

INVESTIGATING PEDAGOGICAL COMPETENCES OF PPG STUDENTS IN DESIGNING AND IMPLEMENTING ENGLISH LANGUAGE LEARNING VIDEOS

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Abstract

Teacher professional competence is a critical element in ensuring effective teaching and learning, particularly in the context of English as a foreign language. In the In-service Teacher Professional Education Program (PPG Guru Tertentu), participants are expected not only to prepare lesson plans but also to translate them into pedagogically sound practices, including the development of English learning videos. This study therefore aimed to analyse the pedagogical competence of PPG Guru Tertentu students majoring in English by examining the quality of their lesson plan development and the implementation of pedagogical competence in teaching practices documented through instructional videos. Employing a qualitative descriptive design, data were collected from twenty participants' lesson plans and teaching videos. The data were analysed thematically following Miles and Huberman's interactive model through data reduction, data display, and conclusion drawing, with triangulation between document analysis and video observation. The findings show that while participants produced lesson plans that met administrative requirements, learning indicators were often too general and only partially aligned with Bloom's Taxonomy, and assessment tended to focus on recall. The videos further revealed inconsistencies between planning and practice, simplification of student-centred activities, limited creativity in media utilization, and a strong reliance on unmodified YouTube videos. These results suggest that pedagogical competence is developing but remains uneven, particularly in operationalizing objectives, maintaining alignment between lesson plans and classroom practice, and designing authentic assessments.

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INTRODUCTION

Teacher professionalism has become a central agenda in global education reform, with governments increasingly investing in professional development programs to ensure that teachers are equipped with both professional and pedagogical competencies (Menter & Assunção Flores, 2021). In Indonesia, the In-service Teacher Professional Education Program (In-service PPG) has been established as a strategic initiative to improve the quality of practicing teachers while simultaneously standardizing professional qualifications Kemendikbudristek, 2023. Within this framework, teachers are required not only to comply with administrative standards, such as producing lesson plans, but also to demonstrate pedagogical competence in real classroom practice.

Pedagogical competence, defined as teachers' ability to understand learners, design effective lesson plans, implement interactive teaching strategies, integrate media, and conduct authentic assessment, is a critical foundation for teaching effectiveness (Afdal & Sukenti, 2024; Faizah & Sutopo, 2021; Rufaida Agustina et al., 2025). Scholars emphasize that without strong pedagogical competence, even experienced teachers may struggle to transform curriculum expectations into meaningful learning experiences (Rufaida Agustina et al., 2025; Santosa et al., 2022; Triningsih et al., 2025). In the Indonesia context, this challenge is particularly salient in English as a foreign language (EFL) classrooms, where teachers must orchestrate language input, interaction, and assessment in ways that support communicative competence.

Lesson plan is a key manifestation of pedagogical competence in the Indonesian context. A well-designed lesson plan not only meets administrative requirements but also guides teachers to articulate objectives, design learning steps, select appropriate methods, and align assessment with outcomes (Feruza Masharipova, 2025; Marheni, 2022). Yet, evidence suggests that many teachers still perceive lesson planning primarily as a bureaucratic requirement rather than a pedagogical instrument (Suwarma & Apriyani, 2022a; Vicky Dwi Wicaksono, 2022). Common weaknesses in lesson plans include overly general indicators, insufficient operationalization of objectives, and weak alignment with Bloom's Taxonomy (Vicente Jiménez, 2025; Zhao et al., 2023). These deficiencies hinder lesson plans from functioning as pedagogical roadmaps. Consequently, students may not receive adequately scaffolded instruction, and assessment practices may fail to capture intended competencies (Pratiwi, 2024).

Another dimension of pedagogical competence is the ability to consistently implement planned instruction in actual teaching. Research has shown persistent mismatches between what teachers design in lesson plans and what they deliver in the classroom (Faizah & Sutopo, 2021; Nyoman Laba Jayanta et al., 2017). Time constraints, limited resources, and teachers' confidence levels often account for these implementation gaps (Dian et al., 2021; Nurteteng et al., 2024). When planned student-centered activities are simplified or omitted, the potential for higher order thinking and meaningful interaction is reduced, and assessment often remains focused on lower order skills.

