



Analysis of the Pedagogical Competence of Indonesian Language Lecturers: A Study of Learning Strategies and Quality

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Abstract

Higher education plays a strategic role in producing qualified professional educators, one of which is through strengthening the pedagogical competence of lecturers. This competence is a key factor in determining the quality of learning in higher education. In the Indonesian Language Study Program at Buana Perjuangan University Karawang, lecturers' pedagogical competencies play an important role in the application of learning strategies and the achievement of student learning outcomes. However, research that specifically examines the relationship between lecturers' pedagogical competencies, learning strategies, and learning quality is still limited. This study aims to evaluate the pedagogical competencies of Indonesian language lecturers based on two main focuses, namely the learning strategies applied and the quality of learning produced. The research uses a qualitative descriptive approach with an evaluative study design. The research subjects were lecturers teaching Indonesian language courses, while the objects included aspects of learning planning, implementation, and evaluation. Data were collected through interviews, observations, documentation, and student questionnaires. Data analysis was conducted using the Miles and Huberman model through the stages of reduction, presentation, and conclusion drawing, and was validated using source and technique triangulation. The results of the study indicate that the pedagogical competence of lecturers is in the good category, with the highest achievement in the aspects of learning evaluation (88%) and understanding student characteristics (85%). However, the aspects of technology utilization and student potential development still need to be improved.

Introduction

Higher education institutions play a strategic role in producing qualified educators and professionals (Kuffuor et al., 2024; Kayyali, 2025; Cuevas, 2024). One aspect that greatly determines the quality of education in higher education institutions is the pedagogical competence of lecturers (Moreira et al., 2023; Mayasari et al., 2024). Pedagogical competence encompasses not only mastery of teaching materials, but also the ability to design, implement, and evaluate effective learning processes that are responsive to student characteristics, in order to achieve quality learning (Andre et al., 2025; Surtini & Muhtar, 2024; Basri & Ab Rahman, 2025). For Indonesian language lecturers, this competency is even more important because they not only play a role in transferring linguistic knowledge, but also in fostering students' critical thinking skills, literary appreciation, and effective communication skills in academic and social contexts (Repelita et al., 2024; Afdal & Sukenti, 2024).

According to Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, the pedagogical competence of lecturers includes understanding the characteristics

of students, planning, implementing, and evaluating the teaching and learning process. Furthermore, according to Amin et al. (2025), pedagogical competence covers several important aspects: understanding student characteristics, mastery of learning theory, curriculum development, implementation of dialogic learning, use of educational technology, evaluation of learning processes and outcomes, and development of student potential.

In the context of implementing pedagogical competence, learning strategies play a crucial role (Amaliah et al., 2024; Harefa et al., 2024). Aidoo et al. (2024) mention that learning strategies include models, approaches, and techniques/methods used by lecturers in delivering material and facilitating student engagement. Strategies such as discussions, lectures, case studies, project-based learning, and collaborative learning are often used in Indonesian language learning to encourage active student engagement and enrich the learning experience.

Until then, the quality of learning has been the main benchmark for the success of the learning process (Haddade et al., 2024; Wang et al., 2024; Dey, 2024). The quality of learning can be measured through three aspects: input (including lecturer qualifications and student readiness), process (lecturer-student interaction and learning methods), and output (level of understanding and active student participation) (Diana et al., 2025). Good learning quality is reflected in the extent to which learning objectives are achieved, student activity in the learning process, and the existence of constructive feedback in learning interactions (Muzammil et al., 2020; Ansya et al., 2024; Abidin & Muhammad, 2024).

At Buana Perjuangan University Karawang, particularly in the Indonesian Language Study Program, there has not been much research that thoroughly evaluates lecturers' pedagogical competence through two main aspects: learning strategies and learning quality. However, the implementation of these two aspects greatly determines the effectiveness of learning and student learning outcomes (Isaeva et al., 2025; Akintayo et al., 2024; Wagino et al., 2024). Therefore, this study aims to answer the following questions: what is the level of pedagogical competence of Indonesian language lecturers at Buana Perjuangan University Karawang, what strategies are applied, and to what extent is the quality of learning achieved?

