

Evaluating pedagogical competence of pre-service teachers in Islamic education: Insights from School Field Practice program

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ABSTRACT

Teacher competence is a key determinant of educational quality, particularly in the field of Islamic education where both pedagogical skills and religious teachings must be integrated. This study aims to evaluate the pedagogical competence of pre-service teachers from the Islamic Education Program at Universitas Muhammadiyah Pontianak during their School Field Practice (PLP). Using a mixed-methods approach, the research assesses pre-service teachers' abilities in designing, implementing, and evaluating lesson plans. Quantitative data were collected through questionnaires, while qualitative data were derived from lesson plans and reflective documentation. The findings reveal that pre-service teachers demonstrated strong competence in lesson planning and implementation, with average scores placing them in the "Good" to "Very Good" categories. However, their ability to evaluate their teaching performance showed room for improvement, suggesting the need for more structured training in reflective practice. The study concludes that while the PLP program effectively prepares pre-service teachers in lesson planning and delivery, further emphasis on self-assessment and evaluation is essential for continuous professional development. These findings provide valuable insights for improving teacher training programs in Islamic education and highlight the importance of integrating reflective practices into the curriculum.

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Introduction

The quality of education is deeply linked to the competence of teachers, who are the primary facilitators of knowledge and skills. In the context of teacher education, particularly for Islamic Education Programs, ensuring that pre-service teachers are adequately prepared to enter the profession is critical (Hosaini et al, 2024). In recent years, education systems globally have shifted towards more practice-based training for pre-service teachers, recognizing that hands-on experience is a key determinant of teaching success (Baharuddin et al., 2024; Indrawan et al., 2024). The challenge, however, lies in ensuring that these pre-service teachers possess the necessary pedagogical skills to design, implement, and evaluate effective lesson plans that cater to diverse student needs (Setyowati et al., 2024).

In the Indonesian context, particularly in Islamic education, there is a growing demand for teachers who not only understand Islamic principles but can also deliver these

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principles effectively in the classroom. Islamic Education Programs must produce educators who are competent in both content and pedagogy, capable of engaging students in meaningful learning experiences while also cultivating their spiritual growth (Al Haddar et al., 2023). Despite the significant emphasis on Islamic education, there remains a gap in evaluating the pedagogical competence of pre-service teachers, particularly in their ability to apply what they have learned in real-world settings (Ananda, 2023; Hakim, 2017; Zuhaeriah et al., 2020). This research focuses on addressing this issue by evaluating the pedagogical competence of pre-service teachers from the Islamic Education Program at Universitas Muhammadiyah Pontianak during their School Field Practice (PLP) program.

The School Field Practice (PLP) program is a core component of teacher education in Indonesia (Efkar et al., 2021). PLP provides pre-service teachers with the opportunity to apply the theoretical knowledge they have acquired during their training in real-world classroom settings (Halimah et al., 2022; Irvianti et al., 2020). It is a structured program where pre-service teachers, under the supervision of experienced mentors, engage in all aspects of the teaching process, from planning lessons to delivering instruction and evaluating student outcomes (Muflihini et al., 2022). According to the Ministry of Education and Culture of Indonesia, the primary goal of the PLP is to bridge the gap between theory and practice, allowing pre-service teachers to develop essential teaching skills in a supportive environment.

The PLP is typically divided into several phases, including lesson observation, teaching practice, and evaluation (Hartutik et al., 2023; Subakri, 2023). During the observation phase, pre-service teachers are expected to study how experienced teachers manage classrooms and deliver instruction. In the teaching practice phase, pre-service teachers gradually take on more responsibility, eventually leading full lessons themselves. The final phase focuses on evaluation, where pre-service teachers reflect on their performance, assess their teaching outcomes, and receive feedback from their mentors. This reflective practice is crucial for the continuous development of teaching skills (Rosyanafi et al., 2023). The PLP program is thus a key vehicle for professional growth, helping pre-service teachers transition from theoretical learning to practical application.