Instructional video has recently gained prominence as both a medium for classroom teaching and an artefact for teacher evaluation. Videos are increasingly used to present content, foster student engagement, and document teaching practices for assessment within teacher education programs (Trenholm & Marmolejo-Ramos, 2024). When used effectively, videos can foster student interaction and support blended or flipped classrooms (Beege et al., 2023; and Polat, 2023). However, the pedagogical integration of video remains uneven. Many teachers rely heavily on unmodified YouTube content, which positions them as consumers of media rather than creators of context-specific resources (Panakaje et al., 2024); Susilowati & Yuliana, 2024). Scholars argue that developing teachers' media production skills is crucial to transforming videos from passive supplements into interactive and tailored learning tools (Koehler & Mishra, 2009a; and Palak & Walls, 2009).

In line with these developments, digital media and teacher-made videos have increasingly become central to teacher education programs. Recent empirical work in the Indonesian context shows that teachers' digital pedagogical competence, including their ability to design and evaluate digital learning materials, remains uneven and depends heavily on targeted professional development and institutional support (Bentri et al., 2022). At the same time, studies in TEFL teacher education demonstrate that teacher-produced videos can serve not only as instructional products but also as powerful tools for reflection and mentoring. (Shaaban, 2022) for example, found that video-based reflection and peer coaching significantly improved student-teachers' teaching practices in receptive-skills lessons, as they

systematically analysed their own and peers' recorded teaching. These findings suggest that teacher education programmes, including in-service PPG, need to move beyond simply encouraging the use of online videos and instead explicitly cultivate teachers' capacity to plan, design, and critically reflect on their own instructional videos as part of their pedagogical competence.

In-service PPG participants represent a distinctive group for investigation. While they already have teaching experience, they are expected to align their practice with new pedagogical frameworks introduced in the program. Yet, previous studies indicate that translating theoretical knowledge into classroom practice remains a significant challenge for these teachers ((Alghamdy, 2023; Chang et al., 2025; and Simbolon et al., 2024). This tension between experience and new expectations requires closer examination.

Despite growing research on teacher professional development, limited empirical studies have simultaneously examined both lesson plan quality and classroom implementation captured through video in the context of PPG Guru Tertentu (Effendi & Triastuti, 2022; Ghulfron et al., 2022; and Quddus, 2020) . Most prior works either focus solely on RPP as a document (Junker et al., 2021) or on the affordances of video in general teacher education (Trenholm & Marmolejo-Ramos, 2024). The absence of integrated analysis leaves unanswered questions about how pedagogical competence is enacted holistically in planning and practice.

Addressing this gap is important because the PPG program is designed not merely as an administrative certification mechanism but as a transformative intervention to elevate classroom practice (Chang et al., 2025). If lesson plans remain compliance-oriented and videos are used uncritically, the program risks falling short of its intended impact. Rigorous analysis is therefore needed to provide insights into program effectiveness and improvement pathways (Darling-Hammond et al., 2017; Pendidikan et al., 2023; and Purniningtyas et al., 2024). This study addresses that gap by simultaneously analysing the quality of lesson plan development and the implementation of pedagogical competence in teaching practices documented through English instructional videos produced by PPG Guru Tertentu students. The novelty of this research lies in its integrated focus on (1) how pedagogical competence is articulated in written lesson plans and (2) how it is enacted, modified, or constrained in actual video-recorded classroom practice within the PPG context. By focusing on English education and on media-rich teaching, the study contributes nuanced evidence on the strengths and weaknesses of pedagogical competence development in an in-service professional program.

To guide the investigation, the study addresses the following research questions: (1) How do PPG Guru Tertentu students majoring in English demonstrate their pedagogical competence in lesson plan development, particularly in terms of learning indicators, instructional strategies, media use, and assessment? and (2) How is this planned pedagogical competence enacted in their classroom practices as captured in instructional videos, especially with regard to alignment between lesson plans and teaching implementation, media utilisation, and assessment practices?

RESEARCH METHOD

Research Design

This study employed a qualitative descriptive design to obtain a comprehensive picture of the pedagogical competence of In-service Teacher Professional Education Program (PPG Guru Tertentu) students majoring in English. A qualitative descriptive approach was considered appropriate because the study sought to capture how pedagogical competence is manifested in concrete artefacts (lesson plans) and in actual teaching practices (instructional videos), rather than to test hypotheses or generate statistical generalisations. The design enabled the researchers to describe patterns, variations, and tensions in participants' planning and classroom implementation in rich, contextualised detail, focusing on "what" and "how"

rather than “how much.” The analysis centred on two main foci aligned with the research questions: the quality of lesson plans prepared by PPG students and the implementation of pedagogical competence in classroom teaching as documented in instructional videos. By integrating document analysis and video observation, the study allowed for a holistic examination of the extent to which planned pedagogical intentions were realised in practice.