This study uses a qualitative descriptive approach with evaluative studies, with the subjects being Indonesian language lecturers at Buana Perjuangan University in Karawang. Data was collected through in-depth interviews, classroom observations, documentation (e.g., lesson plans, teaching materials, evaluation results), and questionnaires on student perceptions. Data analysis followed the Miles and Huberman model with stages of data reduction, data presentation, and conclusion drawing and verification, reinforced by source and technique triangulation. The conceptual framework of this study establishes a relationship between the variables of pedagogical competence, learning strategies, and learning quality (Upreti et al., 2024; Naz et al., 2025; Wafudu & Bin Kamin, 2024).

This study is expected to provide an empirical picture of the pedagogical practices of Indonesian language lecturers, their strengths and weaknesses, as well as practical recommendations for improving the quality of learning at Buana Perjuangan University Karawang.

Methods

Research Design

The current study assumed a qualitative descriptive approach, thus allowing the flexible observation of the instructional practices in the natural settings. The research was assessive in nature, where the researcher intended not only to establish the facts about the activities of lecturers in the classroom but also critically review the manner in which such practices fitted

within the set pedagogical competencies. By placing the enquiry within the particular milieu of teaching the Indonesian language at Buana Perjuangan University, Karawang, the research was in a position to describe the mundane practices in teaching and at the same time examine the frameworks that are embedded within teaching in the making of decisions. This method helped to create a subtle meaning of the method of selecting and implementing learning strategies, and how these decisions eventually affected the quality of student learning. As a result, the design provided a room to not only observe but also reflect on, thus placing pedagogical competence in a dynamic and situationalized context as a process, as opposed to a normative set of standards.

Research Subjects and Objects

The main participants in the study were lecturers teaching the Indonesian language because they were the most active in the pedagogical process since they spent most of their time with students. Their professionalism, teaching options, and pedagogy were the key variables of the study. The three basic elements of pedagogical competence, which included planning, implementation, and evaluation of learning, were used as the objects of analysis. These elements were not viewed as discrete and linear steps but as movement within an overarching teaching cycle, with these movements being interconnected. Through the analysis of these factors in concert, the study helped to shed light on how lecturers understood the concept of their professional roles, reacted to the changing demands of their students, or interpreted learning evidence. This holistic perspective enriched the analysis in that it captured pedagogical competence as a reflective practice which evolves with time.

Data Collection Techniques

The research also used various modes of data-collection to bring about an in-depth and well-founded description of pedagogical competence. The in-depth interviews provided an opportunity to get a glimpse into the logic behind the instructional choice made by the lecturers, as well as the thoughts about the achievements and difficulties that arose in the classroom. The direct evidence of the Interaction between lecturers and students based on classroom observations was able to help capture spontaneous engagements, negotiation and instructional adaptation which were not able to be fully shed light by the interviews. Documentation (lesson plans, instructional material and evaluation records) was examined to determine how pedagogical intentions were formalised and how they would guide the learning process. Student questionnaires were used to elicit the views of the learners especially in matters of clarity in instruction, learning support, as well as engagement. Every methodology added a new layer of epistemology; collectively, they made up a deep description of the teaching practice that described both the planned and lived aspects of teaching.

Research Instruments

The measures used in this research were carefully constructed, based on the proven signs of pedagogical competence in Indonesian higher education. These tools included interview guide, observation sheets, student questionnaire and checklists of documentation. They were built on a conscious purpose to have both the procedural aspects of instructions and the interpretative delicacies that pervade the professional practice. By combining the attention to these dimensions at the same time, the instruments managed to capture the pattern of activity organization without sacrificing the space to the unstructured idiosyncrasy of each approach to pedagogy. This balance allowed having rich, reliable, and congruent data in relation to the evaluative goals with respect to the pedagogical competence.

