

TEACHING CONFIDENCE IN FOCUS: PSYCHOLOGICAL COMPETENCE AMONG PRESERVICE TEACHERS

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Abstract

Teacher education programs are instrumental in equipping future educators with the necessary skills to excel in their roles. This study investigates the effectiveness of teaching programs at UIN Syahada and their contribution to developing preservice teachers' psychological competence. The research employs a quantitative approach, examining correlations between program effectiveness and psychological competence to assess the impact of structured training. Findings reveal a positive correlation ($r = 0.503$) between teaching program effectiveness and psychological competence; however, the relationship is not statistically significant ($p = 0.431$). These results highlight the potential influence of program design and external factors in shaping psychological competencies. The study underscores the importance of integrating psychological literacy into teacher training programs, providing actionable recommendations to enhance curriculum development and foster well-rounded educators capable of addressing complex classroom dynamics.

Keywords: *Teaching programs, program effectiveness, psychological competence, preservice teachers*

Abstrak

Program pendidikan guru berperan penting dalam membekali pendidik masa depan dengan keterampilan yang diperlukan untuk unggul dalam peran mereka. Penelitian ini menyelidiki efektivitas program pengajaran di UIN

Syahada dan kontribusinya terhadap pengembangan kompetensi psikologis calon guru. Penelitian ini menggunakan pendekatan kuantitatif, menguji korelasi antara efektivitas program dan kompetensi psikologis untuk menilai dampak pelatihan terstruktur. Temuan menunjukkan adanya korelasi positif ($r = 0,503$) antara efektivitas program pengajaran dan kompetensi psikologis; namun, hubungannya tidak signifikan secara statistik ($p = 0,431$). Hasil ini menyoroti pengaruh potensial rancangan program dan faktor eksternal dalam membentuk kompetensi psikologis. Studi ini menggarisbawahi pentingnya mengintegrasikan literasi psikologis ke dalam program pelatihan guru, memberikan rekomendasi yang dapat ditindaklanjuti untuk meningkatkan pengembangan kurikulum dan membina pendidik yang mampu mengatasi dinamika kelas yang kompleks.

Kata Kunci: Program pengajaran, efektivitas program, kompetensi psikologis, calon guru

INTRODUCTIONS

In an ideal educational landscape, teacher education programs equip educators with the pedagogical and psychological tools necessary to foster student development. Effective programs integrate rigorous academic content with experiential learning opportunities, ensuring that preservice teachers can manage diverse classroom dynamics and support student well-being. UIN Syahada, as a leading institution in Islamic teacher education, aspires to produce educators who exemplify these ideals, preparing them to meet the challenges of modern education.

Despite these aspirations, teacher education programs often face challenges in balancing theoretical instruction and practical training. Many preservice teachers report limited preparation in addressing students' psychological and emotional needs, leaving them unprepared for real-world classroom dynamics. At UIN Syahada, these issues are exacerbated by resource constraints and inconsistent program quality.

Feedback from preservice teachers highlights gaps in the curriculum, particularly in integrating psychological literacy. Many students struggle with designing developmentally appropriate assessments, managing sensitive issues like grief, or tailoring teaching methods to diverse learning needs. These shortcomings underline a systemic issue in aligning program content with the competencies required in the field.

Additionally, research indicates a growing disconnect between program objectives and outcomes. For instance, studies reveal that while pedagogical and professional competencies are emphasized, psychological competence remains underexplored. This gap limits the ability of educators to create inclusive and supportive learning environments, further highlighting the need for comprehensive program reform.

Empirical evidence underscores the critical role of psychological competence in enhancing teaching effectiveness. Studies (Liu et al., 2021; Pieschl et al., 2021) demonstrate that teachers with strong psychological literacy are better equipped to manage classroom behaviors and foster student engagement. Similarly, Zharylgassova et al. (2021) emphasize the importance of psychological competence in building resilience and adaptability among educators.

At UIN Syahada, survey data reveal that only 40% of preservice teachers feel confident in their psychological competence. This figure aligns with broader national trends indicating insufficient emphasis on psychological literacy in teacher training programs. Metadata from studies in Indonesia further corroborate these findings, suggesting systemic challenges in integrating psychological competencies into teacher education.

To address these challenges, teacher education programs must prioritize psychological literacy. This involves revising curricula to include modules on emotional intelligence, classroom management, and student mental health. Experiential learning opportunities, such as simulated teaching scenarios and reflective practices, should be expanded to bridge the gap between theory and practice. Furthermore, ongoing professional development initiatives can ensure educators continue to refine their psychological skills throughout their careers.

LITERATURE REVIEW

Effectiveness of Teacher Education Programs

Teacher education programs vary widely in their effectiveness. Smith and Jones (2021) argue that well-structured curricula significantly enhance teacher competencies, providing preservice educators with the knowledge and skills needed to thrive in diverse classrooms. Bardach and Klassen (2020) expand this perspective, emphasizing the pivotal role of experiential learning in bridging the gap between theoretical instruction and practical application. Experiential learning allows preservice teachers to engage directly with real-world scenarios, fostering the development of critical thinking and adaptive strategies essential for effective teaching.