At Universitas Muhammadiyah Pontianak, the PLP program is a central element of the Islamic Education Program. The university emphasizes the holistic development of pre-service teachers, ensuring that they are not only proficient in Islamic studies but also equipped with the pedagogical skills required to foster effective learning environments. The PLP program at this university is designed to immerse pre-service teachers in the practical realities of teaching, particularly in the context of Islamic education. The program encourages pre-service teachers to apply Islamic values in their teaching methods while also engaging students in active learning.

The program at Universitas Muhammadiyah Pontianak is implemented in partnership with local schools across various districts in West Kalimantan, allowing pre-service teachers to experience different educational settings. These placements are carefully selected to provide pre-service teachers with a range of teaching experiences, from rural to urban schools, thereby broadening their understanding of the diverse challenges faced in different educational environments. Mentorship plays a critical role in the PLP program at the university, with experienced Islamic education teachers serving as mentors to guide and evaluate the pre-service teachers throughout their field practice.

Pedagogical competence is a crucial determinant of teaching effectiveness, yet it remains under-researched in the context of Islamic education in Indonesia. The Islamic Education Program at Universitas Muhammadiyah Pontianak aims to produce teachers who are not only knowledgeable about Islamic teachings but are also capable of implementing pedagogically sound practices in the classroom. However, there is a growing concern that many pre-service teachers may lack the practical skills necessary to design, implement, and evaluate lessons effectively.

Given the increasing diversity of student needs and the evolving landscape of education, it is essential to ensure that pre-service teachers are equipped with the necessary pedagogical tools. The importance of evaluating pedagogical competence cannot be overstated, as it directly impacts the quality of teaching and learning in schools (Hussin et al., 2014; Rohana, 2023). This research addresses an urgent need to assess the pedagogical competence of pre-service teachers from the Islamic Education Program at Universitas Muhammadiyah Pontianak during their PLP. By doing so, the study aims to identify strengths and areas for improvement in the training process, ultimately contributing to the enhancement of teacher education programs in Indonesia.

The last five years have witnessed a growing body of research focused on teacher preparation, particularly in relation to field-based learning experiences like the School Field Practice (PLP). Many studies emphasize the importance of real-world teaching experiences for developing critical pedagogical skills in pre-service teachers. For instance, Darling-Hammond (2017), in her comprehensive review of teacher education programs globally, underscores that hands-on, classroom-based experiences are among the most influential factors in helping pre-service teachers transition successfully into the teaching profession. These findings are particularly relevant to this study as they emphasize the need for structured, reflective practice in teacher education, which aligns with the goals of the PLP program at Universitas Muhammadiyah Pontianak.

In a similar vein, Korthagen (2018) highlights the significance of the “realistic approach” to teacher education, where theory and practice are integrated through experiences like PLP. His work reveals that pre-service teachers learn best when they can connect their theoretical learning to real classroom environments, which helps them to adapt to the complex nature of teaching. Siregar (2020) support this view in their study of PLP programs in Indonesia, finding that pre-service teachers’ engagement in practical teaching significantly enhanced their classroom management skills and their ability to employ active learning strategies, both of which are vital components of pedagogical competence.

Alamri (2018) took this a step further by comparing the confidence levels of pre-service teachers who participated in PLP with those who had minimal field experience. This study concluded that those involved in PLP exhibited higher confidence in areas such as lesson planning, classroom delivery, and student engagement. These findings underscore the value of field practice in bridging the gap between theoretical knowledge and practical application, particularly in contexts where teachers are required to address diverse student needs. Mentorship during the PLP program is another area that has garnered significant attention in the literature. Abas (2016) explored how the presence of a mentor impacts pre-service teachers’ professional growth, concluding that consistent feedback from experienced mentors during PLP has a profound effect on the development of teaching competence. The research showed that mentoring helps pre-service teachers refine their teaching methods, improve classroom management, and develop a deeper understanding of student-centered approaches to teaching, which is crucial in fostering active learning environments.

