

CHAPTER 4. FINDINGS AND DISCUSSION

This chapter provides all findings and interpretations acquired from the existing data collection method. The result was gained from an interview with three chosen EFL teachers who had completed the PPG Program. Each section drawn from the Danielson Framework (2013). These identified themes consist of: (1)Planning and Preparation, (2)Classroom Environment, (3)Instruction, and (4)Professional Responsibilities. The findings are further discussed by relating them to the theoretical framework and relevant previous studies.

4.1 Planning and Preparation

The findings reported that participating in the PPG Program has an impact on lesson planning and preparation. Participants reported an increase in understanding about aspects that need to be considered in learning activities in a more directed and systematic manner. Moreover, the program helps teachers in deciding learning methods that are suitable for students' needs. Table 4.1 presents a summary of the theme and sub-themes identified from the interview data.

Table 4.1
Theme and Sub-Themes

Theme	Sub-Theme
Planning and Preparation	1a. Demonstrating Knowledge of Content and Pedagogy
	1b. Demonstrating Knowledge of Students
	1e. Designing Coherent Instruction

4.1.1 Demonstrating Knowledge of Content and Pedagogy (1a)

The research finding indicates that the PPG Program contributes to improving teachers' pedagogical knowledge, particularly by broadening their understanding of various teaching methods and strategies that can be used in the classroom. Before participating in the PPG Program, some participants admitted that they tended to use limited and repetitive methods in the learning process. After completing the program, they gained more insights into teaching approaches, instructional steps, and activities that can be adjusted to students' needs. With these insights, teachers

are better capable of implementing active and differentiated learning methods that accommodate students' diverse learning needs, thereby facilitating more meaningful learning experiences.

As Mr. Arif stated, "In this sense, it turns out that the teaching methods I usually use are too monotonous. There are still many teaching methods that can be used in the classroom to present the material" (Mr. Arif, February 14, 2026). The statement particularly his recognition of various teaching methods for presenting learning materials, reflects his knowledge of pedagogical approaches. This indicates that the PPG Program broadened his understanding of alternative teaching methods that could be applied in classroom.

Similar findings were also observed from Ms. Tika, who stated "Well, after taking that PPG course, I now have more references regarding the steps to follow and the games that are suitable for the students" (Ms. Tika, February 18, 2026). The statement suggests that the PPG Program not only provides a conceptual understanding of learning but also enriches teachers' practical knowledge that can be applied in teaching and learning activities. With increased knowledge of various learning strategies and activities, teachers are better equipped to translate what they have learned into classroom practice (Ardana et al., 2025).

In addition to broadening their pedagogical knowledge, the PPG Program also helps teachers understand the importance of selecting teaching methods that are appropriate to the learning objectives and students' characteristics (Javiarma et al., 2025). Some participants explained that before participating in the PPG Program, they tended to use the same methods for various topics. However, after completing the program, they became more aware that different learning topics require different instructional approaches to support the achievement of learning objectives (Javiarma et al., 2025).

Ms. Sonia stated, "Before the PPG, teaching was conducted using traditional methods. Explaining the material, assigning homework, holding discussions, and so on. But since the PPG Program was introduced, we now truly understand which teaching methods or techniques to use for each topic" (Ms. Sonia, February 27, 2026).

Ms. Sonia elaborated further, naming specific instructional models she now considers, “We really know exactly which method or technique to use for this material, whether it is PBL, or discovery learning” (Ms. Sonia, February 27, 2026). She names two specific pedagogical models, Problem Based Learning and Discovery Learning, as examples of methods selected according to the learning material. This quote shows that teachers not only understand that teaching methods need to be adapted to the subject matter, but are also able to identify specific methods that are appropriate for the material being taught.

This finding reflects the Demonstrating Knowledge of Content and Pedagogy component of the Danielson Framework (2013). The component emphasizes that teachers need to understand the relationship between the content being taught and the most effective pedagogical approaches for conveying that content to students. Pedagogical knowledge, together with content knowledge, plays an important role in supporting effective instructional practices (Rofiq et al., 2024). In this regard, the pedagogical knowledge gained through the PPG Program supported teachers in considering more appropriate instructional methods for different learning materials (Daud et al., 2020).

4.1.2 Demonstrating Knowledge of Students (1b)

Research findings indicate that the PPG Program supports teachers to develop a deeper understanding of their students as a starting point for designing and implementing the learning process. This understanding involves not only students’ individual characteristics but also various contextual factors that influence their learning process. This enables teachers to make more appropriate instructional decisions based on students’ learning needs (Qadrianty et al., 2024).

One indication of this understanding is the growing awareness among teachers of the importance of adjusting instruction to students’ circumstances and their learning environment. Mr. Arif explained that while participating in the PPG Program, he came to understand that lesson planning should be adapted to the actual conditions of learning. This adaptation is important because it enables teachers to develop instructional strategies that are aligned with students’ needs and characteristics (Auliyah et al., 2024).

