

Research Article

An Analysis of Lecturers' Competencies Based on Students' Perceptions: A Mixed Methods Approach

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Abstract

This study aims to evaluate lecturer competencies at Universitas Primakara based on student perceptions, addressing the need for enhanced teaching quality in Indonesian higher education amid global competitiveness demands. Employing a mixed-methods convergent parallel design, data were collected from 268 students using a four-point Likert-scale questionnaire assessing pedagogical, professional, social, and personal competencies, supplemented by open-ended responses for qualitative insights. Quantitative results indicate high competency ratings, with professional (mean = 3.80, SD = 0.45) and personal (mean = 3.70, SD = 0.48) domains leading, followed by social (mean = 3.60, SD = 0.52) and pedagogical (mean = 3.55, SD = 0.50). Qualitative themes reveal strengths in subject mastery and integrity but highlight needs for innovation in teaching methods, practical relevance, and digital engagement. These findings contribute to the field by integrating student perspectives into a comprehensive competency model, supporting Outcome-Based Education (OBE) implementation. Implications include targeted professional development in project-based learning and digital tools, offering a practical framework for improving lecturer training and aligning with global educational standards.

Keywords: *higher education, lecturer competence, mixed methods, outcome-based education, student perception*

Abstrak

Penelitian ini bertujuan untuk mengevaluasi kompetensi dosen di Universitas Primakara berdasarkan persepsi mahasiswa, sebagai respons terhadap kebutuhan peningkatan kualitas pengajaran di pendidikan tinggi Indonesia dalam menghadapi tuntutan daya saing global. Dengan menggunakan pendekatan mixed-methods rancangan convergent parallel, data dikumpulkan dari 268 mahasiswa melalui kuesioner berskala Likert empat poin yang menilai kompetensi pedagogik, profesional, sosial, dan kepribadian, serta dilengkapi dengan pertanyaan terbuka untuk memperoleh wawasan kualitatif. Hasil kuantitatif menunjukkan bahwa tingkat kompetensi dosen tergolong tinggi, dengan domain profesional (rata-rata = 3,80; SD = 0,45) dan kepribadian (rata-rata = 3,70; SD = 0,48) menempati peringkat tertinggi, diikuti oleh kompetensi sosial (rata-rata = 3,60; SD = 0,52) dan pedagogik (rata-rata = 3,55; SD = 0,50). Temuan kualitatif mengungkapkan kekuatan pada penguasaan materi ajar dan integritas pribadi, namun juga menyoroti perlunya inovasi dalam metode pengajaran, relevansi praktis, serta keterlibatan digital. Riset ini memberikan kontribusi terhadap pengembangan bidang kajian dengan mengintegrasikan perspektif mahasiswa ke dalam model kompetensi dosen yang komprehensif, sekaligus mendukung implementasi Outcome-Based Education (OBE). Implikasi praktisnya mencakup perlunya pengembangan profesional yang terarah dalam pembelajaran berbasis proyek (project-based learning) dan pemanfaatan teknologi digital, sehingga

menawarkan kerangka kerja yang aplikatif untuk peningkatan pelatihan dosen dan penyelarasan dengan standar pendidikan global.

Kata Kunci: *pendidikan tinggi, kompetensi dosen, mixed-method, outcome-based education, persepsi mahasiswa*

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Introduction

Lecturer competence is widely recognized as a cornerstone of higher education quality, shaping students' academic achievement, institutional reputation, and the ability of graduates to compete in a globalized workforce. Internationally, competent lecturers are expected to master disciplinary knowledge, design and deliver effective teaching strategies, facilitate constructive learning interactions, and uphold professional ethics, all of which align with the principles of Outcome-Based Education (OBE) (Hackett et al., 2019; Darling-Hammond et al., 2017). Competence is often conceptualized across four domains: pedagogical, professional, social, and personal, each of which contributes to effective teaching and holistic student development.

Global scholarship highlights the importance of these competencies. Pedagogical Content Knowledge (PCK) ensures that teaching adapts to students' needs and fosters meaningful learning (Star, 2023; Molla et al., 2023). Professional and social competencies enhance classroom engagement and prepare students for workforce expectations (Hackett et al., 2019; Jennings & Greenberg, 2009). Meanwhile, personal competence builds trust and credibility, strengthening the lecturer–student relationship (Rifaudin et al., 2024). Such findings indicate that lecturer competence is not merely an individual attribute but a systemic factor influencing educational outcomes worldwide.

At the national level, Indonesia's lecturer certification program, mandated by Law Number 14 of 2005, aims to improve educational quality by enhancing teacher and lecturer professionalism through competency testing and financial incentives (Ramli, 2014; Saleh, 2016). Research examining the program's effectiveness has shown mixed results. A study of Japanese language lecturers in West Java found that certification significantly improved teaching performance across pedagogical, professional, social, and personal competencies (Setiana et al., 2023). However, a larger national study of 54,000 certified lecturers revealed only limited improvements in research activities and slight increases in publication indices, with variations depending on where doctoral degrees were obtained (Elfindri et al., 2015). Concerns have also been raised about program integrity, with some participants engaging in fraudulent practices, and evidence suggesting that the certification has focused more on improving living standards than on enhancing teaching performance, as student achievement has shown no significant progress (Ramli, 2014).