Despite these promising findings, several studies have pointed out challenges, particularly in the evaluation aspect of teaching. Hojeij et al. (2021), for instance, found that while pre-service teachers excelled in designing and delivering lessons, they often struggled with the self-reflection necessary for evaluating their teaching performance. This study revealed that many pre-service teachers viewed the evaluation process as a formal requirement rather than an opportunity for personal and professional growth. Ismail and Jarrah (2019) similarly observed that while pre-service teachers were competent in classroom management and instructional delivery, their ability to critically assess their teaching and make improvements was underdeveloped, suggesting a gap in teacher education programs.

In the field of Islamic education, Husain et al. (2023) examined the pedagogical competence of Islamic education pre-service teachers during their PLP. While the study

found that these teachers were highly knowledgeable about Islamic teachings, it also highlighted a need for further development in applying student-centered learning strategies. Islamic education pre-service teachers often defaulted to traditional lecture methods, which limited student engagement (Alkandari, 2024). This indicates a broader challenge in adapting modern pedagogical practices to the specific context of Islamic education, a challenge that this study aims to address.

A recent study by Akhyar (2023) focused specifically on pre-service Islamic education teachers and found that many faced difficulties in adapting to the demands of modern pedagogy, particularly when it came to evaluating student outcomes and reflecting on their teaching practices. This reinforces the need for further research into how PLP programs can better support pre-service teachers in developing critical self-assessment skills, especially within the context of Islamic education. Collectively, these studies provide a robust foundation for understanding the value of field-based learning experiences like PLP in teacher education. However, they also reveal persistent gaps, particularly in the areas of evaluation and reflection, which are critical for continuous professional development.

While significant strides have been made in the field of teacher education, there remain notable gaps in the literature, particularly regarding the development of pedagogical competence in Islamic education pre-service teachers. Many of the studies reviewed above focus primarily on general education programs, with relatively little attention paid to the unique challenges faced by pre-service teachers in Islamic education. Although some research has touched on this area, such as the studies by Alkandari (2024) and Akhyar (2023), these studies primarily highlight the difficulties Islamic education teachers face in adapting to modern pedagogical practices. There is still a lack of comprehensive research that evaluates the specific competencies of Islamic education pre-service teachers in lesson planning, implementation, and evaluation within the context of School Field Practice (PLP).

Another gap that emerges from the literature is the limited focus on the evaluation component of teaching. While many studies, such as those by Hojeij et al. (2021) and Ismail and Jarrah (2019), have explored the impact of PLP on lesson planning and classroom implementation, few have investigated how pre-service teachers develop the critical reflective practices necessary for evaluating their own teaching performance. This is a significant oversight, as evaluation is a crucial aspect of professional growth. As Alamri (2018) pointed out, pre-service teachers often view evaluation as a formal process rather than a reflective exercise that can inform their future teaching practices.

Additionally, while mentorship has been widely acknowledged as a key factor in the success of PLP programs, as seen in studies by Nor et al. (2024) and Muhayat (2019), there is little research that examines how mentorship in Islamic education settings can be tailored to meet the specific needs of pre-service teachers. Islamic education requires not only mastery of pedagogical skills but also the ability to integrate Islamic values into teaching practices, a challenge that is unique to this field. There is a gap in understanding how mentorship can support pre-service teachers in this dual role of pedagogical and spiritual educator.

This study introduces a novel approach by focusing specifically on the pedagogical competence of pre-service teachers from an Islamic Education Program in Indonesia. Unlike previous research that primarily addresses general teacher education programs, this study explores the unique challenges and opportunities within the context of Islamic education. By examining how pre-service teachers in Islamic education develop their skills in lesson planning, implementation, and evaluation, this study fills a critical gap in the literature.

Additionally, the study's use of a mixed-methods approach sets it apart from previous research. While many studies in the field rely solely on quantitative data, this research integrates both quantitative and qualitative data to provide a more holistic understanding of pre-service teachers' pedagogical competence. By analyzing

questionnaire responses alongside supporting documentation (such as lesson plans and reflective journals), this study offers deeper insights into how Islamic education pre-service teachers apply their theoretical knowledge in real-world teaching contexts. Furthermore, this research is unique in its focus on the mentorship component of the PLP program in Islamic education settings. It investigates how mentorship can be tailored to address the dual demands of pedagogical competence and the integration of Islamic values into teaching. This aspect of mentorship, which is often overlooked in the literature, is crucial for the professional development of Islamic education teachers, and this study aims to shed light on how it can be optimized to support pre-service teachers in this field.