“That is why, back when we were doing the PPG Program, the answer was simple: we had to adapt to the students’ circumstances, the available facilities and infrastructure, the environment, and so on. We also had to adapt to the parents’ circumstances. Why? So that the lesson plan could be implemented” (Mr. Arif, February 14, 2026).

This statement indicates that teachers take into consider various factors that can influence learning outcome, such as students’ circumstances, parental support, the school environment, and the availability of facilities and infrastructure. In essence, teachers focus not only on the subject material delivered, but also on the context in which learning takes place. These findings suggest that teachers are making progress in their ability to design responsive lesson plans that take into considerations students’ circumstances, school resources, and environmental conditions.

In addition to gaining a broader understanding of the learning context, teachers have also demonstrated a stronger awareness of the diversity of student characteristics in the classroom. Ms. Tika explained that one lesson from the PPG Program that continuous to guide her practice is the importance of understanding students’ personalities before determining teaching strategies.

“First, we need to understand our students’ personalities. We cannot treat all our students the same way and expect them to learn in exactly the same way, no. But we need to understand their personality first” (Ms. Tika, February 18, 2026).

Ms. Tika also add, “How I manage the class also follows that, recognizing each students’ character. So students who like reading, I give theme reading material. Those who prefer audio visual can listen instead” (Ms. Tika, February 18, 2026). It shows knowledge of students being converted into a concrete instructional decision (assigning reading and audio material by preference), not just an abstract awareness that students differ. The Danielson Demonstrating Knowledge of Students criteria specifies that educators should use their understanding of students to influence instructional decisions, rather than merely describing students.

Ms. Sonia also shared similar findings, explaining that the diversity of students' abilities in the classroom prompted the implementation of differentiated instruction. Ms. Sonia stated,

"I use differentiated instruction. That way, we really know exactly which methods we are going to use. After all, the atmosphere in the classroom is obviously very diverse" (Ms. Sonia, February 27, 2026).

While Mr. Arif emphasized the importance of considering the external context of learning, such as the school environment, facilities and infrastructure, and students' individual characteristics, Ms. Tika and Ms. Sonia noted that after completing the PPG Program, they became more aware that students have different needs, abilities, and learning styles and therefore cannot be treated identically. This understanding encouraged them to adapt instructional strategies to students' diverse learning needs, which is a key principle of differentiated instruction (Goyibova et al., 2025)

These findings align with the Demonstrating Knowledge of Students component of the Danielson Framework (2013). The component the importance of understanding students beyond their academic abilities Teachers also need to recognize students' backgrounds, interest, learning needs, and other factors that may influence the learning process. In this study, participants perceived that the PPG Program helped them better understand their students, allowing them to adjust their teaching to students' different needs. This understanding reflects the development of teachers' pedagogical competence, which supports more effective teaching practices (Sarmita et al., 2025).

4.1.3 Demonstrating Coherent Instruction (1e)

Research findings suggest that the PPG Program improves teachers' ability to design more structured and systematic lessons. Before participating in the program, some participants reported being familiar with various teaching methods, yet lacking a clear understanding of the overall flow and organization of the learning process. Through the PPG Program, teachers gained a better understanding of how learning should be systematically planned and implemented (Javiarma et

al., 2025). Mr. Arif also explained that the PPG Program helped him understand the learning process more systematically. Mr. Arif stated,

“Actually, we already have a good command of teaching methods. It is just that by joining the PPG Program, the flow, the step by step process, we are finally able to understand it” (Mr. Arif, February 14, 2026).

Similar findings were also reported by Ms. Tika, who compared the teaching practices before and after participating in the PPG Program. Ms. Tika stated,

“Back then, teaching was just basically loss. The main thing was that the students, the primary goal was for them to be able to do things, so once they could, that was it. After taking the PPG Program, there is a framework now, and there are guidelines to follow” (Ms. Tika, February 18, 2026).

A similar understanding of the learning structure was also expressed by Ms. Sonia, “In my final certification (UKIN), I only reflect three times, at the opening, then the main activity, and the closing” (Ms. Sonia, February 27, 2026). This quote indicates that learning is viewed as a series of distinct stages (the opening, the main activity and the closing). Each stage is a key consideration in the process of lesson planning and reflection. This finding aligns with this component, which emphasizes the importance of structuring lessons through clear and well defined stages.

These statements show that the PPG Program helps teachers develop a clearly defined and well structured learning framework. Although the teachers already had teaching experience, they acknowledge that the PPG Program provides a more systematic understanding of the sequence of learning activities, from the opening and core activities to the closing. With a more structured instructional framework, teachers are better able to organize learning activities according to instructional objectives and appropriate teaching strategies rather than relying on teaching habits. This reflects the development of teachers’ pedagogical competence, which contributes to more effective teaching practices (Hermansyah et al., 2025).

