

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter reviews the theoretical foundations and previous studies related to the main concepts of this research. It discusses the teaching competences of FKIP EDU student teachers participating in a teaching practice program organized by Universitas Siliwangi - as well as the structure and objectives of the FKIP EDU program and the essential role of supervising teachers in guiding student teachers during their practicum. In addition, it elaborates on the concept of perception and the factors that influence it, particularly in the context of how supervising teachers perceive the teaching competences of FKIP EDU students. Overall, this literature review serves as the conceptual framework that supports and guides the analysis of this study.

#### **A. Teaching Competences**

The teaching abilities of student teachers play a fundamental role in shaping their effectiveness in future classroom learning. Recent studies emphasize that these abilities include content knowledge and pedagogical skills such as classroom management, instructional design, and adaptive teaching. Smith (2024) highlights how structured field experiences, mentoring, and reflective practice significantly enhance practicum teachers' ability to design differentiated lessons and respond to diverse students. Similarly, Garcia and Patel (2023) demonstrate a strong correlation between the quality of supervision in schools and the improvement of novice teachers' practical skills, indicating that mentor feedback and observation cycles are crucial for developing teaching competences. Therefore, adequate competence and guidance are needed so FKIP EDU students can achieve the standards and become good teacher candidates. Below, there will be further discussion about teacher competence and teaching competence in the context of FKIP EDU students.

Teacher competence is crucial to internal abilities realized in the teaching process. Teacher competence refers to an integrated set of knowledge, skills,

attitudes, and values that educators use to facilitate effective learning (Darling-Hammond, 2023). These competences encompass content knowledge, pedagogical content knowledge, and pedagogical knowledge, which are referred to as the “distinctive forms of understanding and ability of teachers.” More broadly, these emphasize reflective practice, technological literacy, and social-emotional awareness, which are highly relevant in 21st-century classrooms (Fernández & Moreno, 2024).

Based on Law Number 14 of 2005 teacher competence consists of four competences, namely pedagogical, personality, social, and professional competence. However, this study only focused on two selected competencies, namely pedagogical competence and professional competence. Personality and social competences were not discussed in detail because they require broader observation of student teachers’ personal attitudes and social interactions beyond classroom teaching performance. Therefore, limiting the study to pedagogical and professional competencies helped the researcher keep the analysis focused and aligned with the research question. Below is a comprehensive explanation of each:

#### 1) Pedagogical Competence

Pedagogical competence refers to a teacher’s ability to manage learning processes effectively. It includes understanding students’ characteristics, designing instructional strategies, implementing teaching methods, and evaluating learning outcomes. The goal is to ensure that learning is student-centred, inclusive, and tailored to learners’ developmental stages and needs.

Key aspects:

- a) Mastery of educational theories and learning principles
- b) Ability to develop lesson plans that meet curriculum standards
- c) Use of appropriate teaching methods and media
- d) Skills in classroom management
- e) Ability to assess and evaluate student performance for improvement

## 2) Professional Competence

Professional competence involves mastery of subject matter and the continuous development of expertise in the teacher's specialization. The goal is to enable teachers to deliver content accurately and update their knowledge continuously to remain practical and relevant.

Key aspects:

- a) In-depth understanding of the subject taught
- b) Awareness of the curriculum and current trends in education
- c) Ability to integrate interdisciplinary knowledge
- d) Engagement in ongoing professional development
- e) Conducting or applying educational research

This framework of teaching competences is adopted for interview guidelines and being a cornerstone for data collection and data analysis stage because it offers a measurable component for examining student teachers' competences in teaching English during the FKIP EDU program.