The purpose of this research is to evaluate the pedagogical competence of pre-service teachers from the Islamic Education Program at Universitas Muhammadiyah Pontianak during their School Field Practice (PLP). This study specifically aims to assess how well these pre-service teachers can design, implement, and evaluate lessons, which are crucial components of effective teaching. The research seeks to provide a deeper understanding of the strengths and weaknesses of the PLP program in preparing pre-service teachers for the realities of classroom teaching. By focusing on the specific context of Islamic education, this study also aims to explore how Islamic values are integrated into teaching practices and how these values influence the pedagogical approaches of pre-service teachers.

The research addresses several key problems. First, it examines the extent to which pre-service teachers are competent in designing lesson plans that not only meet academic standards but also incorporate Islamic teachings in a way that is pedagogically sound. Second, it investigates how effectively pre-service teachers can implement these lesson plans in real classroom settings, considering the challenges of student engagement and classroom management. Finally, the study explores how well pre-service teachers can evaluate their own teaching performance, including their ability to reflect on student outcomes and adjust their teaching strategies accordingly. These issues are critical in understanding the overall effectiveness of the PLP program and identifying areas where pre-service teachers may need further development.

The findings from this research have the potential to contribute significantly to the field of teacher education, particularly in Islamic education. First, the study provides empirical data on the pedagogical competence of pre-service teachers in a specific religious education context, which is an area that has received relatively little attention in the literature. Second, by highlighting both the strengths and areas for improvement in the PLP program, the research offers actionable insights for educators and policymakers looking to enhance teacher training programs. The study also contributes to the ongoing discussion about the importance of reflective practice in teacher education, particularly in the evaluation of teaching performance. Finally, the research has the potential to influence the development of more effective mentorship programs for pre-service teachers in Islamic education, ensuring that they receive the guidance and support needed to integrate both pedagogical skills and religious values into their teaching.

Method

This study employs a descriptive mixed method research aimed at providing a detailed understanding of how the School Field Practice enhances the pedagogical competence of pre-service teachers in the Islamic Education Program at Universitas Muhammadiyah Pontianak, Indonesia. The descriptive approach was chosen to capture and analyze the current state of pre-service teachers' pedagogical skills during their field experience. The population in this research consists of 48 pre-service teachers distributed across 14 partner schools, located in various regencies. These schools have been selected based on their established partnership with the university, ensuring a diverse representation of educational contexts.

The primary instrument for data collection was a structured questionnaire to gain the quantitative data designed to assess various aspects of pedagogical competence, specifically categorized into three areas: Lesson Planning, Lesson Implementation, and Evaluation of Learning. Each of these areas was scored and grouped into intervals representing different levels of competence. For Lesson Planning, the scores were categorized as *Poor* (1–15), *Adequate* (16–30), *Good* (31–45), and *Very Good* (46–60). For Lesson Implementation, the categories were *Poor* (1–9), *Adequate* (10–18), *Good* (19–27), and *Very Good* (28–36). For Evaluation of Learning, the score intervals were *Poor* (1–14), *Adequate* (15–28), *Good* (29–42), and *Very Good* (43–56). These categorizations allowed the research to measure the pre-service teachers' competencies in a detailed and systematic way. Documentation such as photographs of teaching activities and lesson plans was used as a complementary method to validate the questionnaire results as the qualitative data.

The data collection was carried out at the end of the School Field Practice program. Each pre-service teacher completed the questionnaire, which provided a self-assessment of their competencies in planning, implementing, and evaluating lessons. Their scores were then categorized into the predetermined intervals based on the skill categorizations outlined in the tables. These scores provided insight into their overall competence in each of the three areas. The results were further validated by comparing the self-assessments with documentation, such as photographs of classroom activities and lesson plans. Data triangulation was employed to ensure the reliability of the findings by cross-referencing the questionnaire results with the documentation.