Data Analysis Procedures

The analysis followed the interactive model suggested by Miles and Huberman that recommends continuous oscillation between the reduction of data, data display, and drawing conclusions. First, a large body of information derived out of interviews, observations, documents, and questionnaires were systematized. This minimization step required a careful consideration of the recurrent patterns, conspicuous statements and new relations in the dataset. The diminished information was then shaped into displays which increased the appearance of these interrelations. By doing so, the researchers were able to establish thematic connections between seemingly unrelated lines of evidence and thus, form a cohesive view of pedagogical competence. The final stage involved drawing conclusions that were supported by the cumulative evidence, and checking them repeatedly in order to establish their validity. This form of iterative interaction maintained analytical rigour and guarded one against early inference.

Results and Discussion

The results of this research come as a result of an exercise that was informed by active listening, close observation and long-term interaction with the everyday lives of teaching in the Indonesian Language Study Program at Buana Perjuangan University Karawang. Instead of simply uniting quantitative data, the analysis attempts to grasp how pedagogical competence is practiced and experienced by the lecturers who win or lose the battle of determining the experiences of their students in academics. By interviewing lecturers who were asked to think about their teaching identity, observing the classroom in dynamic interaction, providing documentation of the scaffolding that underpins the choice of instructions, and using questionnaires where learners would give their opinions, a delicate mosaic of the practice of pedagogy gradually came to light. As a consequence, the findings, which are given below, are no longer abstractly represented; they represent an anchored description of teaching dynamics in this particular institutional context.

When the information was synthesized, clear patterns formed. Some aspects of pedagogical competence were always present in evidence sources and highlight the commitment of lectures to purposeful systematic teaching and their ability to maintain valuable interaction with learners. Other aspects, on the other hand, revealed a less dramatic conflict, influenced by the changing technological demands, volatile access to professional growth, and the general higher education demands. These difficulties do not reduce the professionalism of lecturers, but they open the opportunities of institutional support and reflection on progress. To this extent, the results not only act as a measure of practice but also as a motivational factor to rethink the way the development of the pedagogical process can be strengthened in the program.

It was clear that the exemplification of pedagogical competence is not consistent among people. Every lecturer has a different history, philosophy of teaching, and experience, which influence their methods of teaching. Others are good in fostering dialogic interaction whereas others are meticulously aligned assessment practices with learning objectives. Yet others are sophisticated in regard to student differences. These differences enhance the story of the findings and makes us remember that competence is a developing process of professional learning. Taken as a whole, though, the summative data allow seeing a consistent trend of weaknesses and strengths defining the pedagogical environment in the program overall.

The results are displayed in the following tables to create some clarity and organization. These tables provide the overview of the different dimensions of the competence in pedagogy, and then further detailed sub-indicators. However, the numbers can only gain their meaning when

they are read with the qualitative evidence on which they were informed. The development of the general patterns into the specific indicators helps the results to transmit a comprehensive picture of the way teaching is realised in the course of the study program.

Table 1 shows the overall levels of competence in the seven dimensions evaluated. This overview will be the basis of the analysis that will be provided in more detail.

Table 1. Overall Pedagogical Competence Scores

Competence Aspect	Score (%)
Evaluation of learning	88
Understanding student characteristics	85
Dialogic learning	82
Mastery of learning theories	80
Curriculum development	78
Use of learning technology	76
Development of student potential	74

These findings indicate that learning evaluation is the most established competence area in the lecturers. The student characteristics and dialogic learning understanding are also quite advanced, which indicates the development of a strong background of a learner-centred instruction by lecturers. The minimized scores concerning the use of technology and potential development of the students show the areas where more consistent or innovative practices might be still evolving. Wholesomely, the trend is indicative of a stable, responsive teaching environment that is stable in core competencies but is still trying to figure out issues that are influenced by changes in the larger context of higher education.

Table 2. Sub Indicators of Evaluation Competence

Sub Indicator	Evidence Type	Score (%)
Alignment between assessment and learning outcomes	Documentation	89
Use of formative evaluation	Observation	87
Use of summative evaluation	Documentation	88
Consistency of assessment implementation	Interview	88
Clarity of scoring rubrics	Documentation	86

The scores indicate that the method of evaluation of the lecturers is methodological and considerate. The strong correspondence of the assessment tools and learning outcomes is indicative of thorough planning and the consistent application of the formative and summative assessment provides evidence of the appreciation of evaluation as a continuous process and not an event. Even though the rubrics clarity is a bit less than others indicators, the general consistency of the scores implies that evaluation activities in the program are well-established and consistent.

