

Personality Competence and Pedagogical Competence of Pre-service English Teachers in Teaching Secondary Level Students

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Abstract. Since teachers' competencies have significant impacts on their teaching performance, Pre-service English Teachers (PETs) must hone teachers' competencies starting when they are student teachers, especially in teaching practice programs. Personality and pedagogical competence are two competencies that future educators have to develop in addition to social and professional competence. However, there are still few researchers who focus on these two competencies specifically for PETs. This study's purpose is to look into the personality and pedagogical competence of PETs during their internship program at junior high and high schools. To garner the data, the researchers employed quantitative descriptive research with a survey technique. The data were analyzed quantitatively using SPSS version 26 for Windows. The findings find PETs earned mean scores of 89.57 for personality competence and 86.24 for pedagogical competence. It indicates that, in accordance with Ministry of National Education Regulation Number 16 of 2007, PETs involved in this study met the requirements to become qualified teachers. They are highly competent in moral behavior and can serve as role models for their students in terms of personality competency, but they lack interest in being a teacher and have difficulties in being responsible and self-assured educators. Meanwhile, for their pedagogical competence, they are highly receptive to ideas and feedback to enhance learning, but they struggle to comprehend students and keep the classroom atmosphere conducive.

Keywords: pre-service English teacher; personality competence; pedagogical competence

1. INTRODUCTION

Teachers bear a significant responsibility when it comes to fulfilling their roles as educators within schools. The teacher is the primary player in the learning process who must be able to give students a learning experience that is enjoyable, fulfilling, and acceptable (Fajriah et al., 2019). Based on Law of the Republic of Indonesia Number 14 of 2005 Article 8, in order to be a competent teacher, one must possess a variety of competencies, including personality, pedagogical, social, and professional competencies. Along with completing professional education and training programs, these competencies can be attained. The capacity to master these essential competencies must be developed in pre-service teachers or prospective teachers beginning with student teachers at teacher education institutions and continuing with a number of series of school internship programs (Afalla & Fabelico, 2020; Sukarni et al., 2023)

In the context of English education, the teacher's ability to teach and interact with students is crucial, considering that the ability to communicate effectively and instill language skills is the most important thing for English teachers. The ability to easily impart content and

create welcoming and engaging classes for students who are learning the language becomes a mix of extremely crucial abilities. Also, one of the qualities that modern English teachers need to possess is the competency to master technology efficiently. These competencies need to be honed as early as possible for PETs (Gao et al., 2021; Nikolaeva et al., 2019).

To adapt to what a teacher has to do both within and outside of the classroom, pre-service teachers must comprehend and master the teachers' professional competencies. They should start learning the best methods of teaching variety of students as well as how to treat them well so that learning can attain the intended results (Depaepe & König, 2018). In order to enhance their skills as teachers in designing lessons and dealing with students directly, pre-service teachers require direct experience in the field the most. Therefore, participating in a school internship program is really essential.

When taking part in an internship program at a school, pre-service teachers must learn how to plan a series of lessons from the teaching preparation, and conducting the learning process, to learning evaluation. They must consider how to design learning that engages students and promotes a thorough, methodical, and logical understanding. Depending on the policy of the institution, pre-service teachers are required to complete a series of teaching training at schools within a specific time frame. Their performance while taking part in this internship program will be evaluated by faculty and school supervisors. The assessment requirements in this internship program are based on the teacher competency standards stated in Minister of Education Regulation Number 16 of 2007 which refer to four competencies, namely personality competence, pedagogical competence, social competence, and professional competence (Sukarni et al., 2023). This current study focuses on only two of the four competencies that teachers are required to excel in and become evaluation material for pre-service teachers, namely personality competence and pedagogical competence.

Personality competence or personal competence as mentioned by Fajriah et al. (2019), Sudarwanto and Sulistyowati (2019), Sukenti and Tambak (2020), Boiliu et al. (2021), and Wicaksono et al. (2021) in their research, can be defined as the ability of individuals to grow themselves independently and continually. This ability encompasses the personality of having faith, noble character, wisdom, democracy, and honesty (Kt Yuni Brahmi Witari & Surya Manuaba, 2021). A teacher with good personality competency, according to Arifudin et al. (2022), possesses good, steady, mature personal traits, discipline, wisdom, noble character, and the ability to serve as exemplary figure for students.

