inclusive, respectful, and supportive classroom atmosphere; Introducing New Concepts (INC), which concerns the teacher's effectiveness in presenting and explaining new material; and Time Management and Pacing (TM&P), which relates to managing instructional flow and ensuring that all lesson components are delivered efficiently within the allocated time.

Table 1. Teachers and the research variables

No.	Teachers	G&BR	SL	APK	E&M	CPLE	INC	TM&P
1.	CH	√	√	-	√	√	√	-
2.	AS	√	√	√	√	√	√	√
3.	ARF	√	-	-	-	-	-	-
4.	DAR	-	√	√	-	√	√	√
5.	EPL	√	-	-	√	√	√	-
6.	DN	-	√	√	√	√	-	√
7.	GR	√	√	-	√	√	√	√
8.	HAP	-	-	-	-	-	-	-
9.	IY	√	√	√	-	√	√	√
10.	LS	√	√	-	√	-	√	√
11.	LR	-	√	-	√	√	-	√
12.	MNA	√	-	√	-	√	√	√
13.	MRU	√	√	-	√	√	-	√
14.	NI	√	√	-	√	√	√	√
15.	NIW	-	√	√	√	-	√	√
16.	SS	√	√	√	-	√	√	-
17.	SW	√	-	-	√	√	√	√
18.	SJ	-	√	√	√	√	√	-

## RESULT AND DISCUSSION

Classroom Analysis of 18 Pre-service teachers Teaching Genre-Based Text in the Indonesian Language Subject

Table 2. Analysis based on data implementation

Teaching Variable	Implemented (out of 18)	Not Implemented (out of 18)	Percentage Implemented (%)	Percentage Not Implemented (%)
Greeting & Building Rapport	12	6	66.7%	33.3%
Setting the Learning	13	5	72.2%	27.8%
Activating Prior Knowledge	8	10	44.4%	55.6%
Engagement & Motivation	12	6	66.7%	33.3%
Creating a Positive Learning Environment	14	4	77.8%	22.2%
Introducing New Concepts	12	6	66.7%	33.3%
Time Management & Pacing	12	6	66.7%	33.3%

Key insights: The highest implemented variable was Creating a Positive Learning Environment (77.8%), showing that most teachers prioritize a comfortable atmosphere. The lowest implemented variable was Activating Prior Knowledge (44.4%), indicating a need for improvement in linking



lessons to students' prior knowledge. Most variables were implemented by around 66-72% of students, suggesting a generally good but improvable teaching performance.

The analysis of classroom implementation among 18 pre-service Indonesian language teachers reveals both encouraging strengths and persisting shortcomings in essential teaching skills. According to quantitative data, the highest implementation rate was for Creating a Positive Learning Environment (77.8%), while the lowest was for Activating Prior Knowledge (44.4%). Other skills, such as greeting as well as building rapport, engagement, and motivation, introducing new concepts, and time management, were implemented by roughly two-thirds of participants. These figures, however, gain complexity when examined alongside qualitative observations of classroom actions.

In terms of Greeting and Building Rapport, two-thirds of pre-service teachers greeted students warmly, frequently utilizing names, light conversations, or ice-breaker activities to create a warm atmosphere. Taking such steps promoted inclusivity and early student participation. However, six teachers went straight into the material without acknowledging students, resulting in less engaging starts. This confirms Wong & Wong's (2003) statement that rapport is essential for classroom management, and it implies that simple techniques, such as personalized greetings and humor, could be more regularly implemented into pre-service teaching practice. For setting the Learning, more than half of the participants (72.2%) clearly set objectives and previewed the day's content, assisting students in understanding the lesson's purpose. Teachers who did not do this tended to start suddenly, leaving students without direction. Clear objectives are not only motivating but also linked with increased students' attentiveness (Grazina & Sonata, 2020; Ozdem-Yilmaz & Bilican, 2025). Including such behaviors routinely in PPG training can lead to more consistent implementation.

The weakest performance was reported in Activating Prior Knowledge (APK), which was implemented by less than half of the participants. Teachers who excelled frequently employed brainstorming, questioning, or real-life examples, but others ignored opportunities to relate new material to students' prior knowledge. This deficiency corresponds with earlier Indonesian studies, Nurlaelawati & Novianti (2017) and Santoso & Mangkuluhur (2024), as well as foreign findings, Kissau et al. (2023), which reveal that beginner teachers frequently fail to perform knowledge activation owing to time constraints or insufficient questioning skills. The lack of an APK is significant because it could end up in disengagement and poor retention (Chipchase et al., 2017). The finding for PPG is that explicit training in APK strategies should be enhanced using simulations that replicate processes, including memory exercises, idea mapping, and contextual problem-posing.