Table 3. Sub Indicators of Understanding Student Characteristics

Sub Indicator	Evidence Type	Score (%)
Identification of prior knowledge	Interview	84
Adaptation of teaching pace	Observation	85
Differentiation for student needs	Interview	86
Awareness of learning difficulties	Questionnaire	85

The data shows the lecturers to be sensitive to the heterogeneity of students in their group. They also admit the differences in previous knowledge and take the steps to measure the pacing of

instruction accordingly. Classroom differentiation practices are practiced with a significant level of confidence as the performance score is high. At the same time, the examination of student evaluations indicates that the lecturers are still attentive and observe the barriers that face the learners, which is a sign of a pedagogical model based on empathy and responsiveness.

Table 4. Sub Indicators of Dialogic Learning Practices

Sub Indicator	Evidence Type	Score (%)
Encouraging student questions	Observation	83
Providing space for clarification	Observation	82
Maintaining two way communication	Interview	81
Student participation in discussion	Questionnaire	82

The evaluation data prove that the lecturers create interactive learning environments where students are actively engaged to participate. As observed empirically the possibility to ask questions and seek clarification is systematically offered and the student response to this process states that they feel engaged in the discourse. Though the metric that represents the bidirectional communication has a slightly low score, it is still relatively strong, which means that dialogic instruction is regularly used, but still can be improved.

Table 5. Sub Indicators of Mastery of Learning Theories

Sub Indicator	Evidence Type	Score (%)
Understanding instructional models	Interview	79
Application of pedagogical principles	Observation	80
Relevance of selected approaches	Documentation	81

The results suggest that although lecturers have a functional understanding of the theory of learning, there is room to continue learning, in particular, the growth of their model and methodology versatility. However, the application of teaching concepts seems to be continuously consistent with the classroom practice, and the relevance of the specific instruction strategies selected highlights the conscious choice-making based on the theoretical savvy.

Table 6. Sub Indicators of Curriculum Development

Sub Indicator	Evidence Type	Score (%)
Alignment with curriculum structure	Documentation	78
Clarity of learning objectives	Documentation	77
Coherence of teaching materials	Observation	78

The data show that the lecturers continue their consistent compliance with the formal curriculum and design teaching materials reflecting it. The marginally lower score of the learning objectives suggests that increased focus on clarity and specificity might increase the transparency of the instructional intentions. This notwithstanding, the general integrity of teaching materials indicates that lecturers are systematic and conscientious in designing curriculum.

Table 7. Sub Indicators of Technology Use in Learning

Sub Indicator	Evidence Type	Score (%)
Use of presentation tools	Observation	77
Use of online learning platforms	Interview	75
Integration of technology with learning goals	Documentation	76

There is also an unequal distribution of more advanced platforms entering the instructional delivery. Interviews reveal the confidence level in the variables between lecturers in the use of digital tools, and written records note that technology is often used as an auxiliary factor, but not as a key factor in the design of learning. This tendency was also reflected in lecturers' own reflections. One lecturer explained:

“I usually use presentation slides and sometimes online platforms, but mostly as supporting tools. I still feel more comfortable explaining the material directly because not all students respond well to digital-based activities.”

Professional development that is well organized and designed to develop strong digital pedagogical skills could be used in this area.

Table 8. Sub Indicators of Student Potential Development

Sub Indicator	Evidence Type	Score (%)
Support for academic development	Interview	74
Encouragement of creativity	Observation	73
Facilitation of independent learning	Questionnaire	74

The findings indicate that although lecturers always endeavor to help students academically, there are still no systematic opportunities of creativity and independent learning. Students' perceptions also confirmed this condition. One student stated:

“The lecturer helps us understand the material clearly, but activities that encourage creativity or independent exploration are still limited. Most assignments focus on completing tasks rather than developing our own ideas.”

