THE EPIC X CAMP TRAINEES' PERCEPTIONS OF THEIR PEDAGOGICAL COMPETENCE IN TEACHING ENGLISH

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Abstract: This study aimed to know the Epic x Camp Trainees' perceptions of their pedagogical competence in English teaching before and after the training. The researchers analyzed the pedagogical competence concept by using Voss, et.al (2011). The instruments of this study were interviews and observations. The participants were 30 American Corner Epic x Camp 2024 trainees held by the Regional English Language Office (RELO) U.S. Embassy. They consisted of pre-service teachers, in-service teachers, and postgraduate students. The result showed that the participants had positive perceptions of the practice and a better understanding of the components of pedagogical competence in terms of the lesson plan, teaching strategy,

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teaching method, and the most visible classroom management. The positive perception was proven by the personal interview with the participants after and before the Epic x Camp program and observation during micro-teaching in Epic x Camp activities. This positive perception was in line with the purpose of the Epic x Camp program which empowers trainees in their competence in teaching English. The researchers recommend that such a program be implemented for English teachers in Indonesia.

Keywords: *Epic xCamp, English teaching, pedagogical competence, perception*

INTRODUCTION

Contrary to popular belief, the requirement for certified instructors to possess the necessary pedagogical knowledge and abilities has become a top priority in the field of education (Halimah & Sukmayadi, 2019; Rusilowati & Wahyudi, 2020; Moreira et al., 2023; Ismailova, 2023). This kind of issue relates to how important teachers are to schooling. In addition to being the center of attention for all learning activities in the classroom, instructors bear a significant amount of responsibility for helping students achieve academic success (Murkatik et al., 2020; Soimov, 2020).

Based on UU No.14 2005 about Standard Competence for teachers said that the teachers must be proficient in pedagogical skills (Rusilowati & Wahyudi, 2020). These include professional competence, social competence, personal competence, and pedagogic competence. Consequently, most instructors are still unable to grasp those concepts; they cannot instruct, particularly when it comes to teaching English (Irmawati, Asri, & Aziz, (2021). Some studies proved that teachers still have to improve their pedagogical competence (Voss et al., 2011; Murkatik et al., 2020; Susanto et al., 2020; Siregar et al., 2020). While numerous aspects contribute to a successful learning process, the role of teachers is crucial. It should be possible for teachers to influence their pupils to grasp things more fully (Miranda & Wahyudin, 2023). That is

among the reasons educators ought to be experts in their fields. These are essential for teachers to have competencies for the learning process to meet the time demands and the learning objectives (Amusan, 2016).

It goes without saying that to perform their jobs and provide for qualities in such a capacity, teachers must acquire a certain set of skills (Amosun & Kolawole, 2015). Suyanto and Djihad (2012), who discussed the difficulties of becoming a professional teacher, confirm this to some extent. They agreed that instructors have duties to help students reach their full potential by helping to make moral development clear, imparting knowledge, and fostering moral development (Asad et al., 2021). Teachers must comprehend and constantly improve their quality in terms of their competency, or pedagogical practice since they have a major influence on helping students become successful learners (Ismail & Jarrah, 2019). It is also confirmed that for a teacher to be successful, they must be knowledgeable, driven, and fully encompass all aspects of what makes

Competence (capability) is a set of competence, knowledge, and behavior that the teacher or lecturer must have to master to inspire the students in a learning process. According to Asa (2011), pedagogical competence is related to teaching qualifications Based on the previous explanation, the researchers defined competence as the teacher can influence the students to a better understanding of some perception. Pedagogical knowledge refers to the teacher's ability to create an effective and appropriate teaching and learning environment for students in the classroom. According to Ryegard et al. (2011), pedagogical competence is a skill of a teacher related to teaching qualification to be a professional teacher. This competence must be achieved by the teacher to be able to manage the classroom. Moreover, a qualified teacher needs pedagogical competence to make lesson plans and use proper strategies for the teaching and learning process in the classroom to improve the quality of the learning itself. As stated by Tarwiyah et al. (2018), there are three areas of aspect to assess pedagogical competence; teaching skills, theoretical knowledge, and

approach characterized by willingness and the ability to develop, to have self-development.