In terms of engagement and motivation, two-thirds of participants maintained students' interest by using group discussions, role-playing, and multimedia technologies. However, six teachers mostly used lecture-style learning, which led to more passive classrooms. This finding reinforces Muhammadiyah et al.'s (2022) observation that Indonesian beginner teachers frequently use teacher-centered methods, despite acknowledging the necessity of interactive strategies. Other studies, Fisher & Frey (2021) and Mutia et al. (2025) confirm this pattern. PPG training should therefore stress collaborative activities and interactive questioning in order to help teachers transition from knowledge transmission to constructivist approaches. The majority of participants (77.8%) were successful in creating a positive learning environment by promoting respect, open communication, and inclusive engagement. Teachers who excelled promoted good behavior ("*Bagus sekali!*"), encouraged collaboration and established clear standards, in line with Burden & Byrd's (2010) model for classroom safety and inclusivity. Those who struggled often lacked clear standards or failed to manage disruptive behavior, which hindered lesson flow (Karasova & Nehyba, 2025). These findings indicate that, while many pre-service teachers appreciate the value of welcoming environments, classroom management training should also incorporate effective distraction management and norm-setting strategies.

The performance in Introducing New Concepts was mixed. Around two-thirds of participants helped students understand new material by scaffolding explanations, using visuals, and incorporating

real-world situations. Others, however, offered knowledge too rapidly or without adequate clarification, leaving learners perplexed. These findings correspond to Kusmana & Nurzaman (2021) and Reiser (2023), who emphasize the role of scaffolding and structured explanation in language instruction. This competency's consistency could be improved with effective modeling throughout PPG microteaching sessions. Time management and pacing were common challenges. While 12 teachers successfully balanced instructional flow, six suffered, either by focusing too much on one level or speeding through topics. Rahmawati et al. (2022) and Stewart & Jansky (2022) both noted pacing as a persistent challenge for pre-service teachers, reflecting the complexities of managing both content and time. PPG believes that using time management simulations and reflective lesson preparation could help teachers improve their pacing skills.

The findings reveal a constant gap between pre-service teachers' theoretical knowledge and its practical use in the classroom, particularly in terms of APK and pacing. This reflects previous Indonesian studies, Fahrurrozi, Edwita, & Bintoro (2022), Nurlaelawati & Novianti (2017), implying that these flaws are systemic rather than idiosyncratic. Practical recommendations include incorporating targeted APK training, increasing student-centered education, and offering structured mentorship that shows good pacing and interaction techniques. Nonetheless, the study has limitations. The sample size was limited ( $n = 18$ ), consisting solely of Indonesian language PPG students, and the teaching was conducted in the structured model of the UKIN performance test, which may differ from regular classes. Future research should include multiple subjects, use larger samples, and track PPG graduates longitudinally to determine whether these skills develop with experience. Comparative studies across countries could also reveal whether challenges, including APK and pace, are universal or context-specific. Therefore, pre-service Indonesian language teachers demonstrate promising abilities in creating pleasant learning environments and basic lesson structure, but they still struggle to activate prior knowledge and manage lesson pacing. Addressing these difficulties within the PPG curriculum through targeted tactics, simulations, and mentoring will better equip pre-service teachers to provide successful, student-focused instruction.

## DISCUSSION

This study found both strengths and persistent challenges with the classroom implementation of 18 pre-service Indonesian language teachers. In general, participants showed good skill at creating a positive learning environment (77.8%) and somewhat effective tactics for student engagement and motivation (66.7%). However, performance was lower in activating existing knowledge (44.4%) and in time management and pacing (33.3%). These findings show the ongoing gap between theoretical preparation and classroom experience among pre-service teachers. The relatively high success rate in establishing a supportive classroom climate suggests that PPG training is beneficial for creating inclusive and participatory learning environments. This is in line with the findings of Sianturi, Santoso, & Fatwa (2025) and Azzahra & Nurkamto (2024), who showed that pre-service Indonesian teachers can generally create good classroom environments despite their limited teaching experience. Such consistency shows that programs like PPG are effective at dealing with the affective dimension of education, even if other pedagogical areas remain underdeveloped (Ibda, 2022).