Research Participants

The participants of this study were twenty PPG Guru Tertentu students enrolled in the English education programme at Cokroaminoto University of Palopo in 2024. All of them were in-service English teachers at junior or senior secondary schools, so they already had classroom teaching experience and were simultaneously engaged in professional upgrading through the PPG programme. Most participants had been teaching for several years and were familiar with basic digital tools in education, such as using PowerPoint slides, sharing materials via WhatsApp groups, and occasionally integrating online videos (e.g., from YouTube) into their lessons. However, only a small number reported having prior structured training in designing or producing instructional videos, which made the PPG assignments on video-based teaching particularly relevant for examining the development of their pedagogical competence.

Purposive sampling was used to select information rich cases with documented experience in using technology for teaching and complete data for analysis. From the full cohort of PPG Guru Tertentu students majoring in English, participants were included in the study if they met the following criteria: (1) they had submitted a complete lesson plan (RPP) for a teaching session that explicitly incorporated an English learning video; (2) they had submitted a full video recording of the corresponding classroom implementation as part of their PPG coursework; and (3) they provided consent for their documents and videos to be analysed for research purposes. These criteria ensured that each participant had both prior exposure to technology in education and two complementary data sources lesson plans and teaching videos allowing their pedagogical competence to be examined in terms of both planned and enacted practice.

Instruments

Data in this study were collected using two main instruments, namely a lesson plan analysis checklist and a video observation sheet, both of which were specifically designed to capture indicators of pedagogical competence as articulated in written plans and enacted in classroom practice. The lesson plan checklist was developed with reference to the Indonesian Ministry of Education’s standards for lesson planning and teacher competence as well as empirical studies on pedagogical competence in the Indonesian context. It specifically assessed how clearly learning objectives and indicators were formulated and aligned with Bloom’s Taxonomy, how logically materials and activities were sequenced, how appropriate and student-centred the chosen instructional strategies were, how relevant and well-integrated the selected media and learning resources were, and how well assessment procedures and follow-up activities were aligned with the stated objectives. An initial pool of items was drafted from these policy documents and research sources, then reviewed by two senior lecturers and PPG mentors to ensure content relevance, clarity, and alignment with national standards; their feedback led to revisions in wording, the merging of overlapping indicators, and the sharpening of items related to objectives, media use, and assessment, after which the revised checklist was piloted on several lesson plans outside the main dataset to check its usability and consistency.

The video observation sheet was constructed to mirror the same key domains of pedagogical competence but in the context of actual teaching as captured in instructional videos. Its indicators focused on the clarity with which teachers communicated learning

objectives to students, the extent to which planned instructional strategies and activities were implemented, the way English learning videos and other media were introduced, managed, and linked to specific tasks, the quality of teacher student and student student interaction, and the enactment of assessment, questioning, and feedback during the lesson. As with the checklist, the initial version of the observation sheet was reviewed by the same experts to establish content validity and to ensure that the indicators reflected the Indonesian Ministry of Education's expectations for pedagogical practice. During the analysis phase, the researchers and PPG mentors applied the observation sheet independently to a subset of videos, then compared and discussed their ratings to refine shared interpretations of each indicator, a process that helped enhance the consistency and trustworthiness of the instrument's application to the full set of teaching videos.

Data Collection Technique

Data were collected in several stages to obtain a clear and systematic picture of the participants' pedagogical competence. First, the researchers obtained institutional permission from the PPG programme and informed consent from the participants to use their lesson plans and teaching videos for research purposes. Second, the lesson plans (RPP) and corresponding instructional videos were collected from the participants' official PPG submissions and checked for completeness and suitability; only pairs of documents that met the inclusion criteria (a full lesson plan that explicitly incorporated an English learning video and a complete video recording of the corresponding teaching session) were included in the dataset. Third, the lesson plan checklist was applied to each RPP, and the video observation sheet was used while watching each instructional video several times. During video observation, the researchers noted specific time stamps for key events such as the presentation of objectives, the introduction and use of media, transitions between activities, and assessment episodes, so that these could be compared precisely with what had been planned in the lesson plans.