The concept of pedagogic competence also tends to be used with the meaning of the minimum professional standard, as stated by Aimah et al. (2017) often specified by law, which should raise a person to fulfill a particular role in the teaching profession. The *Undang-Undang No*. 14 of 2005 Regarding Teachers and Lecturers defines pedagogical competency as the capacity to oversee students' educational progress. In the meantime, by Ministry of Education Regulation Number 16 of 2007 about Teacher Competencies and Academic Qualification Standards, the emphasis on understanding pedagogical competence should focus on the integrated features that outline the ability to solve educational problems.

An English teacher can run the teaching and learning well based on their pedagogical competence. Besides, a teacher is the one who not only delivers the material based on the curriculum but a teacher should be creative in delivering material to make the classroom enjoyable (Fitria & Suminah, 2020; Shermukhammadov, 2022). The results of other studies show there is a relationship between professional and pedagogical competency and how well teachers perform (Mukatik et al., 2020; Susanto et al., 2020; Shoimoy, 2020). Scientists contended that increasing a teacher's motivation and pedagogical proficiency is necessary to raise student performance. If an educator aspires to be an exemplar, they will exhibit good behavior. Pedagogical proficiency enables teachers to conduct an effective teaching and learning process. Teachers must have this qualification to improve their ability to deliver the lesson in the classroom. In the process of teaching and learning, the teacher should design a suitable lesson plan and choose the right method for students. Teachers must use a proper teaching strategy based on their pedagogy competence (Keller, 2010; To, 2016; Shermukhammadov, 2022).

Teaching skill covers five components; preparation, presentation/conveying material, learning method, teacher's characteristics, and closing (Siti et al., 2017). Teacher competence can

be observed from these five components: 1) Teachers must have preparation before he/she teaches students. The teacher needs to prepare lesson plans, media, student settings, and material. Moreira et al. (2023) also state that it is necessary to have a good quality of teaching and learning. As a teacher, one should be well prepared before running the teaching and learning process, 2) presentation/ conveying material, covers explaining, confirming students' responses, simplifying materials of the lesson, stimulating students to be attentive and involved in the process of learning, and at the end of the lesson teacher allows students to ask questions related to the material being taught 3) learning method, in this component, covers the way the teacher sets students in learning condition, knowing students' difficulties and anxiety to find the proper method to teach students and maximize the learning process in the classroom, 4) teacher's characteristics, the teacher's characteristics can be seen in the way the teacher stimulates the students to be active and assertive in the learning situation and creates interesting learning by the teacher's initiative, 5). In closing, the teacher can be assessed in the way he/she concludes the materials, giving students evaluation and feedback after the lesson to improve the student's performance in the next meeting. This ability is necessary to make students have a positive perception of the teacher.

Improving the quality of teacher's pedagogic is a must for every individual as a teacher. Pedagogical proficiency could be mastered in an undergraduate student program. However, some teachers must always improve their pedagogical proficiency by joining some workshops or other programs regionally and internationally as well. However, international research has shown just a few programs offer courses focusing specifically on pedagogy skills (Voss et al., 2011). Whereas, the teachers' pedagogical competence is good to enable teaching and learning processes effectively (Ningrum & Toyyibah, 2022).

There are many researchers who have conducted the study about pedagogical competence. Considering the topic discussed in this thesis, there are some research have been done related to this topic. The

first research was done by Siti et al. (2017), This research found that lesson study improved the teacher's pedagogical competence to develop the quality of teaching and learning process through collaborative discussion. The second research was conducted by Afandi et al. (2023). They found students' reasons for joining the sea-teacher program, there are four points they expected to achieve during and after the program carried out; 1) improving teaching skills, 2) improving English language skills, 3) gaining intercultural knowledge, and 4) widening their horizon. The third research was done by Ho et al. (2023), which showed that students showed positive perceptions of the use of bilingual language as language instruction in the English classroom. This technique has proven to increase teachers' pedagogical performance where students were motivated to study English in the class. The research conducted by Faizah (2016) and Sukmojati et al. (2023) showed English camp is a good program for empowering pre-service English teachers. However, none of these studies have specifically examined teachers' perceptions of their pedagogical competence before and after attending training. Therefore, this research seeks to fill this gap by exploring how teachers' views of their pedagogical competence change after participating in a training program. This is in line with Hidarto and Christine (2021) stated that some teachers were more resourceful and creative with teaching ideas, while others showed a higher level of self-efficacy concerning their competence. These changes could be attributed to four major features of the camp: reflection, feedback, resource exploitation, and collaboration.

The study aimed to know the trainees' perception of their pedagogical competence before and after the training. The research problem of this study was what the trainees' perception on their pedagogical competence before and after the training are.