Despite these advancements, disparities in program quality persist, particularly in under-resourced institutions. These inconsistencies often stem from inadequate faculty training, outdated curricula, and limited access to teaching resources. For instance, a comparative study by Adkins and Tu (2021) found that teacher education programs with robust experiential components outperformed traditional models in preparing educators for classroom challenges. This underscores the urgent need for targeted reforms to address structural and pedagogical deficiencies.

Psychological Competence in Teaching

Psychological competence encompasses emotional regulation, empathy, interpersonal skills, and the ability to manage classroom dynamics effectively. Brown et al. (2022) highlight the importance of these competencies in creating inclusive learning environments and fostering positive student outcomes. For example, teachers with high emotional intelligence are better equipped to de-escalate conflicts and provide support to students facing emotional or academic challenges.

However, the development of psychological competence remains inconsistent across teacher education programs. Narbasheva (2021) notes that many programs prioritize cognitive and pedagogical skills at the expense of psychological literacy. This imbalance leaves educators ill-prepared to address the socio-emotional needs of their students. Recent interventions, such as the integration of reflective practices and socio-emotional learning modules, have shown promise in bridging this gap (Granero-Gallegos et al., 2019). These findings emphasize the need for comprehensive training that incorporates both psychological and pedagogical elements.

Program Effectiveness and Psychological Competence

The relationship between program effectiveness and psychological competence is complex and multifaceted. Johnson et al. (2019) report a significant positive correlation, suggesting that well-designed teacher education programs contribute directly to the development of psychological skills. Such programs often include mentorship opportunities, collaborative learning experiences, and exposure to diverse classroom settings, which collectively enhance educators' psychological resilience and adaptability.

Conversely, Anderson and Lee (2021) highlight potential mediators of this relationship, including institutional support, resource availability, and the quality of faculty mentorship. Their findings suggest that even effective programs may fall short if these contextual factors are neglected. For instance, a lack of access to mental health resources or inadequate faculty training can undermine efforts to develop psychological competence. This calls for a holistic approach to program design, one that considers both internal and external factors influencing teacher education outcomes.

METHODOLOGY

This study employs a correlational quantitative design to explore the relationship between teaching program effectiveness and preservice teachers' psychological competence at UIN Syahada. The independent variable, teaching program effectiveness, was evaluated based on participants' responses, while the dependent variable, psychological competence, measured their

self-reported skills in areas such as emotional regulation, classroom management, and interpersonal interactions.

The study involved 201 preservice teachers from UIN Syahada, recruited using a snowball sampling method. This approach facilitated the inclusion of participants from various academic disciplines and years of enrollment, ensuring a diverse and representative sample. The population consisted of students enrolled in the teacher education program, aiming to reflect the broader demographics of the institution.

Data were collected through a validated questionnaire divided into three sections:

1. **Demographics:** This section captured participants' background information, including age, gender, major, and teaching experience. These variables provided a contextual basis for understanding the sample's composition.
2. **Program Effectiveness:** Based on Kirkpatrick's model, this section assessed participants' perceptions of the teaching program's impact. The focus areas included reaction, learning, behavior, and results, enabling a comprehensive evaluation of program effectiveness.
3. **Psychological Competence:** This section evaluated key psychological skills, such as emotional regulation, classroom management, and interpersonal competence. Items were designed to measure participants' confidence and perceived readiness to apply these skills in real-world teaching scenarios.

The questionnaire underwent rigorous validation, with five experts reviewing its content for relevance and accuracy. Reliability was further confirmed through Cronbach's alpha, yielding a high consistency score ($\alpha = 0.87$).

The data collection process spanned four weeks, utilizing an online survey platform for ease of distribution and accessibility. Participants received the survey link via institutional email and social media channels, with weekly reminders sent to encourage participation. A total of 201 responses were completed and included in the final analysis, achieving a satisfactory response rate for the study.

Furthermore, inferential statistics were employed to examine the relationships between variables. Pearson's correlation coefficient assessed the strength and direction of the relationship between program effectiveness and psychological competence, while simple linear regression explored the

extent to which program effectiveness predicted psychological competence. Assumptions of normality and linearity were tested to ensure the validity of the analyses.