To enhance the credibility and validity of the findings, data from multiple sources were triangulated. Source triangulation was conducted by systematically comparing information from the lesson plans and the instructional videos for each participant, examining the degree of alignment between planned objectives, methods, media use, and assessment and their realisation in classroom practice. Methodological triangulation was also applied by combining document analysis (using the checklist) and direct video observation (using the observation sheet), which allowed patterns identified in one data source to be corroborated or questioned by the other. In addition, preliminary interpretations of the data were discussed with PPG mentors and lecturers (peer debriefing) to check the plausibility of the emerging themes and to minimise individual researcher bias. Together, these triangulation procedures strengthened the trustworthiness of the analysis and provided a more comprehensive understanding of the participants' pedagogical competence.

Data Analysis

The data were analysed using thematic analysis within the interactive model of Miles and Huberman (1994). First, the researchers read all lesson plans and watched the instructional videos several times to become familiar with the data, while making initial notes about recurring patterns related to learning objectives, instructional strategies, media use, and assessment. Second, open coding was carried out on the lesson plan checklists and video observation sheets, with short labels being assigned to segments of data (for example, "vague indicators", "student-centred activity omitted", "unmodified YouTube video", "recall-based assessment"). Third, related codes were then grouped into broader categories and themes that answered the research questions, such as "administrative compliance versus pedagogical precision", "alignment and misalignment between planning and practice", "media consumption rather than media creation", and "limited use of authentic assessment". These

themes were refined through repeated comparison between cases until they provided a coherent summary of the main patterns in the data.

Triangulation between document analysis and video observation was an integral part of the analysis process and helped strengthen the findings. For each participant, codes and tentative themes that emerged from the lesson plans were compared with evidence from the corresponding teaching video to see whether the same pattern appeared in actual classroom practice (for example, whether vague objectives in the RPP were reflected in unfocused explanation in the video, or whether a planned group activity was actually implemented). Themes were retained and considered robust when they were supported by data from both sources and appeared across several participants, whereas discrepancies were examined as negative or deviant cases to refine the interpretation. In addition, the emerging themes and illustrative examples were discussed with PPG mentors (peer debriefing) to check their plausibility.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This section presents the findings in relation to the two research questions: (1) how PPG Guru Tertentu students demonstrate their pedagogical competence in lesson plan development and (2) how this planned competence is enacted in instructional videos. The results are organised into four subsections: (1) quality of lesson plan development, (2) implementation of pedagogical competence in teaching videos, (3) media utilisation, and (4) assessment practices.

Quality of Lesson Plan Development

Analysis of the lesson plan (RPP) documents revealed that all twenty participants prepared their lesson plans in accordance with the components stipulated by the Ministry of Education (Kemendikbud, 2020). These components included subject identity, learning objectives, teaching steps, methods, media, and assessment. From an administrative perspective, the plans were therefore complete and formally acceptable. While learning objectives were generally stated, indicators of achievement were frequently too broad and lacked measurable verbs aligned with Bloom's Taxonomy.

In terms of methods, participants frequently mentioned student-centred approaches such as group discussions and role play. Nevertheless, differentiation strategies to address diverse learner abilities were rarely articulated, and the sequencing of activities sometimes lacked a clear scaffolding from input to practice and assessment. Media were typically listed (e.g., videos, images), but only a few participants elaborated how these media would be used to achieve specific objectives. Table 1 summarises the main strengths and weaknesses in lesson plan quality.

Table 1
Summary of strengths and weaknesses in lesson plan components

Component	Strength	Weakness
Objective	Stated clearly	Indicators too general; limited alignment with Bloom's Taxonomy
Method	Emphasizes on students- centre learning	Lack of differentiation strategies
Media	Integration of video/images	Weak linkage between media and objectives
Assessment	Included in all plans	Often limited to recall; few authentic assessments

Implementation of Pedagogical Competence in Teaching Videos

Observation of instructional videos showed that participants varied in the degree to which they implemented their lesson plans. Several participants demonstrated strong alignment by conducting opening activities as planned for example, initiating lessons with guided questions or showing short videos as stimuli. One participant teaching narrative text began by asking “Who likes fairy tales?” followed by a two-minute video clip, exactly as specified in the RPP. These cases illustrate how pedagogical intentions in the lesson plan can be realised in practice.