METHOD

One of the programs that trained the trainees about pedagogical competence was Epic x Camp, American Corner. Epic x Camp was a

program of the U.S. Embassy for pre-service teachers all over Indonesia. It was held by the Regional English Language Office (RELO) U.S. Embassy. The goal of this training program was to improve the quality of education and the English teacher. However, Epic x Camp 2024 had new rules and policies. The policy was that the participants were not only pre-service teachers but also in-service teachers and postgraduate students. The participants must be at least seventh-semester undergraduate students, teachers with less than 8 years of experience, or postgraduate students. The participants were from East Java. Epic x Camp 2024 was held by the US Embassy, American Corner UMM in Kusuma Agrowisata Hotel and Resort in Malang, East Java. The program was called Epic x Camp American Corner UMM 2024. The trainees were those who were fortune-selected. Theoretically, they had good competence in teachers' proficiency. This was the point of the study.

To get the answers, the researchers conducted interviews with participants and observed activities in Epic x Camp 2024. The participants are trained to use joyful learning. However, the researchers focus on the trainees, pedagogical competence. The teaching and learning process during the Camp combined both theory and practice.

The study focused on the Epic x Camp trainees' perception of their pedagogical competence before and after training. The researchers used a descriptive qualitative design. The researchers used interviews and observation as the data instruments. The data from the interview and field notes of observation, the researcher analyzed them using the theory of pedagogical skill by Voss, et al. (2011). He stated that there are four pedagogical skills. The first is designing a lesson plan. This involves setting goals and steps for teaching and learning activities. The second is teaching strategy. This includes selecting approaches and techniques for delivering material to students. The third is the teaching method. It relates to the specific means used in the teaching process to achieve learning objectives. The fourth is classroom

management. It refers to techniques for creating and maintaining a conducive learning environment.

Participants

In this study, the researcher focused on the perception of trainees' pedagogical competence that has been experienced by the during Epic x Camp 2024. The participants of this study were chosen on some considerations. First, they were adequately knowledgeable regarding the topic of pedagogical competencies for teachers. This was based on the field note from observation. Those six trainees always performed and explained well the pedagogical competence during the training. Second, they have sufficient experience and exposure to pedagogical competencies. They have been teaching for 3 years in formal and non-formal institutions. The number of participants the researcher chose was 6 participants. So, in the end, the participants helped the researchers to gain data from their experience in implementing their pedagogical competence before and after joining the training.

Data collection and Instruments

The data were gained from the interview about pedagogical competence using open-ended questions. The researchers used some guidelines in interviews. The interview was conducted with 6 research participants: P1, P2, P3, P4, P5 and P6.

To gain the data, the researchers used interviews and observation during learning as instruments. In observation, the researchers conducted some observation protocols. They were based on the theory stated by Voss et al. (2011) consisting of lesson plan preparation, teaching strategy, teaching method, and classroom management. The aspect observed was this interview applies open-ended questions with Epic x Camp participants to collect the data.

Data analysis

The data will be analyzed by relying on the theory from Creswell (2013). There were six steps: preparing the information, data collecting, coding, classifying, presenting the data in the narrative, and interpreting the data as well as competing with existing theories and previous studies. The researchers observed the participants' activities during micro-teaching sessions. The researchers checked their pedagogical competence in teaching teaching-learning process. The purpose of conducting the observation is to triangulate the data gained from the interview.

FINDINGS

The finding of this study is divided into two parts. The first is the trainee's perception towards their English teaching pedagogical competence before joining the training. The second is the trainee's perception towards their English teaching pedagogical competence after joining the training.

Trainee's perceptions towards their English teaching pedagogical competence before joining the training

Before the trainees joined the program, they had some challenges in their pedagogical skills. These challenges are divided based on the theory stated by Voss et al. (2011). Those are lesson plan preparation, teaching strategy, teaching method, and classroom management. This is indicated by the interview results as follows.

Table 1.

Teacher's perception towards their pedagogical skill before joining the training

Pedagogical Skills	Perceptions		
	Lack	Sufficient	Good
Lesson Plan Preparation	83%	17%	0%
Teaching Strategy	66%	17%	17%
Teaching Method	66%	34%	0%
Classroom Management	83%	17%	0%

Lesson Plan Preparation

In Table 1, it can be elaborated that the pedagogical abilities of the participants 83% fall into the category of lack. Firstly, the interviewees P1, P4, P5 and P6 said that before joining the program they lacked knowledge about how to make lesson plans. They prepare learning plans that tend to be general and not specific. Most of them just copy and paste a lesson plan that's already on the internet with some modifications. Some even claim not to make and only rely on textbooks from the school. 17% said it was enough based on their statement that the lesson plan was made by themselves but only a few activities were listed in it. P2 and P3 further added that previously the learning plans were less structured and tended to just be copied and pasting without careful consideration and determining clear learning goals and targets was often a challenge. None of the participants stated that their lesson plan preparation was in a good category. In short, the lesson preparation of the participants before the program is short and requires a lot of guidance and practice.