Student engagement efforts were also apparent, although the preference for traditional, teacher-centered delivery remained significant. Similar observations have been reported by Salsabila (2024), who highlighted that Indonesian pre-service teachers typically use lecture methods, while international studies (Fisher & Frey, 2021) indicate that beginners frequently prefer content coverage over interactive methods. This implies that, while pre-service teachers recognize the importance of student motivation, they still struggle to put student-centered initiatives into practice (Banville et al., 2024). Additional scaffolding in collaborative approaches and inquiry-based learning is therefore required in teacher education. The least effective result was achieved while activating prior knowledge (APK). Less than half of the participants successfully related new content to students'

earlier experiences, which is an important step in ensuring comprehension and retention. This challenge is not limited to Indonesia. Previous research, such as Fahrurrozi, Edwita, & Bintoro (2022), found similar tendencies among inexperienced teachers who frequently skip knowledge activation tasks due to time constraints or a lack of mastery of questioning strategies. Nurlaelawati, Lengkanawati, & Gunawan (2020) discovered that pre-service teachers in genre-based pedagogy frequently ignored the "Building Knowledge of the Field" phase, leading to little involvement with texts.

International research confirms this trend; Kissau et al. (2023) found that beginning foreign language teachers did not include students' prior knowledge into lessons due to a limited pedagogical repertoire. The consistently low performance in APK across contexts shows that this is one of the most difficult skills for pre-service teachers to master, as it demands both pedagogical awareness and lesson design flexibility (Krepf & Konig, 2022). In the context of PPG, this weakness could be attributed to a lack of explicit modeling of APK strategies and insufficient practice chances during micro-teaching sessions. Time management and pacing were also identified as difficulties, with one-third of participants unable to complete the lesson stages efficiently. Rahmawati (2022) revealed that beginning Indonesian teachers frequently underestimate the time required for each task. Whereas Yardley et al. (2018) discovered that pre-service teachers worldwide spend too much time on explanations at the cost of student practice. This consistency shows that pacing issues are a regular developmental obstacle for pre-service teachers. For PPG programs, this emphasizes the significance of integrating lesson planning frameworks that include flexible pacing methodologies (Abbas et al., 2023). Need the simulations that allow pre-service teachers to practice modifying their teaching time in realistic classroom situations.

These findings have various practical implications for PPG training. First, explicit teaching in APK methods is required, such as the use of concept maps, brainstorming sessions, or real-world problem connections at the outset of each class. Second, micro-teaching modules could include simulated time-constrained lectures, allowing participants to practice pacing while receiving rapid feedback. Third, mentoring methods should be enhanced to ensure pre-service teachers can observe experienced teachers and report on classroom management, student engagement, and pacing strategies. Finally, to lessen reliance on teacher-centered approaches, PPG should incorporate more structured opportunities for collaborative learning and inquiry-based methods, as suggested by Vygotskian and constructivist frameworks (Wulandari, 2023).

Despite these findings, the study has a few limitations. The sample size was small ( $n = 18$ ), limited to a single subject (Indonesian language), and conducted using performance evaluations, which may not accurately reflect genuine classroom practice. Those factors impede the generalizability of the findings. Future research should therefore broaden the participant pool, examine numerous subject areas, and use longitudinal methods to assess how PPG graduates perform over time in real-world classroom environments (Mulyaningsih et al., 2022). Comparative studies with various national teacher education systems could help in determining whether issues such as APK and pacing are universal or shaped by local educational traditions. Therefore, this study shows that while pre-service teachers are skilled at developing good learning environments, they continue to struggle with activating existing knowledge and managing instructional time. Addressing such challenges with specific PPG interventions can help bridge the gap between theoretical preparation and effective classroom practice, ultimately preparing pre-service teachers to engage students in more meaningful and sustainable learning experiences.

## CONCLUSION

This study analyzed teaching skills of pre-service Indonesian language teachers in the PPG program, with a particular emphasis on how they integrated essential classroom skills. The findings confirm that, while basic lesson organization and supportive classroom environments were proven,



more difficult competencies, such as activating preexisting knowledge and managing teaching pacing, remained underdeveloped. These findings indicate a continuing gap between theoretical preparation and classroom practice, emphasizing the requirement for PPG to prioritize practical, student-centered teaching. The study's limitations include a small sample size, a single-subject emphasis, and reliance on performance test observations. Nonetheless, the findings provide useful directions for teacher education. PPG training should include explicit practice for activating past knowledge, organized simulations for time management, and mentoring systems that model successful approaches. Future studies should include larger, more varied samples and longitudinal approaches to examine how these competencies evolve once graduates enter professional classrooms.

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