The data from the questionnaire were analyzed quantitatively by grouping the participants' scores into the categorization intervals described earlier for Lesson Planning, Lesson Implementation, and Evaluation of Learning. The frequency distribution of the scores was examined to determine how many participants fell into each competence category (*Poor*, *Adequate*, *Good*, *Very Good*). For example, the analysis showed that most pre-service teachers fell into the "Good" category in lesson planning, indicating a solid level of competence. Meanwhile, the documentation, such as lesson plans and photographs, was analyzed qualitatively to corroborate the quantitative results and provide additional insights into specific teaching competencies demonstrated during the School Field Practice. The integration of both quantitative and qualitative data ensured a thorough understanding of the impact of the program on the participants' pedagogical development.

Results

Ability to design lesson planning

The ability of pre-service teachers in the Islamic Education Program at Universitas Muhammadiyah Pontianak to design lesson plans during their School Field Practice (PLP) was evaluated using a structured questionnaire. The data were categorized into score intervals and presented in [Table 1](#). Based on the analysis, the average score for lesson planning ability was 43.66, with a median of 45.83 and a mode of 48.13. The midpoint score of 43.66 places the participants' lesson planning abilities in the Good category.

[Table 1](#) shows that a significant portion of the participants scored within the 43–47 range, representing 25% of the population, with a cumulative percentage of 58.3%. Moreover, 27.1% of the participants scored between 48–52, placing them in the Very Good category. This distribution indicates that most pre-service teachers were capable of designing lesson plans that meet the expectations of the partner schools.

Designing lesson plans is a critical skill for pre-service teachers, especially in Islamic education, where diverse teaching methods must be employed to cater to the varying needs of students. According to [Aksu et al. \(2023\)](#) methods such as lectures, discussions, assignments, experiments, and storytelling are essential tools that pre-service teachers

must master to create effective and engaging lesson plans. Given the modern focus on student-centered learning, the lesson plans should encourage active learning and stimulate not only cognitive but also affective and psychomotor domains, as noted by [Siahaan et al. \(2023\)](#).

Table 1. Pre-service teachers' ability to design lesson planning

	Interval	Freq	xi	xi.fi	F.Kum	Tb	Ta	%	Comulative Percent
Valid	28-32	3	30	90	3	27.5	32.5	6.3	6.3
	33-37	6	35	210	9	32.5	37.5	12.5	18.8
	38-42	7	40	280	16	37.5	42.5	14.6	33.3
	43-47	12	45	540	28	42.5	47.5	25.0	58.3
	48-52	13	45	585	41	47.5	42.5	27.1	85.4
	53-57	6	55	330	47	52.5	57.5	12.5	97.9
	58-60	1	59	59	48	57.5	60.5	2.1	100.0
Total		48		2094				100.0	

In addition to the quantitative data, the supporting documentation gathered during the School Field Practice reinforced these findings. Photographs of lesson planning activities, along with the pre-service teachers' actual lesson plans, demonstrated their ability to integrate varied teaching methods and design lessons that promote active engagement. The documentation showed evidence of the teachers incorporating both traditional and innovative methods, such as group work and interactive discussions, further validating the conclusions drawn from the questionnaire data.

Lesson implementation

The ability of pre-service teachers from the Islamic Education Program at Universitas Muhammadiyah Pontianak to implement lesson plans during their School Field Practice (PLP) was measured using a structured questionnaire. The data were categorized into score intervals and presented in [Table 2](#). Based on the analysis, the average score for implementing lesson planning was 27.50, with a median of 28.5 and a mode of 30.15, indicating that most participants performed within the Very Good category.