Teaching Strategy in Delivering the Material

In the implementation of the Teaching strategy, before entering the program, 66% declared a lack. Some of them still implement conventional teaching strategies and are teacher-centered. The interviewees P2, P3, P4, P5 said that before joining the program they lacked knowledge about how to teach strategy in delivering the material. Previously, their teaching strategies tended to be too direct, with the main focus on conveying information to students rather than understanding the students themselves. In addition, the project-based learning approach often faces obstacles for students in rural areas and schools that do not allow gadgets. While 17% said sufficient. It means that they have been using a variety of teaching strategies but are still teacher-centered because to keep the classroom busy. Furthermore, P1 said that he tried to combine conventional approaches with the use of digital technology. This is because, in the area where he teaches, the

tendency to use non-gadget games is more dominant due to the border situation between urban and rural areas. She also tries not to burden students with having to own gadgets. The remaining 17% said they were good at implementing teaching strategies. In this case, P6 stated that he had already given games but still lacked awareness of effectiveness in the classroom.

Teaching Method

In the category of teaching methods, 66% said they had difficulty applying some of the methods they had studied at university. They have difficulty in applying it and make the teaching and the goal of learning unattainable. This brings them back to the lecture method in the classroom during the teaching. The interviewees P1, P2, P4, and P5 said that before joining the program they lacked knowledge about teaching methods. This causes the teaching methods they use to be generally conventional and teacher-centered, with limited integration of digital tools for instructional purposes. 34% said they were sufficient in applying teaching methods. It is based on the participant's statement that the most commonly used method is discussion. But it's also considered less than the maximum because the students involved are just that-it's bullshit. P6 said that he did not understand how to apply various teaching methods in his teaching. Meanwhile, P3 still didn't know many teaching methods before joining this program; therefore, P3 only applies teaching methods that he knows and cannot handle all students.

Classroom Management

The last is classroom management. 83% of participants stated that there was still a lack in managing the class. It's because they find it difficult to handle the big class. When the teacher explains or handles a group, some of them also make noise so the teacher feels overwhelmed. When the activity is a game, then it will be difficult for the teacher to stop them or switch to the next discussion. The

interviewees P1, P2, P3, P4, P5 said that before joining the program they lacked knowledge about classroom management. Classroom management is often challenging, especially when dealing with large numbers of students. Despite implementing rules and punishments, maintaining student focus and engagement remains difficult. The remaining 17% said they were sufficient. It's based on the statement that they divide several groups by a level of intelligence that is equal as well as giving tasks to each student. But the same thing still happens is that students who have finished their homework tend to interfere. P2 said that he has ineffective classroom management since he gave long instructions that were difficult to understand by the students. In conclusion, before joining the program, the teachers have a lack of knowledge about classroom management.

Trainee's perceptions towards their English teaching pedagogical competence After Joining the Training

Table 2.

Teacher's perceptions towards their pedagogical skill after joining the training

Pedagogical Skills	Perceptions		
	Lack	**Sufficient**	**Good**
Lesson Plan Preparation	0%	0%	100%
Teaching Strategy	0%	17%	83%
Teaching Method	0%	17%	83%
Classroom Management	0%	0%	100%

Table 2. shows that after the trainees joined the Epic x Camp program, they showed positive perceptions of their lesson plan preparation, teaching strategy, teaching method, and classroom management. This is indicated by their interview result which convey their self-assessment of microteaching performance.

Lesson Plan Preparation

Regarding the lesson plan, all trainee teachers have got improvements after joining Epic x Camp. First, pre-service teachers P4

& P5 get beter in their ability to set specific learning goals and design learning plans that more effectively meet student needs. Meanwhile, P1 experienced many improvements in making learning plans. In the past, she tended to use a teacher-centered approach, but now she better understands and applies a student-oriented approach. The content she presents is also easier for students to apply, and she is more considerate of appropriate media and potential risks that may occur. Moreover, P2 has also experienced many improvements in preparing learning plans. She made improvements from the initial stage to the final stage in preparing the learning plan. Then, both P2 and P3 also sometimes come up with some games that do some interaction and movements in the class. Meanwhile, P6 makes sure when planning the lesson, he comes up with different kinds of activities for my students, like integrating listening and reading skills.