Kurnia et al. (2018) note that pedagogical competence involves a teacher's capacity to create an effective learning environment, encompassing the ability to establish effective classroom management, master concepts and their application in the learning process, manage activities during learning, and assess the learning process. Teachers' pedagogical competencies including (1) understanding the variability of learners, (2) grasping the theory and the principles of the learning, (3) developing the curriculum and syllabus, (4) designing and organizing the learning process, (5) utilizing technology in the learning process, (7) assessing the learning process, and (8) developing students potency are competencies must be possessed by PETs to help students grasp the material thoroughly and ensure that they can achieve the learning objectives (Perni, 2019; Purwatiningsih, 2020; Sari & Yuliana, 2022; Witari & Manuaba, 2021).

Given the crucial role teachers play in the learning process, pedagogical competence is a fundamental skill that teachers must acquire. It is a key factor for teachers aspiring to be exemplary and professional educators (Eliza et al., 2022). However, Arifudin et al. (2022) asserts that personality competence also has a huge contribution in succeeding the learning process due to the teachers' behavior being a crucial aspect that also becomes students' concern. Arifudin et. al. (2022) also emphasizes that personal competence is the foundation or basis for developing other competencies. According to numerous research Arifudin, et al., 2022; Boiliu

et al., 2021; Fajriah et al., 2019; Wicaksono et al., 2021; Witari et al., 2021) a teacher's personality competency is strongly connected with effective teaching methods and student achievement. Additionally, some research Novebri et al., 2018; Sari & Yuliana, 2022; Septiani et al., 2021; Zaidin, 2022) have shown that pedagogical competence is a crucial element in student learning outcomes. For this reason, exploring PETs' personality competence and pedagogical competence is essential.

Recently, a series of studies have delved into the personality and pedagogical competence of pre-service teachers from various angles. These investigations have explored facets such as the impact of personality competence on the performance of PETs in studies by Ezzi (2019) and Sevimel & Subasi (2018), with the latter examining personality as one of the influencing factors for PETs in Turkey. Moreover, a number of earlier studies have delved into the pedagogical competence of pre-service teachers, covering topics such as pedagogical competence itself, the challenges faced, and strategies employed by Indonesian PETs (Sukarni et al., 2023), the effect of pedagogical competence on the ability of pre-service teachers from a State University to teach effectively in the Cagayan Valley region of the Philippines (Afalla & Fabelico, 2020), and the relationship between pedagogical and research competence of pre-service teachers, as explored by Magnaye (2022). Additionally, concerning the perception of pre-service teachers regarding pedagogical competence, Cebrián et al. (2019) examined the perspective of Spanish pre-service secondary school teachers on sustainability teachers' competencies, which include pedagogical competence. Ismail and Jarrah's study focused on the impact of pre-service teachers' classroom experiences on how they perceive their pedagogical preferences, teaching abilities, and motivation to pursue teaching as a profession. Meanwhile, Siregar et al. (2020) investigated how PETs develop their pedagogical competency for future teaching and their perceptions of the pedagogical competencies of effective 21st-century teachers.

Several research on personality and pedagogical competence had also been conducted in terms of its relationship with students' achievement (Bakar, 2018; König et al., 2020), its effect on students' character and learning performance (Arifudin & Ali, 2022; Boiliu et al., 2021; Septiani et al., 2021; Sudargini & Purwanto, 2020), and its implication on the teaching and learning process (Wicaksono et al., 2021). Additionally, there was also a study related to students' perception of those two competencies (Fajriah et al., 2019), and pedagogical competence correlation with teachers' ICT literacy competence (Sari & Yuliana, 2022). Furthermore, Novebri et al. (2018), Murkatik et al. (2020), and Zaidin (2022) scrutinized this topic in the area of its impact on teachers' performance. Many conducted studies have examined the effects of both personality and pedagogical competence on pre-service teachers, as well as their influence on teachers' performance, student outcomes, and the overall teaching and learning processes. However, there is a scarcity of research focused on personality competence and pedagogical competence of PETs in teaching secondary level students specifically. Consequently, this study seeks to contribute to the existing body of knowledge by investigating and shedding light on the personality and pedagogical competence of PETs in teaching secondary level students.