Table 2. Pre-service teachers' ability to implement lesson planning

	Interval	Freq	xi	xi.fi	F.Kum	Tb	Ta	%	Comulative Percent
Valid	13-16	1	14.5	14.5	1	12.5	16.5	2.1	2.1
	17-20	3	18.5	55.5	4	16.5	20.5	6.3	8.3
	21-24	10	22.5	225	14	20.5	24.5	20.8	29.2
	25-28	10	26.5	265	24	24.5	28.5	20.8	50.0
	29-32	17	30.5	518.5	41	28.5	32.5	35.4	85.4
	33-36	7	34.5	241.5	48	32.5	36.5	14.6	100.0
Total		48		1320				100.0	

[Table 2](#) shows that a significant portion of the participants scored between 29-32, representing 35.4% of the population, with a cumulative percentage of 85.4% falling between the Good and Very Good categories. Additionally, 20.8% of the participants fell into the 21-24 and 25-28 score intervals, categorized as Good. This suggests that the majority of pre-service teachers demonstrated a high level of competence in implementing lesson plans, based on feedback from mentor teachers, coordinator mentors, and school principals at the partner schools.

In this context, the ability to implement a lesson plan effectively encompasses using appropriate methods, strategies, and teaching media to engage students. According to [Aksu et al. \(2023\)](#), there are five types of learning: verbal information, intellectual skills, cognitive strategy regulation, motor skills, and attitudes. These learning categories can only develop optimally when consistently practiced. The PLP provides pre-service teachers with the opportunity to practice these skills extensively, particularly in key areas like explaining content clearly and using diverse teaching media.

In addition to the questionnaire data, supporting documentation collected during the School Field Practice supports these findings. Photographs of classroom activities and lesson plans showed that pre-service teachers successfully integrated various instructional strategies and engaged students through the use of interactive media. This documentation aligns with the quantitative findings, indicating that participants were able to implement their lesson plans effectively, making their lessons dynamic and engaging for students.

Evaluation of the lesson

The ability of pre-service teachers from the Islamic Education Program at Universitas Muhammadiyah Pontianak to evaluate lesson planning during their School Field Practice (PLP) was measured using a structured questionnaire. The data were categorized into four levels, with scores presented in [Table 3](#). Based on the analysis, the average score for evaluating lesson planning was 41.06, with a median of 42.10 and a mode of 41.73. This indicates that most participants performed within the Good category.

Table 3. Pre-service teachers' ability to evaluate lesson

	Interval	Freq	xi	xi.fi	F.Kum	Tb	Ta	%	Comulative Percent
Valid	21-26	3	23.5	70.5	3	20.5	26.5	6.3	6.3
	27-32	4	29.5	118	7	26.5	32.5	8.3	14.6
	33-38	8	35.5	284	15	32.5	38.5	16.7	31.3
	39-44	15	41.5	622.5	30	38.5	44.5	31.3	62.5
	45-49	12	47	564	42	44.5	49.5	25.0	87.5
	50-54	6	52	312	48	49.5	54.5	12.5	100.0
Total		48		1320				100.0	

[Table 3](#) reveals that a significant number of pre-service teachers fell into the score range of 29-42, representing the Good category, which accounted for a large portion of the respondents. The midpoint value of 41.06 suggests that the participants' ability to evaluate their lesson plans is solid but leaves room for improvement. According to feedback from mentors, coordinator mentors, and school principals at the partner schools, these pre-service teachers have demonstrated competence in evaluating lesson outcomes, although there is still potential for growth.

Evaluation of lesson planning is a critical skill in teaching, as it involves assessing the effectiveness of both the learning process and the outcomes. As [Winkel \(2014:548\)](#) highlights, evaluation refers to determining the value, quality, or worth of something, in this case, the learning outcomes and the teaching process itself. To excel in this aspect, teachers need to master several competencies, including developing assessment tools, analyzing evaluation data, and using these insights to inform future instructional planning. The PLP program provides pre-service teachers with the opportunity to practice and refine these skills through direct experience in a real school setting.

Supporting documentation, including lesson plans and evaluation forms, collected during the School Field Practice validates these findings. These documents showed that most pre-service teachers were capable of using evaluation tools to assess student progress effectively and to reflect on the overall effectiveness of their teaching. The

documentation aligns with the quantitative data, confirming that pre-service teachers were able to critically assess their teaching strategies and make adjustments to improve their lesson planning and execution.