### **B. The FKIP EDU Program**

The FKIP EDU program is an important requirement of English education department students in Universitas Siliwangi for passing the 6th semester in 3rd year of college. This program aims to connect theoretical knowledge of student teachers with real-world teaching practices. The FKIP EDU program allows FKIP EDU students to engage in authentic classroom environments, enabling them to develop and demonstrate core teaching competences such as pedagogical skills, classroom management, and reflective practices. As Saputro and Suwandi (2023) emphasize, teachers' education program such as FKIP EDU helps prospective teachers understand school culture, student diversity, and the complexity of delivering instruction in a real school environment. Additionally, student teachers' education program is a platform for students to collaborate with mentor teachers and receive constructive feedback, fostering professional growth and self-

confidence (Pratiwi et al., 2023). With increasing emphasis on 21st-century skills, integrating technology and inclusive teaching strategies into FKIP EDU activities has become increasingly important, enhancing prospective teachers' readiness to address dynamic educational challenges (Rahmawati & Lestari, 2024). Therefore, student teachers' education program is not merely a field practice but a transformative stage in developing competent, reflective, and adaptive educators.

FKIP EDU is crucial in bridging the gap between pedagogical theory and classroom practice. According to Saputro and Suwandi (2023), student teachers' education program is a professional socialization process that allows student teachers to observe school culture, participate in school routines, and gradually take on teaching responsibilities. This process reflected in FKIP EDU program whereas the FKIP EDU students develop a practical understanding of their future profession and cultivate essential teaching competences.

The objectives of FKIP EDU are multifaceted, with the primary goal being the development of pedagogical and professional competences as outlined in Indonesian educational law (Law No. 14 of 2005). FKIP EDU encourages FKIP EDU students to reflect on their teaching practices, interact meaningfully with students and mentors, and apply teaching theories in varied instructional settings. Pratiwi et al. (2023) noted that student teachers' education program strengthens instructional planning and delivery skills and fosters adaptability and classroom management abilities. These outcomes are vital for ensuring that future educators can meet the complex demands of today's educational landscape. By engaging in school-based learning experiences, FKIP EDU students gain confidence, professional insight, and the ability to implement innovative, student-centered approaches. In this way, FKIP EDU serves as a practicum and a transformative stage in teacher development.

### **B.1. Teaching Competences of FKIP EDU Students**

Teaching competence is critical in developing prospective teachers, especially within the School FKIP EDU framework or teaching internships. The FKIP EDU program is designed to immerse students in an authentic school environment, where

they can apply theoretical knowledge to real teaching contexts. This competence encompasses mastery pedagogical and professional as stipulated in Law No. 14 of 2005. According to Paragamac and Ponsica (2024), student teachers often consider themselves “highly competent” in managing classroom instruction. However, there is a mismatch between perception and actual performance, highlighting the gap between preparation and practice.

Recent studies indicate that comprehensive and reflective internship experiences are crucial in developing teaching competences. For example, research by Matjašič and Vogrinc (2025) highlights the role of research-based activities in teaching practice to enhance prospective teachers’ confidence and teaching abilities. When FKIP EDU program students engage in reflective teaching, collaborate with supervising teachers, and receive structured feedback, they significantly improve classroom management, curriculum planning, and student engagement strategies. This indicates that teaching competences are not only the result of knowledge mastery but also of critical engagement and ongoing support during internships.

In addition, integrating 21st-century skills, particularly digital literacy and inclusive pedagogical practices, has become a key foundation of practical teaching competences. A study by Purwanti et al. (2023) shows that student teachers in teacher education programs trained in digital pedagogy perform better in designing adaptive, student-centered learning environments. In this context, teaching competences are increasingly viewed as dynamic and evolving, requiring prospective teachers to be responsive to technological advancements and diverse learning needs. Therefore, FKIP EDU as an effective teacher education program must prioritize mentoring, technology integration, and reflective practices to develop FKIP EDU students who are not only skilled and adaptable.

## **B.2. Supervising Teachers in FKIP EDU**

Supervising teachers play a pivotal role in ensuring the success of the FKIP EDU program by acting as mentors and professional role models for FKIP EDU students. Their guidance helps FKIP EDU students navigate the complexities of

classroom instruction and shapes their professional identity. According to Pratiwi et al. (2023), supervising teachers are the primary link between theory and practice, offering critical insights into curriculum implementation, student engagement, and school culture. Through structured observation, co-teaching, and debriefing sessions, supervising teachers facilitate the gradual transition of FKIP EDU students from observers to independent instructors.