It has been observed that creativity-enhancing activities are not regular and they are not incorporated into instruction regimens. The student responses also indicate that there is a need of more formalized avenues to explore autonomy in learning hence the importance of strategic improvement in the pursuit of the holistic potential of students.

Learning Pedagogical Competence in the Present-day Scholarship

The results of this work can be understood in a more focused way when interpreted in the context of recent literature, discussing the way of how university lecturers cope with the changing requirements of the present-day pedagogy. In the last five years, scholars have constantly reported on the fact that the assessment related expertise is always known to stabilize sooner than any other category of pedagogical competence. Parmigiani et al. (2024) have witnessed that lecturers often have an effective level of assessment literacy long before becoming more exploratory or student-centered in their teaching methods. Their argument provides a helpful point of view of the high marking performance in this study, which indicates that the evaluative clarity often serves as the point, on which further development in instruction may ultimately be created.

A more detailed review of the digital pedagogy literature sheds light on the reason why technology has not yet become a reality but has not transformed the way of pedagogies (Gierhart and Seglem, 2024). As Haleem (2022) has indicated, there are habitual applications of technology by lecturers who do not have organized chances to understand how digital technologies can transform learning design. The trend is also more visible in situations when institutional policies endorse digitalization without associated training on pedagogy. Aripadono (2024) has reported this trend in the Indonesian system of higher education when lectures use technology not as the channel to transform learning, but rather as a presentation tool. These findings directly respond to the low degree of technology adoption that is presently

observed in the current study and indicate the necessity of models of development that is more pedagogically oriented than technically localized.

The dialogic nature of the lecturers is further enriched when the research connects the dialogic classroom learning and the creative and critical learning studies. Tao (2023) has shown that dialogic interaction may provoke imaginative thinking in cases where lecturers aim to develop a conversational framework that promotes the discovery of concepts. The lecturers involved in this research show that they are willing to welcome inquiries and further explanation, and the Indonesian classroom study supports the possibility of such behavior. In a study conducted at Universitas Pendidikan Indonesia in 2022, the scholars concluded that communicative confidence of learners improved significantly when there were lecturers modeling dialogic routines on a regular basis. These views indicate that the dialogic strengths in the program might be utilized to enhance more profound intellectual stimulation as long as they are further built up by means of planned organization of dialogues.

The sensitivity of the lecturers towards the characteristics of students is also consistent with the emerging literature which indicates that student sensitivity is positively correlated with learning (Hamidi et al., 2024; Rahmia et al., 2025; Mohammadi et al., 2024). Novitasari (2024) discovered that acknowledging the existing knowledge and learning difficulties helps students to feel their confidence and participate in the academic activity in an effective way. Similar arguments were presented by Dewi (2024), who claimed that adaptive teaching contributes to relevance in learning, especially in a language course where the issue of diversity among students is of primary concern. This literature justifies the appearance of sensitivity to student differences as a strength of the current investigation, and the sensitivity can create the basis of more interpretive and student-driven teaching approaches.

The curriculum development seems to be a field where stability has not turned into innovation. According to Glava (2024), as long as lecturers do not have organized reflection and collaborative planning time, curriculum design tends to become routine. Moreira et al. (2023) also replicate this tendency, having found that curriculum coherence increases when lecturers discuss the purpose of courses and learning progressions in a joint manner. Those trends observed in this paper show that lecturers have the capacity to generate courses so that they are consistent with the institutional curriculum framework, but there is still untapped potential to create more intellectually challenging curriculum experiences.

The research on professional development provides additional information about the reasons behind the slower rate of competency development. Kaid (2025) established that longitudinal professional learning communities produce instructional transformation at a deeper level compared to solitary training workshops. Moreira et al. (2023) also highlighted the importance of peer observation over an extended period of time to foster reflective teaching practices. Such results are particularly relevant to the current situation, where lecturers have a strong level of underlying competence but demonstrate a lack of confidence in such aspects as the development of creativity or independence in the student. An inquiry-focused model of professional learning can offer the durability and group reflection necessary in the promotion of such more intricate competencies.