Discussion

This study sought to evaluate the pedagogical competence of pre-service teachers from the Islamic Education Program at Universitas Muhammadiyah Pontianak during their School Field Practice (PLP), focusing on three key areas: designing lesson plans, implementing lesson plans, and evaluating lesson plans. The results of the study indicate that pre-service teachers generally demonstrated a high level of competence in these areas, with the strongest performance observed in lesson planning and slightly lower performance in evaluating lesson plans. In this discussion, these findings will be interpreted within the context of existing research and theories, addressing how the results relate to the initial research question, providing a scientific interpretation, and comparing the results with previous studies.

The findings show that pre-service teachers performed well in lesson planning, as reflected in the average score of 43.66, placing them in the Good category. This suggests that pre-service teachers have internalized the theoretical components of lesson planning and have successfully applied these principles in practice (Alamri, 2018). Lesson planning forms the foundation of effective teaching, as it provides a roadmap for structuring learning activities, organizing content, and ensuring that educational objectives are met. The ability of the pre-service teachers to perform well in this area highlights the importance of thorough preparation during teacher education programs, particularly in Islamic education where teachers must be equipped with diverse teaching methods to meet the varied needs of their students (Aksu et al, 2023).

The competence demonstrated in lesson planning is consistent with theories of student-centered learning, which emphasize the importance of engaging students actively in the learning process (Baharuddin et al., 2024). The pre-service teachers' ability to design lessons that incorporate a range of teaching methods, including lectures, discussions, and group work, reflects an understanding of how to tailor lessons to the diverse learning styles of their students. This is in line with Efkar et al. (2021) finding, which stresses the importance of providing learners with varied instructional strategies to promote meaningful learning. The lesson plans, as observed in the supporting documentation, further validate the quantitative results by showing evidence of creativity and flexibility in teaching approaches (Hosaini et al., 2024). These findings are consistent with previous research, which has highlighted the positive impact of diverse instructional strategies on student engagement and learning outcomes (Siregar, 2020).

In terms of implementing lesson plans, the pre-service teachers also demonstrated significant competence, with an average score of 27.50, placing them in the Very Good category. This indicates that they were able to effectively execute their lesson plans in the classroom and engage students in the learning process. The successful implementation of lesson plans requires teachers to adapt their teaching strategies to the dynamics of the classroom, manage student behavior, and facilitate active learning. The results of this study align with the findings of Darling-Hammond (2017), who emphasized the importance of practical teaching experience in developing a teacher's ability to apply theoretical knowledge in real-world settings. The hands-on experience provided by the PLP program allowed pre-service teachers to refine their classroom management skills and adapt their teaching methods to the needs of their students (Hartutik et al., 2023).

The use of varied teaching methods during lesson implementation, as reflected in the documentation, further supports the quantitative findings. The pre-service teachers were observed using interactive media, group discussions, and collaborative activities, all of which contributed to a dynamic and engaging classroom environment. This is consistent with the work of Ismail and Jarrah (2019), who argued that diverse

instructional strategies enhance student participation and improve learning outcomes. The high scores in lesson implementation suggest that the pre-service teachers were able to effectively translate their lesson plans into action, a critical skill for any teacher.

However, when it came to evaluating lesson plans, the pre-service teachers' performance, while still categorized as Good, was slightly lower than in the other areas, with an average score of 41.06. Evaluation is a key component of the teaching process, as it allows teachers to reflect on the effectiveness of their lessons, assess student learning outcomes, and make necessary adjustments to improve future teaching (Muhayat, 2019). The slightly lower scores in this area suggest that pre-service teachers may need more support in developing their self-reflective practices. As Nor et al. (2024) pointed out, evaluation involves not only assessing student performance but also critically examining the teaching process itself. Pre-service teachers, particularly those who are still in the early stages of their careers, may struggle with this aspect of teaching due to a lack of experience.