In addition to helping teachers understand the learning process, the PPG Program also improves their ability to develop instructional materials. Some participants stated that after completing the program, they gained a better understanding of how to design lesson plans and teaching modules in accordance

with established learning principles. As Ms. Tika stated, “But after participating in the PPG Program, I have made progress. Starting with how to design lesson plans” (Ms. Tika, February 18, 2026). Ms. Tika also explained that the PPG Program helped her understand various components that need to be considered in lesson planning, such as the selection of appropriate learning approaches, models, and methods. Before participating in the PPG Program, the preparation of lesson plans was often done in a simplistic approach without in depth consideration. However, after participating in the program, there was a more systematic understanding of lesson planning.

“I think that is really great, because it helps develop the skills of teachers who, like me at first, used to just put together lesson plans carelessly. Once participating in the PPG, there are clear guidelines in place, what approach to use, what teaching methods to employ, and so on” (Ms. Tika, February 18, 2026).

The statement implies that the PPG Program helps teachers develop lesson plans more systematically. Teachers no longer simply prepare teaching materials as an administrative requirement, but have begun to consider various important components, such as approaches, learning models, and strategies that align with learning objectives (Auliyah et al., 2024). As a result, lesson planning becomes more integrated and better supports the implementation of classroom instruction.

These findings are consistent with the “Designing Coherent Instruction” component of the Danielson Framework (2013). This component emphasizes the importance of teachers’ ability to design well-organized lessons with a logical sequence of activities that align with the intended learning objectives. These findings demonstrate that the PPG Program strengthens teachers’ ability to design coherent instruction by improving their understanding of instructional sequencing and the preparation of teaching materials.

4.2 Classroom Environment

Research findings indicate that participating in the PPG Program contributes to the improvement of teachers’ ability in creating classroom environments that support the learning process. Participants demonstrate the PPG Program provides

an understanding about the importance of having a positive relation with students, manage classroom procedures, and also manage students' behavior to create a conducive learning environment. Despite the fact that each participants' experience was different, findings show that those aspects contribute to the effective learning process. Table 4.2 presents a summary of the theme and sub-themes identified from the interview data.

Table 4.2
Theme and Sub-Themes

Theme	Sub-Theme
Classroom Environment	2a. Respect and Rapport
	2c. Managing Classroom Procedures
	2d. Managing Student Behavior

4.2.1 Respect and Rapport (2a)

Research findings indicate that the PPG Program influences how teachers interact with students, particularly in providing feedback during the learning process. Participants noted one change, which was a better understanding of the importance of providing direct feedback to students. This feedback is sometimes accompanied by simple expressions of appreciation to motivate students to learn (Fahri et al., 2024). Ms. Tika stated,

“Well, the feedback I learned to give during the PPG Program is provided to students one by one. Sometimes this feedback is accompanied by a simple reward, such as candy, for students whose answers are correct or close to correct. The students are usually more enthusiastic when that happens” (Ms. Tika, February 18, 2026).

The statement reveals that feedback is provided to individual students rather than delivered to the class as a whole. This finding indicates that the PPG Program encourages teachers to provide purposeful feedback as part of classroom interaction, which supports more effective teaching (Putri & Yumarnamto, 2024). This practice demonstrates teachers' attention to students as individuals. It ensures that feedback is delivered personally and accompanied by encouragement when

appropriate. Thus, feedback in this context serves not only as a means of evaluating learning, but also as a form of communication that demonstrates the teachers' care and appreciation for their students.

Ms. Tika also indicated that her relationship with students is shaped by a shared classroom agreement that redefines what is being evaluated. She stated, "I also have class agreements. The first thing I assess is not whether the answer is right or wrong, but your sense of responsibility" (Ms. Tika, February 18, 2026). This quote suggests that the teacher-student relationship is evident not only in the way teachers provide feedback but also in the values they emphasize to students. By prioritizing responsibility alongside the accuracy of answers, teachers demonstrate their concern for students' attitudes and effort, not just their academic performance.

These findings align with the "Creating an Environment of Respect and Rapport" component of the Danielson Framework (2013). Danielson emphasizes that positive relationships between teachers and students are demonstrated through interactions that reflect care, appreciation, and support for students. In this study, providing individualized feedback accompanied by appreciation demonstrates how teachers strive to build positive relationships with students through communication that helps students feel valued and encourages engagement in learning.

4.2.2 Managing Classroom Procedures (2c)

The research findings indicate that the impact of the PPG Program on classroom management was not experienced equally by all participants. Certain teachers felt an improvement in their classroom management skills, while others felt that the practices learned in the PPG were consistent with their previous teaching habits. Mr. Arif states that the classroom management techniques introduced in the PPG Program are not much different from the practices already applied by the teacher.