Teaching Strategy in Delivering the Material

Related to teaching strategy, 83% of trainee teachers have been managed to improve. Their teaching strategy has shifted towards a more adaptive teaching approach. They become able to adapt their teaching methods to suit each student's learning style, adopting different learning strategies to create a more inclusive and effective learning environment, or what is known as differentiated learning. They focus more on students actively asking questions and exploring their own abilities, both individually and in groups. Furthermore, they also integrated the 4Cs (Communication, Collaboration, Critical Thinking, and Creativity) in every learning activity which turned out to be more effective. Furthermore, 17% stated still sufficient improvement in teaching strategy. he already progressed better but he stated that it needed more time for practice to make his teaching strategy much better.

Teaching Method

Dealing with teaching methods, mostly, the trainee teachers felt that they got improved by the program. 83% of participants experienced increased awareness and utilization of digital learning resources. They are starting to explore various digital learning platforms and tools, recognizing their potential to increase engagement and facilitate more interactive and dynamic learning experiences. Moreover, trainee teachers, P1 &, P2 can attract pupils' attention when teaching. Furthermore, P3 stated that his class is engaging students. He puts on the songs and games, plays games during the class and then feels like they get bored and then when he plays the game and just like they always keep learning. Meanwhile, 17% of participants, stated that they still tried to come up with some games that do some interaction and movements in the class.

Classroom Management

The last pedagogical competence of trainee teachers is classroom management. All the trainee teachers gave a positive perception of their classroom management. Trainee teachers, P4 & P5, had improved in classroom management after joining the program. They made significant progress in classroom management strategies. They get access to a variety of digital games and applications, which prove to be an effective tool to maintain students' attention and engagement in the learning process. As a result, classroom management becomes more efficient, creating a more conducive learning environment for all students. Moreover, trainee teachers, P1 & P2, can make the learning process in my class more interesting after participating in Epic x Camp. All students were involved in learning, some of them even dared to answer questions without being asked, which made the class atmosphere livelier and more showed real student involvement. Furthermore, P3 finds a new technique to minimize the destruction in the teaching process, namely by giving time to finish the students' certain activities one minute before the class

starts. Meanwhile, P2 has found a new technique as well, namely by demonstrating or giving the example before teaching, before giving the task to students to make sure that they understand first and then they do the task.

DISCUSSION

In this session, the researcher would like to describe Pre-Service Teachers' Pedagogical competence after joining Epic x Camp. In collecting the data, the researcher conducted interviews with the pre-service teachers who have experience in the Epic x Camp program. The result from the interview and observation showed that the participants showed a positive perception of their pedagogical competence. As stated by Voss et al. (2011) pedagogical competence consists of classroom management, teaching methods, classroom assessment, structure (designing lesson plan, lesson process and learning objectives), and adaptively.

The program has improved trainee teachers' pedagogical competence after the program has finished. The trainee teachers realized that their pedagogical competence was way better. After the program, they expressed that their pedagogical competence has been better. After joining the camp, trainee teachers can create more detailed and focused lesson plans. The ability to set clear learning goals and align each activity with those goals improves. The ability to sequence learning activities also increases. This allows trainee teachers to direct the learning process more effectively and provide a more meaningful learning experience for students. This relates to a study by Siti et al. (2017) and Musthofa (2024) which stated that discussion can improve teachers' ability to create lesson plans. Meanwhile, previously, they lacked knowledge about how to make lesson plans, before joining the program they just copied from the internet, and they thought the lesson plan was too complicated because they really stuck to the syllabus. This reflects the importance of the first skill identified by Voss et al. (2011).

Furthermore, this program has improved other pedagogical competencies that is trainee teachers' teaching strategies. They felt

improvements in teaching strategy after the program, they got new resources about teaching strategy. After training, trainee teachers experience an increase in their ability to adapt teaching strategies to student needs. Trainee teachers are starting to be aware and pay attention to individual learning styles and use various strategies to increase student participation in the learning process by implementing differentiated learning. This can certainly support the formation of a more dynamic learning environment and provide each student with space to develop optimally. In addition, they had more teaching strategies compared to what they had applied in the past. They also knew to choose appropriate strategies to match with students' levels. So, they would have confidence in learning English even if it is their foreign language. This corresponds to the second skill identified by Voss et al. (2011), which emphasizes choosing the right approach and technique to convey material to students. It is also suitable as stated by Keller (2010) to build student's confidence, teachers have to help students to understand the material. This also relates to a study by Afandi et al. (2023), Ho et al. (2023), and Moreira et al. (2023) which state that training can enhance teachers' teaching skills.