The problems identified in potential development of the students during the course of the research reflect issues that were generally observed in recent literature (Hong et al., 2025). Aidoo et al. (2024) stated that students gain more independence when instructors come up with iterative inquiry tasks that promote exploration and experimentation. In a study by Repelita et al. (2024), it is also observed that time constraints and institutional demands that favor coverage and correctness generally make many Indonesian lecturers unable to develop creativity. In this

sense, the reduced scores of indicators creativity-related in the current research seem to be less an indication of personal hesitation and rather the outcome of structural circumstances that limit the pedagogical risks that are perceived as feasible.

The fact that significant integration is possible when digital tools respond to tangible pedagogic requirements is supported by research on technology adoption (Wohlfart and Wagner, 2025; Woldemariam et al., 2025; Hamzah et al., 2024). A systematic review research in 2025 concluded that lecturers can better embrace technology when introduced as a solution to local instructional issues as opposed to a generic innovation. A similar conclusion and the significance of connecting technology with the daily life of teaching were reached in the evidence provided by Injotel Journal in 2023. Considering this perspective, the existing trend of minimal application of technology can be explained and offers a self-evident focus of further development programs.

The creativity in higher education research also influences the interpretation of the current findings. In a review published in the Journal of Applied Student Methods in 2022, it was found that creativity thrives in low-stakes exploration-supported environment with formative feedback. Since the lecturers involved in this research project demonstrate high levels of evaluative competence, they are especially in a good position to develop the formative structures that will foster student creativity assuming that institutional requirements will leave them room to experiment with them.

This interpretation is further compounded by the fact that the larger institutional context presents an extra dimension to this interpretation. According to financial analyses of Indonesian higher education published in 2024, the financial stability of universities tends to be the priority of their activities in the phase of low funding, which also restricts access to funds intended to promote pedagogical innovations. Together with evidence of Kaid (2025) about educator identity, the contextual aspects imply that enhancing reflective agency in the lecturers can be a crucial move towards the maintenance of pedagogical change in constrained circumstances.

A more connected interpretation of the literature shows that the strengths that can be observed in this study resonate with the findings in the world and country regarding the trustworthiness of the assessment practice (Astutik et al., 2024; Reyes et al., 2024). The awareness of the lecturer in facilitating the learning of the students, and the possibility of dialogic engagement to enhance interaction. Meanwhile, the identified problems related to technology integration, curriculum innovation, and development of creativity reflect the issues that have been reported by numerous researchers (Kanvaria and Yadav, 2024; Xin and Chen, 2025; Hamzah et al., 2024). The overlap of these observations is that there would be a developmental pathway that places special importance on reflective teamwork among lecturers, the match of digital innovation with realistic pedagogical requirements, and a more conscious effort to create learning experiences that are aimed at fostering student agency and innovative potential. This kind of direction would enable the program to develop in such a manner that would not be untrue to its current strengths, but would slowly increase the pedagogical opportunities to be used by both lecturers and students.

Conclusion

According to the research findings, the pedagogical competence of the Indonesian language lecturers at Buana Perjuangan University Karawang can be considered as being in the good category with the best scores in the dimensions of assessment of the learning process and its results (88 000 per cent), knowledge of the characteristics of the students (85 000 per cent), and dialogic learning (82 000 per cent). Such findings show that majority of the lecturers have

managed to adopt structured, communicative, and student learning outcome oriented teaching. Nevertheless, the areas of learning technology use (76's) and student potential development (74's) require to be enhanced. This implies that despite the success of teaching, the implementation of modern technologies and a more personal approach towards the students has not been optimized.

Thus, the constant enhancement of the pedagogical skills of lecturers is required due to the frequent training and mentoring, especially when working with the use of technology and with the expansion of the potential of students. It is also recommended that lecturers should further learn, train as professionals and engage in academic partnerships to ensure that they can accommodate changes and learning requirements that are evolving in the 21 st century. To conduct additional studies, it would be recommended to develop the research by applying to different study programmes and a quantitative or mixed methods research approach to offer a more in-depth perspective on the correlation between pedagogical competence and outcomes in terms of learning and student learning.

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