However, notable discrepancies were also observed. In some instances, student-centred activities planned in the RPP were simplified or replaced with more teacher-centred practices. For example, a role-play activity on daily routines was reduced to reading sentences aloud without interaction, and online quizzes initially planned via Quizizz or Kahoot were substituted with oral questioning due to technical or time constraints. Such changes reduced opportunities for active student participation and higher-order thinking. Table 2 presents representative examples of alignment and misalignment between planned and enacted activities.

Table 2
Examples of Alignment and Misalignment in Video Implementation

Planned Activity	Actual Implementation	Consistency
Role play of daily routines	Students asked to read sentences	Misaligned
Online quiz (Quizizz)	Oral Q&A by teacher	Misaligned
Showing short video of teenage activities	Actual video shown and discussed	Aligned
Opening question on fairy tales + video	Conducted as planned	Aligned

The findings suggest that participants’ pedagogical competence in implementation is uneven: some are able to maintain coherence between planning and practice, whereas others struggle to enact student-centred strategies under real classroom conditions.

Media Utilization (Detailed Explanation)

The analysis of both lesson plans and instructional videos revealed that the majority of PPG Guru Tertentu students relied heavily on YouTube videos as their primary teaching medium. Out of the twenty participants, sixteen explicitly used unmodified videos from YouTube, two employed still images such as illustrations or photos to support reading activities, and only two attempted to use alternative media such as PowerPoint with embedded audio. This indicates a strong dependence on pre-existing online resources rather than the development of original or adapted instructional media.

While the integration of YouTube videos provided authentic language exposure and captured students’ attention, several limitations emerged. First, the videos were generally selected without prior editing or adaptation, which sometimes resulted in content that did not fully match the stated learning objectives. For example, in a lesson about daily routines, the video included cultural references irrelevant to the students’ context, making it harder for learners to connect with the material. Second, the absence of embedded prompts, guiding questions, or subtitles limited opportunities for deeper student engagement and comprehension. Third, the reliance on internet connectivity during class often led to technical disruptions, further reducing instructional effectiveness.

The data showed that 80% of participants used YouTube videos, 10% used images, and 10% employed other media. This imbalance reflects the broader trend of teachers positioning themselves as consumers of media rather than creators (Mulyani, 2021; Susilowati & Yuliana, 2024). According to Ertmer, P. A., et al. (2012), teachers who design or modify their own instructional videos can create more interactive and contextualized materials

tailored to their learners' needs. However, in this study, none of the participants showed evidence of modifying videos, such as cutting clips, adding subtitles, embedding reflective questions, or combining visual and textual elements.

These findings suggest that while students in the PPG Guru Tertentu program are adept at sourcing online materials, they require more training and mentoring in media adaptation and creation. The ability to design or adapt videos would not only enhance alignment with learning objectives but also cultivate 21st-century teaching competencies where digital literacy and creativity are essential. Without such skills, teachers risk over-relying on generic online content that may not adequately support pedagogical goals.

Assessment Practices

Assessment components were included in all lesson plans, indicating that participants recognised assessment as an integral part of instruction. However, both document analysis and video observation showed that assessment was predominantly oriented towards lower-order thinking skills. Tasks frequently focused on recall or simple matching, with limited use of performance-based or authentic assessment.

Furthermore, the implementation of assessment in the classroom was sometimes inconsistent with what was written in the RPP. Online quizzes designed in the lesson plans were, in several cases, replaced with brief oral questions or whole-class choral responses, thereby reducing opportunities for individual feedback and learner autonomy. These patterns suggest that participants' pedagogical competence in assessment especially in designing and implementing higher-order and authentic assessment remains underdeveloped.

Discussion

This study set out to analyse how PPG Guru Tertentu students majoring in English demonstrate their pedagogical competence in lesson plan development and in the implementation of teaching practices documented through instructional videos. Overall, the findings reveal that participants are able to meet the administrative requirements of lesson planning and show an intention to use student-centred methods, yet their pedagogical competence remains uneven, particularly in the formulation of learning indicators, the consistent enactment of planned activities, the pedagogical use of media, and the design of authentic assessment.