Moreover, other trainee teachers' pedagogical competence, that is teaching method, was improved as well. It revealed after joining the Epic x Camp program they had good engagement when they taught. It was based on their answers from the interview, they also came up with some games, and songs, and did some interactions that made the class not teacher-centered. In line with a study by Sulistyani (2023). It is stated that students need to be active and participate in the learning process so that students can be a source of knowledge as well. In other words, after this training program, trainee teachers have begun to be able to integrate digital technology into their teaching methods and also utilize various digital tools and resources to improve the quality of learning.

In other words, trainee teachers can collaborate between digital learning and conventional learning. This can of course help to create a learning environment that is more dynamic and relevant to the needs

of today's students. This corresponds to the third skill identified by Voss et al. (2011), which focuses on the use of specific tools in the teaching process to achieve learning goals. It is also suitable with what has been stated by Siti et al. (2017) the teacher has to create curiosity among the students in the classroom related to the material being taught.

The last pedagogical competence that the trainee teachers got after this training program is classroom management. During and after the program, they felt their classroom management has improved and they managed to grab students' attention if the students felt bored and made noise during the teaching and learning process. Other trainee teachers have said they could manage the students' discipline. Moreover, they also could manage a large number of the students which the class had. This corresponds to the fourth skill identified by Voss et al. (2011), which focuses on techniques for creating and maintaining a conducive learning environment. It also relates to the study by Sulistyani (2023) which found that techniques in teaching can engage students' attention.

CONCLUSION

Epic x Camp is a program to empower pre-service teachers, and in-service teachers who are prepared to be future English teachers. The advantage of joining the Epic x Camp is also building a good network with other trainees. So, after the program has ended, they have their peers who can seek help. For being Epic x Camp alumni to always stay connected There are micro-teaching sessions in the program. There were also micro-teaching assessments given by the facilitators as positive feedback to build up their teaching skills. However, this program has given advantages on the improvements of pre-service teachers' pedagogical competence in teaching English. As a result, this research has proved that pre-service teachers gave the positive perception on pedagogical competence in teaching English through the Epic x Camp program.

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Appendix1: Interview guide

1. How do you feel about your lesson plan preparation before joining Epic x Camp?
2. How is your teaching strategy in delivering material in the class before joining Epic x Camp
3. What was your teaching method before joining Epic x Camp? How did you implement it?
4. How is your classroom management before joining Epic x Camp?
5. What are the advantages of joining this program?
6. Did you do microteaching during the Camp?
7. After you did microteaching, did you get feedback from the mentor or expert?
8. Do you get better at making lesson plans after joining Epic x Camp? How?
9. Do you get better in teaching strategy in delivering material in the class after joining Epic x Camp? How?
10. Do you get better in teaching methods after joining Epic x Camp? How?
11. Do you get better at classroom management after joining Epic x Camp? How?
12. How confident are you to be an English teacher after this?

Appendix2: Observation protocols to validate the data from interviews

Participant number:

No.	Aspect observed	Yes	No	Note
1	**Lesson plan preparation**			
	Does she/he prepare a Lesson plan before teaching?			
	Does she/he run the lesson plan systematically?			

	Does the lesson plan include the learning objective, material, and assessment?			
	Do the mentors comment positively or negatively on the lesson plan?			
2	**Teaching strategy**			
	Is the activity teacher or students- centered?			
	Do the activities contain 4C (Critical Reasoning, Creativity, Communication, and Collaboration)?			
	Does the teaching contain many activities for students?			
	Do the mentors comment positively or negatively on the lesson plan?			
3	**Teaching method**			
	Is the activity conducted conventionally, digitally, or both?			
	How much is the proportion of conventional and digital?			
	Does she/he explain all the time?			
	Does she/he use new methods in teaching (as recommended in curriculum Merdeka)?			

	Do the mentors comment positively or negatively on the lesson plan?			
4	**Classroom management**			
	Do the students engage in all activities?			
	Does she/he vary the activities?			
	Do the mentors comment positively or negatively on the lesson plan?			