

**PRE-SERVICE TEACHERS' PERCEPTIONS TOWARD THEIR  
PEDAGOGICAL COMPETENCE**

*A Skripsi*

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## **AUTHOR'S DECLARATION OF ORIGINALITY**

I hereby certify that I am the sole author of this *skripsi* and that no part of this *skripsi* has been published or submitted for publication.

I certify that, to the best of my knowledge, my *skripsi* does not infringe upon anyone's copyright nor violate any proprietary rights and that any ideas, techniques, quotations, or any other material from the work of other people included in my *skripsi*, published or otherwise, are fully acknowledged in accordance with the standard referencing practices.

I declare that this is a true copy of my *skripsi*, including any final revisions, as approved by my *skripsi* committee and the Faculty of Language Education, and that this *skripsi* has not been submitted for a higher degree to any other University or Institution.

Ana Elvia Jakfar

## ABSTRACT

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A qualified teacher is acquired to understand the content of pedagogical competence. This study is aimed to identify pre-service teachers' perceptions toward their pedagogical competence. The research question is "What are students' perceptions toward their pedagogical competence in pre-teaching, while-teaching, and post-teaching" To answer these questions, this research used qualitative research methodology and the instrument was semi-structured interview. There were six students that contributed to be research participants. Besides, to collect the data, this study employed open coding, axial coding, and selective coding.

The interview is divided into pre-teaching, while-teaching, and post-teaching. Pre-teaching discussed: 1) perceptions on understanding students' characteristics, 2) perceptions on understanding theories and learning principles, 3) perceptions on developing curriculum. While-teaching discussed 4) perceptions on developing educative learning activities, 5) perceptions on developing current information for the sake of learning, 6) perceptions on developing educative technology media for the sake of learning, 7) perceptions on performing effective communication. Post-teaching discussed 8) perceptions on performing assessment and evaluation, 9) perceptions on utilizing learning outcome, 10) perceptions on conducting learning reflection.

The findings indicated the participants' competence in pre-teaching have good development in understanding students' characteristics and developing curriculum but low development in understanding theory and learning principles. Moreover, participants' perceptions in while-teaching have good development in conducting educative learning activity, using current information, using technology media, and performing effective communication. Finally, participants' perceptions in post-teaching have only 3 participants who were able to conduct assessment and evaluation, utilize learning outcome, and conduct learning reflection.

*Keywords: Pre-service Teacher, Teaching Practice, Pedagogical Competence*

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