The analysis of lesson plans showed that participants successfully completed the structural components required by the curriculum, which is consistent with previous studies reporting that teachers can produce formally complete RPP documents (Marheni, 2022; Suwarma & Apriyani, 2022b). However, the persistent weaknesses in learning indicators—often broad, non-measurable, and only loosely aligned with Bloom's Taxonomy—indicate that the lesson plan is still frequently treated as an administrative product rather than as a pedagogical tool. Similar problems have been noted in earlier work, where vague objectives and poorly operationalised indicators reduce the capacity of lesson plans to function as cognitive scaffolds for teaching and learning (Pratiwi, 2024; Vicente Jiménez, 2025; Zhao et al., 2023). The present study confirms these patterns in the PPG context: while participants can reproduce the required format, they still struggle to translate curriculum goals into precise, observable learning outcomes and coherent activity sequences, echoing wider concerns about teachers' pedagogical and assessment literacy (Afdal & Sukenti, 2024).

The gap between planning and practice became more visible when lesson plans were compared with the instructional videos. Several participants demonstrated good alignment, for example by opening lessons as planned, using warm-up questions, or integrating short videos as stated in the RPP. At the same time, many student-centred activities written into the plans such as group work, role play, or digital quizzes were simplified or omitted in actual classroom practice. This mirrors previous findings that highlight a persistent discrepancy

between planned and enacted curricula (Faizah & Sutopo, 2021; Nyoman Laba Jayanta et al., 2017). Factors such as limited time, classroom management challenges, and low teacher confidence have been identified as contributors to this gap (Dian et al., 2021; Nurteteng et al., 2024), and the present study suggests that these constraints are also felt by in-service PPG participants when they attempt to implement more interactive and student-centred approaches. The tendency to revert to teacher-centred questioning or choral responses, even when more communicative tasks are planned, indicates that theoretical understanding of learner-centred pedagogy has not yet been fully internalised in practice.

Media utilisation emerged as another crucial dimension of pedagogical competence. The results show a strong reliance on unmodified YouTube videos as the primary form of instructional media. On one hand, this is in line with studies that emphasise the motivational potential and authenticity of video for EFL learning (Bege et al., 2023; Polat, 2023b; Trenholm & Marmolejo-Ramos, 2024b). On the other hand, the way these videos were used in this study supports concerns that many teachers position themselves mainly as consumers of digital content rather than as designers of media-rich learning experiences (Panakaje et al., 2024). Most participants simply played videos without editing, adding guiding questions, or embedding them in structured tasks, which limited opportunities for deeper engagement. From a TPACK perspective, this pattern suggests that technological knowledge is present at a basic level (teachers can access and play videos) but is not yet fully integrated with pedagogical and content knowledge (Chang et al., 2025; Koehler & Mishra, 2009b; Quddus, 2020). Recent work on digital pedagogical competence in Indonesia also notes that teachers' ability to design and evaluate digital learning materials remains uneven and requires systematic support (Bentri et al., 2022), while research on teacher-made videos and video-based reflection shows that, when properly scaffolded, producing and analysing one's own videos can significantly enhance teaching practices (Palak & Walls, 2009; Shaaban, 2022). The present findings therefore situate PPG students within a wider picture in which digital tools are available but not yet exploited to their full pedagogical potential.

Assessment practices further illustrate the partial development of pedagogical competence. In line with previous studies, assessment components were included in all lesson plans, indicating that teachers recognise evaluation as a mandatory element of instruction (Marheni, 2022; Pratiwi, 2024). However, the tasks designed and implemented in class tended to focus on lower-order skills, such as recall or simple matching, with limited use of performance-based or authentic assessment. This pattern echoes findings that many teachers still struggle to design assessments that capture complex learning outcomes, particularly in communicative language teaching (Afdal & Sukenti, 2024). (Darling-Hammond et al., 2017) argue that effective teacher education must explicitly cultivate assessment literacy, ensuring that teachers are able to design tasks that both measure and support learning. The present study reinforces this point in the specific context of PPG: participants show awareness of the need to assess, but their assessment practices remain narrow and are sometimes reduced further in practice when planned tools (such as online quizzes) are replaced with brief oral questioning.