Given that these two competencies are crucial for PETs, it is appropriate to investigate personality competence and pedagogical competence. A pre-service English teacher with strong personality competence will be able to foster a positive learning atmosphere, encourage students to do well in their studies, and assist students in resolving their issues on both an academic and social level. Additionally, a pre-service English teacher with strong pedagogical competence may set up a supportive environment in the classroom and instruct in a suitable and

efficient manner so that students can learn language comfortably and are more driven to learn and succeed in optimal outcomes.

In the context of Indonesia, personality competence and pedagogical competence hold significant importance for teachers, particularly those working in secondary schools. In a country characterized by diverse cultures, teachers with strong personality competence are well-equipped to embrace these differences and cater to the specific needs of each student. Furthermore, in a nation with a continuously evolving education system, teachers possessing solid pedagogical competence can stay updated on the latest curriculum advancements and teaching techniques, enabling them to deliver more effective and advantageous learning experiences for their students.

Based on the explanation described above, this current research's objectives are: 1) to describe the personality competence of PETs in teaching secondary level students and 2) to describe the pedagogical competence of PETs in teaching secondary level students during their internship school program. This present study is essential to conduct in order to help Indonesia establish teacher training programs, raise the standard of Indonesian teachers and shed important light on the elements that influence successful teaching strategies and student accomplishment in Indonesian secondary schools.

2. METHOD

Research design

This current study used a descriptive quantitative method to describe PETs' personality and pedagogical competence in teaching secondary level students. A non-test technique from an online survey using a questionnaire was used to obtain the data of this study. Using a Likert scale, the questionnaire of this present study was used to find out PETs' personality and pedagogical competence with 36 questions. It is in line with the studies that were conducted by Andayani et al. (2022), Novebri et al. (2018), Pahrudin et al. (2016), Witari and Manuaba (2021), and Sukarni et al. (2023) that measured the level of teachers' competencies using a Likert scale questionnaire.

Research site and participants

This current study's participants consist of 100 student teachers in English Language Education Department, Faculty of Cultural Study, Universitas Brawijaya, Indonesia. Pre-service English teachers who were in the third year studies at English Language Education Department were the population of this study. The study's sample comprised pre-service English teachers engaged in internship programs at various educational levels, including junior high school (known as Sekolah Menengah Pertama or SMP in the Indonesian context), senior high school (Sekolah Menengah Atas or SMA), Islamic senior high school (Madrasah Aliyah or MA), and vocational high school (Sekolah Menengah Kejuruan or SMK) in the Indonesian context. Simple random sampling was used to choose the samples for this research. The number of pre-service English teachers who teach in junior high school, senior high school, Islamic senior high school, and vocational high school are shown in the table below.

School Level	N	Percentage
SMP	26	26%
SMA	41	41%
MA	5	5%
SMK	28	28%
Total	100	

Table 1. Number of PETs in each secondary school level

Data collection and analysis

To gather information, the researchers generated an online survey through a Google Form and subsequently shared it with a WhatsApp group. The questionnaire was designed utilizing a five-point Likert scale, with the following options for respondents: (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly Agree. This research's questionnaire included 16 closed questions about personality competence and 20 closed questions about pedagogical competence. It consisted of two sections with 5 indicators for personality competence section and 9 indicators for pedagogical competence section.

The researchers collected the data and analyzed it quantitatively. The percentage and descriptive statistics that measure mean of the questionnaire responses obtained through the Likert scale were all calculated as part of the descriptive analysis using SPSS Version 26 for Windows. To calculate the score of PETs' personality and pedagogical competence from the questionnaire responses, the researchers used teacher performance assessment guidelines from the Ministry of National Education which refer to the Minister of National Education Regulation Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies.