The ability to critically evaluate one's own teaching is a skill that develops over time and with experience. Schön's concept of reflection-in-action (Ramage, 2017) emphasizes that teachers need to be able to reflect on their teaching while they are engaged in the act of teaching, as well as afterward. This kind of self-reflection is essential for continuous improvement, but it can be challenging for novice teachers who may not yet have the confidence or experience to critically assess their own performance. The results of this study are consistent with those of Siahaan et al. (2023), who found that novice teachers often need additional training and support in developing their self-assessment and reflective practices.

The supporting documentation, which included lesson evaluations and reflective journals, suggests that while pre-service teachers were able to carry out evaluations of their lessons, these evaluations were often more descriptive than analytical. This indicates that they may not yet be fully comfortable with the more complex task of critically evaluating their teaching methods and identifying specific areas for improvement. The documentation supports the quantitative data, reinforcing the need for more focused training in evaluation techniques within teacher education programs. The findings of this study align with existing research on pre-service teacher education, which has consistently shown that hands-on experience, such as that provided by the PLP program, is crucial for developing pedagogical competence (Darling-Hammond, 2017). The results regarding lesson planning and implementation are consistent with prior studies, which have found that pre-service teachers generally perform well in these areas but may struggle with more reflective aspects of teaching, such as evaluation (Rohana, 2023). The slightly lower scores in evaluation are also in line with Brookhart's (2010) findings, which suggest that novice teachers often need additional support to develop critical self-reflection skills.

These findings have important implications for teacher education programs. While the results indicate that pre-service teachers are generally competent in lesson planning and implementation, there is a clear need for additional emphasis on evaluation skills. Teacher education programs should consider incorporating more structured opportunities for pre-service teachers to engage in reflective practice, perhaps through the use of video recordings to review and critique their own teaching, or through guided reflection sessions with mentors. Providing pre-service teachers with more tools and strategies for self-evaluation would likely help them to develop the reflective practices necessary for continuous professional development. Moreover, the PLP program has proven to be an invaluable component of teacher education, as it provides pre-service teachers with the opportunity to apply their theoretical knowledge in a practical setting. The real-world experience gained during the PLP helps pre-service teachers build confidence and competence in their teaching abilities, as demonstrated by their high scores in lesson planning and implementation. However, the slightly lower scores in

evaluation suggest that the program could be enhanced by offering more focused training in self-reflective practices and evaluation techniques.

To sum up, this study has shown that pre-service teachers in the Islamic Education Program at Universitas Muhammadiyah Pontianak demonstrate strong pedagogical competence in designing and implementing lesson plans, with slightly lower competence in evaluating their teaching. The results are consistent with existing research on teacher education, and they highlight the importance of providing pre-service teachers with practical experience through programs like PLP. However, the findings also suggest that additional support is needed to help pre-service teachers develop stronger self-evaluation skills, which are essential for continuous improvement and professional growth.

Conclusion

This study evaluated the pedagogical competence of pre-service teachers from the Islamic Education Program at Universitas Muhammadiyah Pontianak during their School Field Practice (PLP) in the areas of designing, implementing, and evaluating lesson plans. The findings revealed that the majority of participants demonstrated strong competence in lesson planning and implementation, with slightly lower performance in the area of evaluation. These results suggest that while pre-service teachers are well-prepared to plan and execute lessons, they may require further development in reflective practices and self-assessment. The implications of these findings highlight the effectiveness of the PLP program in providing pre-service teachers with hands-on experience but also point to the need for more structured opportunities for developing critical evaluation skills. However, this study has some limitations, particularly the reliance on self-reported data and the specific focus on Islamic education, which may limit the generalizability of the findings to other educational contexts. Future research should consider exploring the long-term impact of PLP on teaching competence and include a more diverse sample to improve generalizability. Additionally, further studies could investigate the use of innovative methods, such as video-based self-reflection, to enhance pre-service teachers' evaluation skills. Overall, the results provide valuable insights into the strengths and areas for improvement in teacher education programs and suggest pathways for further research and development.

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