In addition to providing instructional support, supervising teachers are responsible for evaluating the performance of FKIP EDU students. This includes assessing lesson planning, teaching delivery, classroom management, and student interaction. These evaluations are typically grounded in competence standards outlined by the Ministry of Education. Sari and Handayani (2023) note that adequate supervision is characterized by clear expectations, consistent feedback, and a collaborative spirit. Teachers provide constructive criticism, celebrate teaching successes, and foster confidence and professional growth in FKIP EDU students when supervising.

Moreover, supervising teachers contribute to the development of reflective teaching practices. They encourage student teachers to critically analyze their teaching experiences, confront challenges, and seek innovative solutions. Mentorship in such student teachers' education program should not be unidirectional but dialogic, creating space for student teachers to question, reflect, and refine their instructional approaches (Rahmawati & Lestari, 2024). This reflective dimension is essential for cultivating adaptive educators responding to diverse learner needs and evolving educational contexts.

However, the effectiveness of supervising teachers largely depends on their preparation and commitment to mentoring. A study by Wulandari et al. (2024) highlights that some supervising teachers may lack adequate training in mentorship pedagogy, resulting in inconsistent guidance and limited growth opportunities for student teachers. Therefore, institutions must provide professional development programs that equip supervising teachers with the skills and knowledge necessary for effective mentorship. Strengthening this mentorship component can

significantly elevate the overall quality of FKIP EDU and teacher education in Indonesia.

### **C. Perception**

Perception can be defined in several ways. Demuth (2013) states that perception is the active process by which individuals select, organize, and interpret sensory information to understand their environment. Perception is a cognitive process in which individuals interpret and organize sensory stimuli, such as vision, sound, and tactile input, into meaningful experiences (Bruce et al., 2014). This transformation involves raw data captured by sensory receptors (bottom-up processing) and the influence of prior knowledge, expectations, and context (top-down processing). As emphasized by Herms (2024), even simple visual experiences are influenced by brain predictions, indicating that perception is as much a constructed reality as it is a direct representation of the environment. Therefore, perception is an active interpretive process shaped by direct sensory input and higher-level cognitive frameworks.

Furthermore, perception is inherently constructive and subjective. The mind continuously constructs internal representations by combining sensory evidence with memory, feelings, and cultural norms (Goldstein & Brockmole, 2002). For example, individuals often experience visual illusions, such as color misperceptions influenced by the surrounding context, demonstrating how the brain actively reconstructs sensory information. This reconstructive aspect of perception highlights its variability: two people can view the same scene differently, based on cognitive expectations and prior experiences. Ultimately, perception is a multistage, multifaceted phenomenon that underlies our interactions with the world. Wei and Hahn (2023) outline selection, organization, and interpretation as essential phases in processing sensory input. These phases enable us to filter relevant stimuli, organize them into coherent patterns, and derive meaning to guide our responses. The foundational role of perception spans psychology, neuroscience, education, and design, making it a cornerstone in understanding human cognition and behavior.

Perception is significantly influenced by internal factors such as motivation, cognitive processes, and emotional states. Psychological values such as intrinsic motivation, self-confidence, and attention control are important in how individuals interpret sensory information. Ishida and Sekiyama (2024) identified psychological characteristics as the main factors in shaping students' learning motivation, emphasizing that these intrapersonal factors directly influence students' perceptions and engagement in the educational environment. Similarly, research by Wu et al. (2023) found that strong intrinsic motivation enhances students' cognitive benefits and their perceptions of the usefulness of learning activities, which in turn strengthens their overall perceptual experience.

Externally, environmental and social influences also shape perceptions in meaningful ways. Classroom climate, peer and mentor support, and institutional culture significantly influence learners' subjective experiences and interpretations. Raboca and Carbuarean (2024) showed that students who perceived strong functional and psychological support from faculty reported higher intrinsic motivation and less amotivation, indicating that the social environment strongly alters perceptions of competence and engagement. Likewise, Iqbal et al. (2023) highlighted that a culture that emphasizes quality and support in the university environment strengthens motivation, affecting how faculty and students perceive their roles and responsibilities.