3. RESULT AND DISCUSSION

This section presents the results and offers a more extensive discussion concerning the competency of PETs. The initial part reports PET's personality competence, while the second part describes their pedagogical competence.

Pre-service English teachers' personality competence

Data derived from the survey administered to PETs regarding their personality competence are shown in Figure 1 below.

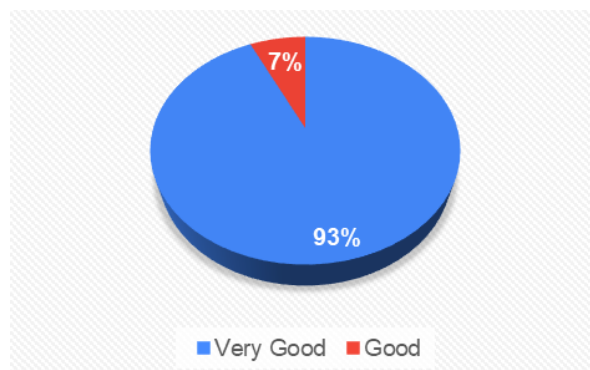


Figure 1. Pre-service English teachers' personality competence score

The data reveals that among 100 PETs, 93 participants received a "Very Good" score for their personality competency, with scores ranging from 75 to 100. The remaining 7 participants obtained a "Good" score with a score range of 51 to 75. The findings of descriptive statistics analyzed using SPSS on personality competency score data show that the average score of the 100 pre-service English teachers is 89.57 with a standard deviation of 9.021. This could imply that the pre-service English teachers in this study have very good personality competence on average. The researchers categorize PETs' personality competence into five indicators and the average scores for each indicator are displayed in the Table 2 below.

No.	Personality Competence Indicator	Average Score	Interpretation
1	Follow the established norms in Indonesia related to religion, law, society, and culture.	91	Very Good
2	Portray oneself as an individual characterized by honesty, noble traits, and the ability to serve as a role model for both students and the community.	93	Very Good
3	Project an image of being dependable, composed, mature, wise, and authoritative.	89	Very Good
4	Exhibit a strong work ethic, a strong sense of responsibility, pride in being an educator, and self-assurance.	88	Very Good
5	Maintain and adhere to the ethical standards of the teaching profession.	91	Very Good

Table 2. Each indicator's average score of PETs' personality competence

The data in this current research show that, on average, the pre-service English teachers included in this study consistently adhere to and follow established religious, legal, social, and cultural norms, achieving a score of 91. This relatively high score indicates that, in terms of national and state character, PETs under this study can be deemed to have complied with Indonesian teaching requirements. As stated in the Fitriasari and Masyitoh's (2020) study, the character of Indonesian teachers must be combined with the Pancasila philosophy's values, which represent the nation's identity and fundamental principles that emerge from Indonesian society's religious, social, and cultural values.

Indicator 2 (average 93), entailing being trustworthy and honest (average 92.4), modest and not conceited (average 92.8), as well as a good role model for students (average 91), has the highest score among the other indicators. This finding confirms that PETs are already aware of the necessity to portray positive attitudes as a mirror of their students since one of their responsibilities is to help students develop their character. It is in line with Latuapo's (2023) study which noted that the majority of educators typically exhibit positive attitudes and demeanors in front of their students, such as sustaining honesty, high noble character standards, and making a commitment to set a good example.

Indicator 3 (average 89), which includes the cheerful attitude (average 86.4), maturity and authority in daily activities (average 90.6), discipline in life management (average 86.8), and flexibility in problem-solving (average 85.8), suggests that PETs already possess particularly good personality skills in terms of developing their own self-character. These traits, as stated by Kheruniah (2013), apart from being a benchmark for how teachers assess their performance in behaving and developing themselves, can also contribute in increasing student motivation in learning.