Taken together, these findings have several implications for teacher education, especially for PPG programmes. First, mentoring within PPG needs to move beyond checking the formal completeness of RPPs to providing targeted support on writing operational indicators, aligning them with Bloom's Taxonomy, and ensuring coherence between objectives, instructional strategies, media, and assessment (Pratiwi, 2024; Vicente Jiménez, 2025; Zhao et al., 2023). Structured feedback using analytic rubrics can help student-teachers see precisely where their lesson plans meet or fall short of pedagogical expectations (Marheni, 2022; Suwarma & Apriyani, 2022). Second, the consistent gap between planned and enacted practice suggests that PPG programmes should make more systematic use of video-based

reflection. Requiring participants not only to submit videos, but also to analyse them in guided reflection sessions and peer discussions, can help them recognise where and why deviations from their plans occur, thus bridging the theory-practice divide (Feruza Masharipova, 2025; Triningsih et al., 2025; Widiyani et al., 2024b). Evidence from TEFL contexts indicates that such video-based reflection and peer coaching can significantly improve student-teachers' classroom practices (Shaaban, 2022).

Third, the dominance of unmodified YouTube videos points to the need for dedicated training in digital pedagogical competence and media production. Building on TPACK-oriented approaches, PPG curricula can include practical workshops in which participants learn to edit video clips, add captions or guiding questions, combine video with teacher narration, and design tasks that deliberately integrate media with specific learning objectives (Bentri et al., 2022; Chang et al., 2025; Koehler & Mishra, 2009b; Palak & Walls, 2009). Such activities can gradually shift teachers' roles from mere consumers to creators and critical curators of instructional media (Panakaje et al., 2024). Fourth, PPG programmes need to explicitly foreground assessment literacy as a component of pedagogical competence by modelling performance-based tasks, integrating formative assessment strategies into microteaching, and using digital tools for feedback (Afdal & Sukenti, 2024; Darling-Hammond et al., 2017)

In summary, this study confirms and extends earlier work on pedagogical competence and media use in teaching by showing, in a concrete PPG setting, how lesson plans and instructional videos together reveal both progress and persistent challenges in teachers' professional development. It suggests that strengthening indicator formulation, promoting video-based reflective practice, developing digital pedagogical competence, and enhancing assessment literacy are key priorities for improving teacher education programmes that aim to prepare teachers for media-rich, student-centred English language classrooms.

CONCLUSION

This study examined the pedagogical competence of PPG Guru Tertentu students in English education by analysing their lesson plans and the implementation of teaching practices documented through instructional videos. In response to the first research question, the findings indicate that participants were able to produce lesson plans that fulfilled administrative requirements and showed an intention to adopt student-centred methods. However, the pedagogical quality of these plans was constrained by vague and non-measurable indicators, limited differentiation strategies, and only partial alignment between objectives, media, and assessment. Regarding the second research question, the video analysis showed that planned pedagogical intentions were only partially realised in classroom practice. While some participants successfully implemented opening activities and integrated videos as planned, others simplified or omitted student-centred activities, relied heavily on unmodified YouTube content, and reduced assessment to brief recall-oriented questioning. These patterns reveal an ongoing gap between theoretical understanding of pedagogical competence and its enactment in real teaching situations.

The study's implications for teacher education are threefold. First, PPG programs need to intensify support for writing operational learning indicators and for ensuring stronger alignment between objectives, instructional strategies, media, and assessment. Second, mentoring should leverage video-based reflection to help participants critically examine their own teaching and understand why discrepancies arise between planning and practice. Third, targeted training in media adaptation and authentic assessment is essential to move teachers beyond compliance with administrative requirements towards more meaningful, creative, and learner-centred pedagogical practices. By addressing these areas, the PPG Guru Tertentu program can better support in-service teachers in developing robust pedagogical competence that not only satisfies regulatory standards but also enhances the quality of English learning

experiences in their classrooms. Future research can build on these findings by exploring how sustained mentoring, collaborative lesson study, and school-based professional learning communities contribute to longer-term changes in teachers' planning and teaching practices.

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This study was conducted without any external funding. All aspects of the research, including data collection, analysis, and report writing, were carried out using personal resources. Despite the lack of funding, the study was completed successfully, relying on available tools and a cost-effective approach to gather and analyze the necessary data.

INFORMED CONSENT STATEMENT

Participation in this study is entirely voluntary. By agreeing to take part, the participants acknowledge that they have been informed about the purpose, procedures, potential risks, and benefits of the study. Participants understand that their identity are kept confidential and that all information they provide are used solely for research purposes.

DATA AVAILABILITY STATEMENT

The data utilized in this study cannot be made publicly available due to strict adherence to privacy concerns and ethical obligations that safeguard participant confidentiality. This ensures compliance with ethical research standards and data protection regulations.

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