Mr. Arif said, "Same thing for me, that is how I usually am. It turns out I am really used to doing it that way. And during the PPG Program, that is how most people did it" (Mr. Arif, February 14, 2026). The statement suggests that the PPG Program does not always result in significant changes in practice for all teachers.

The statement suggests that the classroom management practices introduced in the

PPG Program were already familiar to Mr. Arif and had been implemented in his teaching before participating in the program. This finding reveals that the impact of the program can vary depending on teachers' prior experience, as experienced teachers may demonstrate stronger pedagogical and content knowledge than pre-service teachers (Chang et al., 2025).

Mr. Arif elaborated on this continuity by explaining the specific rationales underlying his grouping procedure, "If we do not grouped them like that, the strong students will cluster together too. The class won't be balanced. That is why I specifically use group discussion as the method" (Mr. Arif, February 14, 2026). The statement clarifies the previous finding that the PPG Program does not have a significant impact on classroom management. His grouping procedures were already based on a clear educational approach, specifically the deliberate mixing of ability levels to prevent unbalanced groups, long before he participated in the program. In other words, the lack of observable changes after the PPG does not indicate a shortcoming in his practice, but rather that the procedures he had already implemented met the standards the program aimed to instill.

On the contrary, Ms. Sonia feels that the PPG Program has had a significant impact on her ability to manage the classroom. Ms. Sonia stated, "That really makes a significant contribution, at least for me. Because we are also able to guide and determine which method is the right one" (Ms. Sonia, February 27, 2026). The statement shows that the PPG Program help teacher select appropriate approaches to manage diverse classroom situations. The ability to select the proper methods enables teachers to manage the learning process more effectively and adapt their strategies to the students' circumstances in the classroom (Maulana & Pradikto, 2025). Thus, classroom management in this study is reflected in teachers' ability to create a conducive learning environment that supports students' engagement in learning (Sholeh et al., 2025).

The different experiences reported by Mr. Arif and Ms. Sonia suggest that teachers hold different perspectives on the contribution of the PPG Program to classroom management. While some participants perceived that the program improved their classroom management practices, other viewed the strategies

introduced in the program as being consistent with practices they had already implemented. This variation reflects the “Managing Classroom Procedures” component of the Danielson Framework (2013), which emphasizes teachers’ ability to organize classroom routines and procedures to support effective learning.

4.2.3 Managing Student Behavior (2d)

Research findings indicate that the PPG Program increases teachers’ awareness of the importance of managing student behavior in supporting the learning process. Through participating in the program, teachers have come to better understand that learning success is determined not only by the delivery of content but also by the teachers’ ability to manage student behavior during learning activities (Dacholfany et al., 2024). Mr. Arif explained that classroom management is the important aspect because students’ diverse characteristics and behaviors can affect the learning process. Mr. Arif stated,

“Classroom management is necessary. Why? Because some students are mischievous. Yes. Some just sit there whispering to each other, while others disrupt the class. Basically, they are just chatting among themselves. Classroom management is necessary. In class, if the teacher cannot control the class, it gets chaotic” (Mr. Arif, February 14, 2026).

The statement shows that teachers recognize the importance of student behavior in creating a conducive learning environment. Mr. Arif identified various behaviors that have the potential to disrupt learning process, such as talking to oneself, disturbing classmates, or not paying attention to learning activities. This finding suggests that teachers view managing behavior is an important part of teaching, not just dealing with problems in the classroom. In this context, behavior management is viewed not only as maintaining classroom order but also as an important aspect of supporting student learning, reflecting the knowledge and skills developed through professional development programs (Dacholfany et al., 2024).

A more formalized approach to behavior management was reported by Ms. Sonia, who described a documented escalation procedure for repeated non-compliance, “If a student fails to do an assignment once, I give them a statement to

sign, acknowledged by the guidance counselor, the homeroom teacher, and the parents. That is one way I keep them disciplined” (Ms. Sonia, February 27, 2026). In contrast to Mr. Arif, who focuses more on identifying disruptive behavior during learning activities, Ms. Sonia highlights a structured accountability mechanism involving multiple parties, meaning that student behavior management is not limited to direct teacher intervention in the classroom. This practice demonstrates that rules and consequences regarding student behavior are enforced through established procedures that involve relevant stakeholders. In this context, consistency in managing student behavior is achieved through written procedures involving guidance counselors, homeroom teachers, and parents, not solely through the teacher’s direct authority in the classroom.

This finding reflects the “Managing Student Behavior” component of the Danielson Framework (2013), which emphasizes teachers’ ability to establish and maintain behavioral standards that create a safe, orderly, and productive learning environment. In this study, this competency was reflected in teachers’ increased awareness of the importance of managing student behavior to support effective learning. This finding is further supported by Purniningtyas et al. (2024), who found that the PPG Program equips teachers with the knowledge and strategies needed to manage student behavior, communicate effectively, and implement appropriate behavior management techniques.