The researchers discover that indicator 4 (average 88), in terms of their ability for time management (average 87.6), creativity and innovation (average 89.4), constant initiative in the work (average 87.4), responsibility (average 91.4), self-confidence (average 88.8), and pride in their profession as teachers (average 82), gets the lowest score among the other indicators. It supports Yemeni research (Ezzi, 2019) in which the openness traits that include being curious, imaginative, artistic, open-minded, energetic, and unconventional, get the lowest score out of all the indicators of PETs' personalities. It indicates that PETs find it challenging to be a teacher who is accountable, creative, innovative, imaginative, artistic, energetic, and self-assured. Additionally, in Indonesian context, the item of pride in their work as educators has the lowest score out of all the personality competency items. Based on the researchers' observations, this is known to be the case that not all student teachers at the English Language Education Department of Universitas Brawijaya aspire to become teachers. This is in accordance with preceding studies (Anggriani, 2021; Rahmadiyah et al., 2020) that found that many Indonesian pre-service teachers have a lack of interest in becoming teachers. This is impacted by a number of things, including the perception that teaching cannot support a person's well-being due to the low salaries of teachers in Indonesia in comparison to other countries, Indonesian teachers' career path is slow, and teaching is difficult as well as entails a lot of responsibility.

PETs under the study consistently work in accordance with the teachers' professional code of ethics as shown in the indicator 5 that has an average score of 91. As stated by Kheruniah (2013) and Wicaksono et al. (2021), since this code of ethics is a set of guidelines pertaining to binding standards that every teacher should uphold, it emerges that every teacher in Indonesia must adhere to the professional code of ethics, respect, and not ignore any applicable regulations.

To sum up, PETs under this study already fulfil the criteria of a good teacher based on the Minister of National Education Regulation Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. They possess a high standard of personal competency in terms of their ability to be virtuous, honorable individuals, and role models for students. They struggle, nonetheless, to be a responsible, imaginative, inventive, creative, artistic, vivacious, and confident teacher.

Pre-service English teachers' pedagogical competence

Pre-service English Teachers' pedagogical competence scores calculated from the questionnaire results are presented in the Figure 2 below.

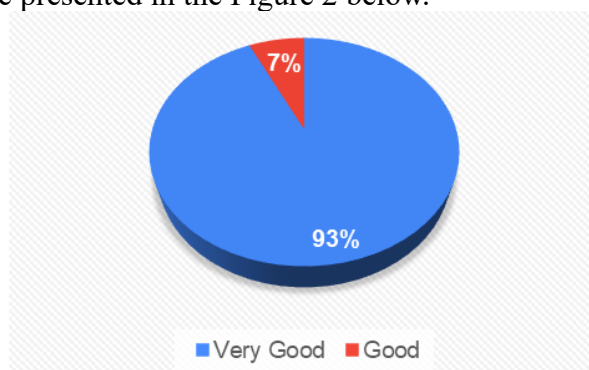


Figure 2. Pre-service English teachers' pedagogical competence score

The aforementioned data indicates a similarity in the pedagogical competence and personality competence scores obtained in this study, with 7 PETs earning "Good" category scores and 93 PETs receiving "Very Good" scores. However, although the number of participants who scored at the good and very good levels on both competencies is the same, the level of scores obtained by individual participants for these two competencies is different. Pre-service English teachers who get a "Very Good" score in personality competence do not necessarily get the same score in their pedagogical competence or vice versa. Additionally, based on the findings of the SPSS analysis, descriptive statistics of pre-service English teachers' pedagogical competence show that the average pedagogical competence score for all PETs in this research is 86.24 with standard deviation 8.587 and can be categorized as "Very Good" level. The pedagogical competence of PETs is categorized by the researchers into nine indicators, and Table 3 below shows the average scores for each indicator.

No.	Pedagogical Competence Indicator	Average Score	Interpretation
1	Understanding student characteristics	84	Very Good
2	Mastering of educational theories and principles	86	Very Good
3	Creating a curriculum relevant to the subject being taught	88	Very Good
4	Arranging the learning process	87	Very Good
5	Harnessing information and communication technology to unlock students' diverse potentials	85	Very Good
6	Establishing effective, empathetic, and courteous communication with students	89	Very Good
7	Performing assessments and evaluations of learning procedures and results	85	Very Good
8	Leveraging assessment and evaluation outcomes for educational purposes	86	Very Good
9	Engaging in reflective practices to enhance learnings' quality	92	Very Good