### **C.1. Supervising Teacher Perceptions toward FKIP EDU Students**

Supervising teachers interpret their experiences with FKIP EDU student teachers through a lens shaped by direct classroom engagement, performance observation, and mentoring interactions. A narrative study conducted by Aryani and Nurhadi (2024) found that supervisors generally recognized student teachers' enthusiasm and innovative resources, especially the creative use of learning media. However, concerns were raised regarding lesson planning readiness, time management, and comprehensive assessment strategies. These observations underscore how supervisors' perceptions are strongly influenced by the alignment between student performance and established professional competences.

Perceptual processes shaped by how supervisors receive, interpret, and evaluate sensory and performance cues are important in shaping these professional judgments. According to contemporary sensory cognitive research, perceptual mechanisms involve incoming stimuli and higher-order cognitive frameworks such as expectations and prior knowledge. In the context of FKIP EDU, supervising teachers' perceptions are not simply passive receptions of student behavior; they are active constructions, informed by supervising teachers' teaching experiences, institutional expectations, and the context of the practicum environment.

Moreover, effective perceptions fostered through supportive supervising teacher practices significantly shape student learning outcomes. A study by Ögüt et al. (2024) highlighted the importance of conversational reflective dialogue between mentors and student teachers, increasing awareness, clarity, and mutual understanding during practicum. These findings suggest that when expressed through transparent and reflective communication, supervising teacher perceptions can directly support FKIP EDU students' professional development.

In summary, the framework above is used as the basis for analyzing data in this study. The related concepts of teacher competence, FKIP EDU implementation, and supervising teacher perceptions help the researcher understand the participants' responses. This framework was chosen because it shows the different aspects of teaching competence such as pedagogical and professional in the real context of the FKIP EDU program. The focus on supervising teachers' perceptions also supports the aim of this study, which is to explore how they evaluate and understand FKIP EDU students' teaching performance. Overall, this framework helps guide the thematic analysis and keeps the data interpretation connected to relevant theories and evidence.

#### **D. Previous Studies on Teachers' Competences**

Several studies have explored teachers' competence and perceptions related to teaching performance. First, a study by Mattentuang (2011) found that teachers' social competence had a significant positive influence on improving the learning

process. This study is relevant to the current research because social competence is one of the key aspects of teaching competency evaluated during pre-service teaching.

Second, Kamil et al. (2018) research results showed that supervisor teachers perceived student teachers' competences including pedagogical, personality, social, and professional as being in the fair category. This study directly relates to the present research since it also focuses on supervising teachers' perceptions of student teachers' teaching competencies during teaching practice.

Third, Mardiah (2021) revealed that school personnel including principals, supervising teachers, and staff had strongly positive perceptions of student teachers' social competence. While this study specifically emphasized social competence, it remains relevant to the present research because social competence constitutes one of the essential dimensions of teaching competency. Moreover, both studies share a similar focus on perceptions toward student teachers' competencies during pre-service teaching, although the current research concentrates more broadly on teaching competence as perceived by supervising teachers.

Other previous studies (Karim et al., 2021; Azizpour & Gholami, 2021; Lorensius et al., 2022) have discussed educational supervision, mainly focusing on how it enhances teacher competences or explores supervisors' attitudes towards student teachers. In the other literature, student teachers frequently believe that their education at university does not sufficiently prepare them for the challenges and difficulties of real-world teaching (Hascher et al., 2004; Zeichner & Tabachnick, 1981; Wulandari & Lestari, 2019). Moreover, some literature also finds that supervising teachers assess student teachers' teaching competences such as the mastery of subject matter or classroom management and student engagement, whereas mentoring approaches varied significantly while some mentors give supportive feedback to encourage reflective practice, and maintain tight control over instructional content (Kayi-Aydar & Yi, 2021; Lejonberg & Tiplic, 2021). Limited research has explored how supervising teachers perceive student teachers'

teaching competences during FKIP EDU, especially in terms of pedagogical and professional competences. Therefore, this study attempts to fill that gap.