4.3 Instruction

The study results show that the experience of joining a PPG Program has an impact on the teaching practices of teachers in the classroom. After joining the PPG Program, teachers are beginning to use more variety teaching strategies, adjusting teaching methods to students’ needs and developing more interactive ways of presenting the material. Teachers also showed improvement in their ability to select teaching approaches that are appropriate for the characteristics of the material and classroom conditions. Table 4.3 presents a summary of the theme and sub-themes identified from the interview data.

Table 4.3
Theme and Sub-Themes

Theme	Sub-Theme
Instruction	3a. Communicating with Students
	3d. Using Assessment in Instruction

4.3.1 Communicating with Students (3a)

Research findings indicate that PPG influences how teachers communicate with students during the learning process. Participants explained that they need to adapt the way they present material and give instructions to the students' language abilities and characteristics in order for their messages to be effectively understood. One way they achieved this was through the strategic use of two languages during, a practice that reflects pedagogical code switching to support students' comprehension (Susiawati et al., 2025). These adaptations were reflected in three communication strategies: the use of two languages, the use of gestures, and the application of more structured communication patterns during instruction.

The use of bilingual instruction was one of the communication strategies most frequently mentioned by participants. Mr. Arif explained that in the English language classroom, he not only uses English but also translates it into Indonesian so that students can understand the material being presented. Mr. Arif stated, "So, what we do is use two languages. After we speak in English, we translate it. But we do not use Indonesian for everything, no. If we used only Indonesian, they would not understand English" (Mr. Arif, February 14, 2026).

A similar perspective was also expressed by Ms. Tika,

"So, in the PPG Program, we are supposed to teach in English, a certain percentage of the lessons must be conducted in English. But my students come from rural areas, where English is practically a foreign language. So I have to use two languages when explaining things" (Ms. Tika, February 18, 2026).

A similar point was made by Ms. Sonia, who clearly compared the requirements she encountered during the PPG Program with the actual conditions in her classroom,

“The PPG Program expects instruction to be delivered primarily in English. However, that depends on the actual conditions at our school. If I were to implement it fully here, the students would have a hard time. So after I speak in English, I translate it into Indonesian” (Ms. Sonia, February 27, 2026).

These three statements indicate that teachers adapt the use of English to students’ language abilities rather than applying it rigidly as practiced during the PPG Program. Rather than treating this adjustment as a strategy used only in specific situations, all three participants describe it as a standing consideration in how they decide to deliver instruction. Thus, teachers do not merely focus on the use of the target language, but also ensure that the message being conveyed is understood by the students, reflecting the pedagogical use of code-switching to support comprehension (Susiawati et al., 2025). This directly reflects the Communicating with Students component which emphasizes that teachers’ communication must be adapted so that it is understandable to students, rather than applied uniformly regardless of audience.

In addition to using two languages, teachers also utilized nonverbal communication to help convey instructions. Ms. Tika explained that the use of gestures is one of the strategies employed when students are still having difficulty understanding English. Ms. Tika stated, “When giving instructions to students who are completely unfamiliar with English, we use gestures” (Ms. Tika, February 18, 2026). The statement shows that communication in the learning process does not rely solely on spoken language but is also supported by the use of visual cues that help students understand the instruction given by the teacher. The use of gestures serves as a form of communicative adaptation that enables teachers to convey messages more clearly, especially in the context of foreign language learning.

The results of the study also show that the PPG Program affected teachers’ communication patterns during instruction. Ms. Sonia explained that the program taught teachers to adopt specific communication routines.

“So every time I enter the classroom, I always make sure to say those greetings, like ‘How are you today’ and ‘Who is absent today?’ I also mix things

up when I am teaching. That is one of the things I learned from the PPG Program” (Ms. Sonia, February 27, 2026).

The statement shows that the PPG Program affects not only the language teachers’ language use but also how they establish structured communication with students. Consistently using greetings at the beginning of a lesson creates a regular pattern of interaction and helps foster students’ engagement from the very start of the learning activity. This practice is also emphasized in the PPG Program, where greeting and rapport are recognized as important aspects of effective classroom implementation (Ngatmini & Suyitno, 2025). Furthermore, the practice of alternating between English and Indonesian demonstrates teachers’ efforts to maintain a balance between exposure to the target language and students’ understanding of the lesson through the pedagogical use of code-switching (Susiawati et al., 2025).

These findings reflect the “Communicating with Students” component of the Danielson Framework (2013), which emphasizes that effective classroom communication should be clear, accurate, and understandable to students. In this study, teachers demonstrated this competency by adapting their language to students’ abilities, using gestures to clarify instruction, and establishing structured communication routines during instruction. Rodgers and Abdulrahman (2025) also reported that participation in the PPG Program encouraged teachers to become more adaptable in their instructional practices and to adopt more student-centered approaches. This reflects teachers’ communication practices, as they adjusted their language and communication strategies to students’ learning needs.