Table 3. Each indicator's average score of PETs' pedagogical competence

This study's results discover that indicator 1 (average 84) earns the lowest score among the other indicators. This indicator's scope includes the ability of teachers to recognize students' challenges engaging in the learning process (average 85.4), determine and develop the appropriate learning strategies for each student (average 83.6), and comprehend students by applying cognitive development concepts (average 82.2). It implies that PETs find it difficult to comprehend students' need and cognitive growth as well as establish appropriate strategies and assessments that take into account students' varying needs and cognitive skills. In the same vein, Subekti (2021) and Supriyanto et al. (2020) also reported that pre-service teachers frequently struggle to comprehend the demands and difficulties of their students as well as to develop effective teaching strategies.

The researchers find that PETs have understood enough learning theories and principles to get an average score of 86 (indicator 2). As stated by Magnaye (2022), it is imperative that educators comprehend the significance of developing a critical awareness of how learning theories and principles are applied and how this relates to their effectiveness as teachers. Furthermore, student teachers must have learned the educational learning theories and concepts during lectures. These include learning methodologies, learning process design, classroom management, and the use of technology as learning resources and media.

The results show that indicator 3, which measures PETs' ability to accurately understand the curriculum that the school has adopted (average score 87.2) and their ability to generate learning resources that align with the curriculum (average score 88.6), receives an adequate average score of 88. It reveals that the PETs involved in this study are already sufficiently competent to develop curricula. As stated by Siregar et al. (2020), PETs should hone their

curriculum design competence in order to develop students' knowledge and motivate them to possess the skills, performance, and language knowledge necessary for the modern world.

The results reveal that a mean score of 87 was assigned to PETs' ability in organizing the learning process (indicator 4), which includes the teacher's capacity to implant moral values in learners (average 89), regulating the learning environment with engaging media so that learners are at ease during the learning process (average 87.4), while maintaining a conducive learning environment in the classroom has a low average score of 83.4. It covers PETs' competence in controlling students' behaviour during the learning process. It supports (Beare et al., 2019) study which noted a significant number of pre-service teachers encounter challenges when it comes to control and manage students' behaviour during the learning process while conducting the teaching practice.

Indicator 5 focuses on the teacher's capacity to run online classes (average 83), to design and use internet-based materials that can fit all students' learning preferences (average 84.4), and to recognize as well as maximize student potential in various areas not only limited to their interests and talents (average 85.6). As suggested by previous study (Rusyan et al., 2020), educators need to help students reach their full potential in terms of both their intellectual and personality development as well as their interests, talents, and skills. Moreover, these results also suggest that PETs are quite proficient at incorporating technology into the teaching and learning process. It is similar to previous studies (Sarıçoban et al., 2019; Sukarni et al., 2023) that find PETs nowadays becoming proficient in using technology in the teaching process.

Pre-service English teachers' capacity for polite and effective communication with students both within and outside the classroom is covered by indicator 6 with an average score of 87. As one of the most essential aspects of teaching languages is communication skill, this study's result suggests that the PETs in this study have strong communication competency. The findings of previous research (Afalla & Fabelico, 2020) revealed that there is a substantial correlation between teacher communication abilities and student learning achievement. Compared to teachers who struggle with communication, students who receive instruction from teachers who possess strong communication skills are more successful in learning.

The focus of indicator 7 is the pre-service English teachers' capacity to assess both student participation in the learning process and outcomes of English teaching and learning activities. With an average score of 85, this indicator suggests that the PETs involved in this study are capable of developing the variety assessments for their students. The results are consistent with those of studies conducted by Sukarni et al. (2023) and Ghufroon et al. (2022), which found that PETs achieve a slightly excellent score in developing assessments. To improve student accomplishment in the learning process, a pre-service teacher must develop the capacity to apply a variety of assessment tools and techniques to evaluate, record, and report students' needs, progress, and achievements in language learning.

