

Empowering English Teachers through PKGBI: A Mixed-Methods Study on Pedagogical Competence Improvement

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Abstract: The quality of English language education in Indonesia is closely tied to teacher competence. To address this, the Ministry of Education introduced the PKGBI (*Peningkatan Kompetensi Guru Bahasa Inggris*) program, offering contextual, continuous, and collaborative professional development. Although the program has gained recognition, limited research has examined its impact using both quantitative and qualitative approaches. This study employs a mixed-methods design to investigate the relationship between PKGBI participation and pedagogical competence among junior high school English teachers, while exploring their experiences in the program. The quantitative component used a correlational design, with data from 80 purposively selected teachers analyzed through Pearson Product Moment Correlation. The qualitative component applied a phenomenological approach, using semi-structured interviews with 10 participants to capture how teachers perceive PKGBI, its benefits, and challenges. The findings reveal a significant positive correlation ($r = 0.652$) between teachers' participation in PKGBI and their pedagogical competence. Teachers who were more involved demonstrated stronger teaching practices, higher confidence, and improved classroom strategies. However, challenges such as time constraints and limited access were identified. By integrating statistical evidence with teachers' narratives, this study provides a comprehensive understanding of PKGBI's effectiveness and offers practical recommendations for optimizing teacher professional development.

INTRODUCTION

Teacher competence plays a pivotal role in the success of English language education. In Indonesia, English is both a compulsory subject and a gateway to global communication, yet many teachers struggle with outdated methodologies, low confidence, and limited opportunities for professional growth. To address these challenges, the Ministry of Education launched the PKGBI program (*Peningkatan Kompetensi Guru Bahasa Inggris*), designed to empower teachers through interactive workshops, peer collaboration, and reflective practice.

Previous studies on teacher professional development emphasize the importance of continuous and collaborative training (Richards & Rodgers, 2014; Johnson & Johnson, 2009). However, there is still limited empirical evidence that directly links PKGBI participation with improvements in pedagogical competence.

Pedagogical competence includes lesson planning, interactive teaching strategies, classroom management, and the ability to adapt materials to students' needs.

Before PKGBI, many teachers relied heavily on textbook-based, teacher-centered instruction, which limited students' engagement. Teachers often reported low confidence in designing communicative activities or integrating technology into lessons. These limitations highlight the urgency of evaluating whether PKGBI can truly enhance teachers' pedagogical competence.

Problem formulation: Does participation in PKGBI significantly improve English teachers' pedagogical competence, and how do teachers describe their experiences in applying PKGBI strategies?

RESEARCH METHODS

This study adopted a **mixed-methods design**, combining quantitative and qualitative approaches.

1. Quantitative Phase

A correlational design was used to explore the relationship between PKGBI participation and pedagogical competence. Data were collected through structured questionnaires distributed to 80 junior high school English teachers who had joined PKGBI. The questionnaires measured frequency of PKGBI participation (e.g., workshops, peer teaching, mentoring) and perceived pedagogical competence (e.g., lesson planning, classroom management, interactive teaching). Data were analyzed using Pearson Product Moment Correlation.

2. Qualitative Phase

A phenomenological approach was applied to catch teachers' lived experiences in implementing PKGBI. Semi-structured interviews were conducted with 10 teachers who shared specific examples of how PKGBI influenced their teaching practice. Thematic analysis was employed to identify recurring themes related to benefits, challenges, and classroom application.

RESULTS AND DISCUSSION

1. Quantitative Findings

The statistical analysis revealed a significant positive correlation ($r = 0.652$) between teachers' PKGBI participation and their pedagogical competence. This indicates that the more actively teachers engaged in PKGBI, the stronger their teaching practices became. An r value of 0.652 falls in the strong correlation range (0.60–0.79), confirming that PKGBI participation is strongly associated with improved pedagogical skills.

2. Qualitative Findings

Three key themes emerged from teacher interviews:

1. Improved Teaching Practices

Teachers reported bigger confidence in applying interactive methods such as group discussions, role plays, and project-based learning. These strategies shifted classrooms from teacher-centered to student-centered learning environments.

2. Enhanced Professional Confidence

PKGBI participants described increased confidence in managing lessons, integrating technology, and encouraging student participation. One teacher stated: *"Before PKGBI, I was afraid to try new methods. Now, I feel more capable of designing engaging lessons and adapting to my students' needs."*

3. Challenges and Constraints

Despite the benefits, teachers faced challenges such as limited time for implementing new methods, large class sizes, and unequal access to resources. These issues suggest the need for stronger institutional support.

Discussion

The results align with prior research (Creswell & Plano Clark, 2018; Brown, 2007) showing that professional development programs can significantly impact teaching competence when they are contextual and collaborative. PKGBI's emphasis on peer learning and reflective practice has been effective in building sustainable pedagogical growth. However, for long-term success, systemic challenges must be addressed through ongoing mentoring and resource provision.

CONCLUSIONS AND RECOMMENDATIONS

This study concludes that PKGBI has a significant positive impact on teachers' pedagogical competence. Teachers who actively participated in PKGBI

demonstrated stronger teaching strategies, higher confidence, and more engaging classroom practices.

Recommendations:

1. PKGBI should continue to expand its focus on interactive and student-centered pedagogy.
2. Schools should provide ongoing mentoring and resource support to ensure sustainability of PKGBI strategies.
3. Future research should involve larger samples and explore long-term effects on both teachers and student outcomes.

By empowering teachers through PKGBI, Indonesia can foster more effective English classrooms, benefiting both educators and learners.

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