4.3.2 Using Assessment in Instruction (3d)

Research findings indicate that the PPG Program contributes to improving teachers’ understanding of the use of assessment as part of the learning process. Participants explained that the PPG Program helped them understand various forms of assessments, such as end of lesson evaluation, feedback, and diagnostic assessment to identify students’ level of understanding before or during instruction.

One of the insights teachers gained relates to the importance of conducting evaluations at the end of a lesson. Mr. Arif stated, “Yes. In the PPG Program, we study about evaluation at the end of the learning process” (Mr. Arif, February 14, 2026). The statement shows that assessment at the end of the learning process becomes one of the aspects provided to the teachers while participating in the PPG Program. The findings reveal that the program helps teachers develop a better understanding of assessment practices as part of teaching and learning process (Sinambela et al., 2025). Through these assessment practices, teachers were able to gain insight into students’ understanding of the material they had studied.

In addition to understanding the importance of evaluation, teachers also gain knowledge about providing feedback to students as part of the assessment process. Mr. Arif stated, “I was taught how I should provide feedback to students” (Mr. Arif, February 14, 2026). This statement reveals that the PPG Program not only introduces the use of assessment to measure learning outcomes but also emphasizes the importance of feedback in helping students understand their learning progress and identify areas for improvement (Putri & Yumarnamto, 2024).

Along with the feedback, Ms. Tika described adjusting the assessment instrument itself to match students’ varying ability levels, “The worksheet needs to be simplified. The grading criteria are also different from those for class A. some groups write paragraphs, while others write just one sentence, but if the sentence is well-written, the grade is the same” (Ms. Tika, February 18, 2026). This quote broadens the discussion of assessment, moving beyond simply providing evaluations and feedback to adjusting the format of the assessment tasks themselves. This indicates that teachers not only use assessment to measure students’ abilities. This practice emphasizes the use of assessment that is responsive to students’ development and needs, rather than applying the same form of assessment uniformly to all students.

Another finding revealed an increase in teachers’ awareness of the importance of diagnostic assessments. Ms. Sonia explained that before participating in the PPG Program, the implementation of diagnostic tests had not been a priority for her.

However, after completing the program, the benefits of diagnostic assessments in identifying students' level of understanding became clear to her.

“As a part of the PPG Program, that was the final diagnostic test. I guess I have just been kind of lazy all this time. There were times when I did not really feel like doing that kind of thing. It turns out it makes a big difference. I mean, it shows just how well the kids really understand the material, especially in English class” (Ms. Sonia, February 27, 2026).

The statement made by Ms. Sonia indicates a shift in teachers' perspectives on assessment. Previously, diagnostic assessments were considered less important, but after completing the PPG Program, teachers realized that the information obtained from these assessments can help identify students' level of understanding and their learning needs. This indicates that teachers are beginning to use assessment as a foundation for understanding students' learning conditions and supporting instructional decision making in the learning process.

These finding reflect the “Using Assessment in Instruction” component of the Danielson Framework (2013), which emphasizes that assessment should be used not only to measure learning outcomes but also to monitor students' progress, provide feedback, and inform instructional decisions. Similarly, Javiarma et al. (2025) highlight that comprehensive supports the improvement of learning by providing information that teachers can use to guide instruction. In this study, teachers demonstrated a greater understanding of learning evaluation, feedback, and diagnostic assessment, indicating that the PPG Program supports more purposeful use of assessment throughout the learning process.

4.4 Professional Responsibilities

The research findings indicate that participating in the PPG Program contributes to teachers' professional development. According to the results of the interview, participants revealed that the PPG Program supports them to do reflection of their teaching practices, improve administrative awareness, continuously develop professional competencies and strengthen professionalism in carrying out their duties as teachers. These findings show that the impact of the PPG

Program is not only in the learning process, but also in teachers' ongoing professional development. Table 4.4 presents a summary of the theme and sub-themes identified from the interview data.

Table 4.4
Theme and Sub-Themes

Theme	Sub-Theme
Professional Responsibilities	4a. Reflecting on Teaching
	4b. Maintaining Accurate Records
	4e. Growing and Developing Professionally
	4f. Showing Professionalism

4.4.1 Reflecting on Teaching (4a)

Research findings indicate that the PPG Program encourages teachers to be more reflective about their teaching practices. Through the various methods and approaches introduced during the program, teachers not only gain new knowledge but are also encouraged to evaluate the effectiveness of applying these methods in their own teaching contexts (Rodgers & Abdulrahman, 2025).

Mr. Arif explained that various methods learned during the program gave the opportunity to try new approaches and evaluate the results of applying them in the classroom.

“So there is some kind of new approach they are using, maybe, I will learn from that new approach too. There are many methods used, and as I apply them, I can use that as my own evaluation. Oh, if I use a method like this, the results will be like this, like this, like that. But I will gain knowledge from it” (Mr. Arif, February 14, 2026).