Indicator 8 highlights the prospective teacher's capacity to evaluate the teaching process and its outcomes in order to ascertain the level of student aptitude (average 85.8) and to use the results of tests and evaluations as a guide when implementing subsequent learning activities (average 87). In order to evaluate learning outcomes, a teacher must adhere to the necessary guidelines and criteria. Evaluation of learning outcomes, which can be accomplished by benchmarking, program assessment, final evaluation of educational units and certification, basic ability tests, class assessments, and program assessments, is used to ascertain behavioral changes and the development of student abilities. Teachers need to use the assessment results to support both the learning process and student achievement (Perni, 2019).

Indicator 9 has the highest average score for pre-service English teachers' pedagogical competence which consists of one statement item which states that teachers always accept input

and suggestions from students and colleagues to improve the learning process in the classroom with an average score of 92. This demonstrates that the study's pre-service teachers are receptive to advice and criticism in order to keep becoming better versions of themselves as teachers. As stated by Ismail and Jarrah (2019), to enhance future teachers' performance in supporting the learning process, teachers must be receptive to the opinions, advice, and recommendations of both students and other educators.

In sum, just like their personality competence, the pedagogical competence of the PETs in this study meets the requirements for good teachers set forth in Ministry of National Education Regulation Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. The competency that receives the greatest score is being receptive to feedback and criticism from peers, indicating that future educators are driven to keep improving in order to become qualified educators. In the meantime, the ability that PETs find most challenging to possess in this research is understanding students' needs and learning challenges.

In addition, because the current study's findings were obtained using a non-test technique and involved a questionnaire to collect data, the findings of this study only provide an overview of the personality and pedagogical competence of pre-service English teachers. However, it might not portray their actual performance in teaching English. As noticed by the other researchers, because pre-service teachers each have different standards for interpreting their skills, surveys and questionnaires have limitations, they only show their teaching competence, not their actual teaching performance (Cebrián et al., 2019). Furthermore, according to Sandri et al. (2018), questionnaires may show more severe self-perceptions which may contrast with the actual actions. Therefore, it is necessary to combine pre-service teacher competencies testing techniques with other assessment instruments in order to investigate pre-service teachers' personalities and pedagogical competence as well as their actual teaching performance for the future research.

4. CONCLUSION

This study aims to investigate personality competence and pedagogical competence of pre-service English teachers that conduct school internship programs at Indonesian junior high schools and senior high schools. The findings reveal that pre-service English teachers under this current study have a “Very Good” personality competence and pedagogical competence with average score of 89.57 in personality competence and 86.24 in pedagogical competence. They have high scores in behavioural aspects such as modesty, trustworthy behaviour in accordance with regulation and can be a role model for their students. Whereas in the aspect of maturity and authority in everyday life, cheerfulness, and being proud to be a teacher, future teachers under this study receive low scores. Meanwhile for pedagogical competence, PETs have high scores in openness to suggestions and input to evaluate their learning process. While the ability to comprehend students through the use of cognitive development concepts, determine and develop learning strategies that are appropriate for each individual student, and maintain a conducive learning environment in the classroom get low scores.

For educators, decision-makers, and researchers who seek to enhance the standard of English language instruction at the secondary level, this study offers helpful insight. With the use of these findings, teacher preparation programs can be improved, enabling educators to build a more complete set of abilities by taking into account teachers' individual characteristics and instructional styles. In order to address highlighted areas for improvement, this article points out the value of continual professional development. This will help pre-service English teachers continue to develop their pedagogical skills in keeping with their changing personalities. Additionally, this study may also serve as a recommendation to the Indonesian

government to enhance teacher welfare and give greater consideration to their plight in order to inspire the Indonesian youth to pursue careers in education.

Because this study used a non-test approach with a questionnaire as the instrument to collect data, the results may not accurately reflect the actual performance of pre-service English teachers in teaching English. Instead, they only give an overview of the personality and pedagogical competence of these teachers. The researchers suggest integrating different research instruments, such as tests, observations and interviews to provide comprehensive results regarding teacher competency as well as reporting pre-service English performance because each pre-service teacher has their own competency level standards. Because this current study limited PETs' personality competence and pedagogical competence, further research is suggested to be expanded to include other competencies covering social and professional competences as well.

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