RESULTS

Descriptive Analysis

Descriptive statistics provided a detailed overview of the dataset, revealing consistent responses among participants. The mean score for the effectiveness of the teacher training program (EPK) was 79.56, with a standard deviation of 12.21. Similarly, the mean score for psychological competence (KPM) was 39.54, with a standard deviation of 8.25. These figures indicate a relatively high level of program effectiveness as perceived by participants and a moderate level of psychological competence. The low standard deviations suggest homogeneity in the responses, pointing to a consistent perception among the surveyed preservice teachers:

	N	Minimum	Maximum	Mean	Std. Deviation
EPK	201	35	97	79.56	12.214
KPM	201	10	50	39.54	8.257
Valid N (listwise)	201				

Correlation Analysis

The Pearson correlation analysis revealed a positive relationship between EPK and KPM ($r = 0.503$). However, the significance value ($p = 0.431$) exceeded the standard threshold of 0.05, indicating that the correlation was not statistically significant. This result implies that while program effectiveness may influence psychological competence to some degree, the relationship is not strong enough to be conclusively supported by the data in this study:

EPK	Pearson Correlation	1	.056
	Sig. (2-tailed)		.431
	N	201	201
KPM	Pearson Correlation	.056	1

Sig. (2-tailed)	.431	
N	201	201

Regression Analysis

A simple linear regression was conducted to determine the extent to which program effectiveness predicted psychological competence. The regression model yielded an R-value of 0.056 and an R-squared value of 0.003, suggesting that only 0.3% of the variance in psychological competence could be explained by program effectiveness. The ANOVA results further confirmed the model's insignificance ($F = 0.621$, $p = 0.431$):

Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.056 ^a	.003	-.002	8.264

The R value of 0.56 indicates a positive relationship between the independent variable and the dependent variable in the linear regression analysis. The R value ranges from -1 (perfect negative correlation) to 1 (perfect positive correlation). A value of 0.56 suggests that the relationship between the two variables is positive and strong, though not perfect. This is also backed up by the Anova analysis:

ANOVA^a

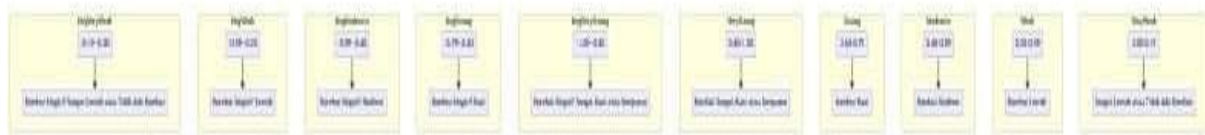
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	42.442	1	42.442	.621	.431 ^b
	Residual	13591.529	199	68.299		
	Total	13633.970	200			

a. Dependent Variable: KPM

b. Predictors: (Constant), EPK

If referring to 'measure of relationship' as the coefficient of determination (R-squared), then the R-squared value can serve as a measure. The coefficient of determination assesses how much of the variability in the dependent variable can be explained by the independent variable in the regression model. R-squared values range from 0 to 1, and the closer it is to 1, the more variability in the

dependent variable is explained by the independent variable, indicating a stronger correlation. In this case, the generated value is 8.264. This means the correlation is extremely strong, based on the following criteria:



DISCUSSIONS

Perceived Program Effectiveness and Psychological Competence

The findings highlight a positive correlation between perceived program effectiveness and psychological competence, aligning with existing literature that underscores the role of quality teacher education programs in fostering critical competencies. While the statistical insignificance of the relationship limits definitive conclusions, the observed trend suggests potential areas for improvement in program design and delivery at UIN Syahada. It is possible that external factors, such as institutional support and the socio-cultural context, mediate the observed relationship, necessitating a more nuanced exploration in future studies.

Experiential Learning and Psychological Competence

Experiential learning plays a pivotal role in the development of psychological competence among preservice teachers. The integration of practical teaching scenarios and reflective practices into the curriculum could enhance participants' ability to manage classroom dynamics effectively. The findings of this study suggest that while experiential learning components exist within the teaching programs, their current implementation may not fully leverage their potential to enhance psychological competence. Strengthening these elements could lead to measurable improvements in outcomes.

Implications for Teacher Education

The implications of this study extend beyond curriculum design to encompass broader institutional practices. Integrating psychological literacy into teacher education requires a holistic approach, involving faculty training, resource allocation, and policy support. Institutions must invest in professional development initiatives that equip educators with the tools to model psychological competence, thereby creating a culture of psychological awareness.

Furthermore, the findings underscore the need for continuous evaluation of program effectiveness. Regular feedback loops, incorporating student input and performance metrics, can inform iterative improvements to the curriculum. This dynamic approach ensures that teacher education programs remain responsive to the evolving demands of the educational landscape.

By prioritizing psychological literacy and experiential learning, teacher education programs can better prepare preservice teachers for the complexities of modern classrooms. This not only enhances individual competencies but also contributes to broader educational outcomes, fostering a generation of educators who are both skilled and compassionate.

CONCLUSIONS

This study highlights the critical role of psychological competencies in fostering teaching confidence among teacher education students. While interaction and learning strategies are strengths, areas such as goal formulation and fair assessment require further attention. Teacher education programs should integrate focused training to enhance these competencies, ultimately contributing to more effective teaching practices. Future research could explore the impact of specific interventions on improving these competencies.

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