The statement shows that teachers not only adopt learning methods gained from the PPG Program, but also actively reflect on the effects of those methods on the learning process, a practice that has been shown to strengthen teaching competence through systematic reflection (Hermansyah et al., 2025). By applying various methods, teachers observe the resulting outcomes and use those experiences

as a basis for evaluating their future teaching practice. Thus, reflection does not occur only after instruction is complete, but also through the process of observing the consequences of pedagogical decisions made in the classroom. The ability to connect instructional methods with students' learning outcomes demonstrates reflective practice (Khairi & Nofrion, 2024). Through this process, teachers develop a better understanding of which strategies are effective and use these insights to improve subsequent teaching.

Another aspect of reflective practice was shared by Ms. Sonia, who explained the circumstances that led her to engage in reflection. Ms. Sonia stated, "I started to wonder, why do not these students understand yet? Maybe I need to change my strategy" (Ms. Sonia, February 27, 2026). In contrast to Mr. Arif, who explained evaluation after a method has been implemented, Ms. Sonia pointed out that reflection occurs when there is a gap between the material that has been presented and the students' understanding. Notably, she relates this gap to her own teaching strategies, rather than solely to the students' abilities.

These findings align with the "Reflecting on Teaching" component by Danielson Framework (2013). This component emphasizes the importance of teachers' ability to analyze the learning effectiveness of the lessons that have been taught and use the results of that reflection as a basis for improving teaching practices in the future. In this study, reflection is evident in teachers' ability to evaluate the results of applying various teaching methods and to draw lessons from those experiences.

4.4.2 Maintaining Accurate Records (4b)

Research findings indicate that the PPG Program raises teachers' awareness of the importance of administrative aspects in the teaching process. Through the program, teachers have become more attentive to various procedures that were previously often neglected or forgotten in their daily teaching practices.

Ms. Tika explained, "So, after we complete the PPG Program, when it comes to administrative things, what do you call them? For example, not taking attendance or checking in with the students, it is like something is being missed" (Ms. Tika,

February 18, 2026). The statement indicates that participation in the PPG Program increases teachers' awareness of the importance of academic administration. Teachers pay closer attention to various administrative procedures that support the implementation of learning and realize that these procedures need to be carried out consistently. The findings show a shift in perspective regarding learning administration, from something that previously received little attention to an aspect considered essential to carrying out professional duties.

Ms. Tika further explained how awareness is maintained in practice, "There is a checklist, for example, for the lesson's opening segment. During the opening, we take attendance. If I do not take attendance or call out the students' names, it will be flagged" (Ms. Tika, February 18, 2026). This quote indicates that the changes described earlier are not only related to shifts in personal attitudes but are also supported by tools that can be used to systematically monitor task completion. The checklist helps ensure that routine activities, such as taking attendance, are not overlooked during instruction. This practice emphasizes the importance of systematically recording and monitoring tasks.

Furthermore, the findings also reveal that the PPG helps teachers develop more systematic and organized work habits, enabling them to better implement and document various learning activities. This reflects the behavioral changes in which teachers applied the knowledge and skills gained through the PPG Program in their professional practices (Dwikurnaningsih et al., 2025). These findings are reflected in the "Maintaining Accurate Records" component by Danielson Framework (2013), which emphasizes the importance of maintaining accurate records related to learning activities and students. Although the participants' statements did not specifically discuss documentation such as recording grades or monitoring students' learning progress, their statements demonstrate a greater awareness of fulfilling routine administrative responsibilities as part of their professional responsibilities.

4.4.3 Growing and Developing Professionally (4e)

Research findings indicate that the PPG Program serves as a professional development program that supports teachers in strengthening their professional competencies while expanding their knowledge and skills for teaching practice (Mardhatillah & Surjanti, 2023). Participants described PPG as a learning experience that helped them keep pace with developments in education while enriching their knowledge. Mr. Arif stated,

“So when we switched to the independent curriculum, fortunately there was this PPG Program. At the time, it covered things I had never learned before, because I had never participated in any training, workshops, or seminars. I was never sent to any of those events” (Mr. Arif, February 14, 2026).

The statement implies that the PPG Program functions as a source of professional learning that can help teachers acquire new knowledge. This new knowledge can be acquired by participating in training sessions, seminars, or other activities. In this context, the PPG Program serves as a way for teachers to update their competencies in line with the latest development.

Similar findings were delivered by Ms. Tika, who emphasized the contribution of the PPG Program to the development of professional skills. Ms. Tika said, “So, by studying at one of the universities in East Java and taking the PPG Program there, I am able to develop my skills, basically” (Ms. Tika, February 18, 2026). The statement indicates that the benefits of the PPG Program are not limited to improving theoretical knowledge but also include the development of skills that can support teachers in carrying out their professional duties. The program contributes to teachers’ professional competence by supporting their continuous professional growth (Addayan et al., 2024).

Moreover, Ms. Sonia describes the PPG Program as an experience that broadens insights and provides many new lessons. Ms. Sonia explained,

“So, basically, I went from knowing nothing at first to gaining so much from the PPG Program, it really opened my eyes. I realized that, all this time, what I had learned was actually quite limited. So, in this program, I have experienced a lot of

changes and gained a wealth of experiences and knowledge” (Ms. Sonia, February 27, 2026).

The statement indicates that the PPG Program encourages teachers to recognize the limitations of their prior knowledge while providing them with new learning experiences and knowledge that contribute to their professional growth. Thus, the program also plays a role in fostering self understanding and reflection (Sahroni & Subroto, 2022).

When asked directly which aspect of PPG was most relevant to her lesson planning, Ms. Sonia notably did not isolate a single skill, responding instead, “All of it, really. What I had been applying and receiving before was very different once I got the PPG material, even online. It felt like a big difference” (Ms. Sonia, February 27, 2026). This quote indicates that Ms. Sonia views the contribution of the PPG Program as comprehensive, not limited to a single skill or area of knowledge. She observes a difference in her overall teaching practice after participating in the PPG Program.

These four statements collectively demonstrate that the PPG Program is viewed as a form of ongoing professional development. This program provides teachers with new knowledge, skills, and professional attitudes, contributing to positive changes in their professional behavior (Dwikurnaningsih et al., 2025). These findings are consistent with the “Growing and Developing Professionally” component from Danielson Framework (2013). This component emphasizes the importance of teachers’ engagement in professional learning activities to update their knowledge, strengthen their competencies, and continuously develop their professional practices.

4.4.4 Showing Professionalism (4f)

Research findings indicate that the PPG Program contributes to teachers’ professionalism, particularly in building self confidence in carrying out their teaching duties. However, this impact was not felt equally by all participants. Some teachers believed that their self confidence in teaching had already been established

before participating in the PPG Program, while others felt an increase in self confidence after acquiring various knowledge and skills through the program.

Mr. Arif stated, “No, I do not need to be nervous. I figure, if I am teaching, then I am teaching. Because a teacher is ready to explain things anyway” (Mr. Arif, February 14, 2026). The statement suggests that Mr. Arif already had confidence in his teaching abilities before enrolling in the PPG Program. In this context, professionalism is reflected in the readiness and confidence to carry out teaching duties without feeling anxious or hesitant. This finding indicates that the contribution of the PPG Program to teachers’ self-confidence may vary depending on teachers’ prior experiences. In Mr. Arif’s case, he perceived that his confidence in teaching had already been established before participating in the program.

The confidence demonstrated by the teacher was also evident in Mr. Arif’s experience when he had to fulfill his professional responsibilities under rather difficult personal circumstances. Mr. Arif explained, “I had an accident and am scheduled for surgery on Monday. Even though my PPG graduation was on the line, to me professionalism means being a teacher, so in the end, I decided to take the exam anyway” (Mr. Arif, February 14, 2026). This quote shows that Mr. Arif’s professionalism is evident not only in his belief in his role as a teacher but also in his professional responsibilities despite facing difficult personal circumstances. This practice emphasizes a teachers’ commitment to carrying out their professional responsibilities.

In contrast, Ms. Tika stated, “In my opinion, after the PPG Program, I feel more confident because, basically, we have got the tools to work with students, which is the weakness of the students” (Ms. Tika, February 18, 2026). According to Ms. Tika, this increase in self-confidence stems from her feeling that she now better understands her students’ characteristics and needs after completing the PPG Program. This understanding has made it easier for the teacher to handle various teaching situations and make decisions adjusted to the needs of the students in the classroom.

A similar pattern also appears in the statement “So, is there a difference between teaching after taking the PPG and teaching without it? Of course there is.

I teach in a more focused and confident way, that is for sure” (Ms. Tika, February 18, 2026). The statement suggests that increased self-confidence does not stand alone but is linked to teachers’ growing ability to plan and implement lessons in a more focused and targeted manner. When teachers have a clearer understanding of strategies, methods, and students’ needs, they tend to feel more confident in their teaching practices.

The differences in experience between Mr. Arif and Ms. Tika suggest that teachers hold different perspectives on the contribution of the PPG Program to their self-confidence. For some teachers, the PPG Program did not substantially change their confidence in teaching because they had already developed confidence before participating in the program. Meanwhile for others, the PPG Program contributed to greater self-confidence by expanding their knowledge and skills for teaching. These findings align with the Showing Professionalism component of the Danielson Framework (2013). The component encompasses teachers’ commitment to effectively fulfilling their professional responsibilities, including demonstrating confidence in their competencies and readiness to carry out their teaching duties. In this study, professionalism is reflected in teachers’ confidence in managing the learning process, whether this confidence was established before participating in the PPG or developed after completing the program.