At the local institutional level, these national challenges continue to resonate. Universities such as Universitas Primakara, for example, are under increasing pressure to ensure that their lecturers not only master academic content but also integrate 21st-century skills into their pedagogy. Student evaluations often highlight strengths in subject matter expertise but also point to varying levels of effectiveness in fostering interactive, student-centered learning environments. This indicates that while professional

competence is developing, pedagogical and digital competencies still require systematic strengthening to meet both national standards and global expectations.

Despite the body of research on lecturer competence in Indonesia (Astina et al., 2023; Dewi et al., 2023; Alam et al., 2024), existing studies have largely relied on single-method approaches, such as surveys or descriptive analyses. Such methods are valuable but provide only partial insights into the complex realities of teaching and learning. Mixed-methods approaches, which combine statistical trends with qualitative depth, remain limited in this field (Hiswara et al., 2023). This creates a significant gap in understanding how lecturer competence is perceived and experienced by students in ways that go beyond surface indicators.

This study addresses that gap by employing a mixed-methods convergent parallel design. It seeks to analyze lecturers' pedagogical, professional, social, and personal competencies from students' perspectives. The research question is: *how do students perceive lecturers' competencies, and how do qualitative narratives complement quantitative findings?* The objective is to generate insights for targeted professional development in Indonesian higher education.

Literature Review

Lecturer competence, encompassing pedagogical, professional, social, and personal domains, is a cornerstone of effective teaching in higher education. Pedagogical competence, rooted in Shulman's Pedagogical Content Knowledge (PCK), involves designing tailored teaching strategies to meet student needs, a critical factor in OBE success (Molla et al., 2023). Professional competence includes subject mastery and industry relevance, enhancing student engagement (Hackett et al., 2019). Social competence fosters inclusive classroom climates, as evidenced by Jennings and Greenberg (2009), while personal competence, such as integrity, builds trust and ethical values (Rifaudin et al., 2024). These domains are interlinked, contributing to holistic educational outcomes.

Globally, research highlights the importance of these competencies. Kapasheva et al. (2024) found that pedagogical and professional skills improve student performance, while digital integration poses challenges due to teachers' varying readiness for technology adoption. Social-emotional learning studies (Odak & Marušić, 2023) also emphasize collaborative skills, aligning with OBE's focus on teamwork and human skills development. Such findings affirm that lecturer competence is a multidimensional construct with significant implications for student outcomes.

Despite the growing body of literature, several gaps remain. First, many studies on lecturer competencies have been conducted primarily using quantitative approaches, which, while valuable for capturing trends, often reduce complex experiences into numerical indicators. Second, only a limited number of studies have employed mixed-methods designs that integrate quantitative breadth with

qualitative depth, thereby restricting a more holistic understanding of lecturer competence. Finally, very few investigations have explored students' perceptions in depth, particularly regarding how they experience and evaluate their lecturers' pedagogical, professional, social, and personal competencies. Addressing this gap is crucial, as students' perspectives provide novel and contextually rich insights into teaching quality, insights that are often overlooked in conventional survey-based studies.

In Indonesia, studies like Astina et al. (2023) demonstrate that curriculum training enhances pedagogical skills, while Dewi et al. (2023) show flipped learning boosts outcomes. Alam et al. (2024) highlight entrepreneurship projects' role in developing professional and social competencies. However, these investigations use single-method approaches, lacking the depth of mixed-methods designs. Hiswara, et al. (2023) note reliance on formal evaluations, contrasting with the need for student-centered perspectives to address local challenges like digital adoption and cultural diversity.

International research provides robust theoretical foundations but often overlooks developing country contexts, where resource constraints and cultural factors shape competence development (Mikušková et al., 2025). Indonesian studies contribute localized insights yet still lack comprehensive models that systematically integrate student feedback into the assessment of lecturer competence. This study aims to bridge these gaps by proposing a conceptual framework that links pedagogical, professional, social, and personal competencies to key outcomes such as student engagement and alignment with Outcome-Based Education (OBE), as illustrated in Figure 1. The framework argues that balanced competency development is essential to improving teaching quality, a hypothesis examined through a mixed-methods approach.

Accordingly, the objectives of this study are threefold. First, to analyze lecturers' competencies from the perspective of students, capturing their lived experiences across pedagogical, professional, social, and personal domains. Second, to develop a conceptual contribution in the form of a competency model that integrates global theories with contextualized Indonesian insights. Third, to provide practical recommendations for lecturer development, particularly strategies that support OBE implementation and enhance teaching quality in resource-constrained higher education environments. Together, these objectives ensure that the study not only advances academic understanding but also offers actionable guidance for institutional policy and professional development programs.

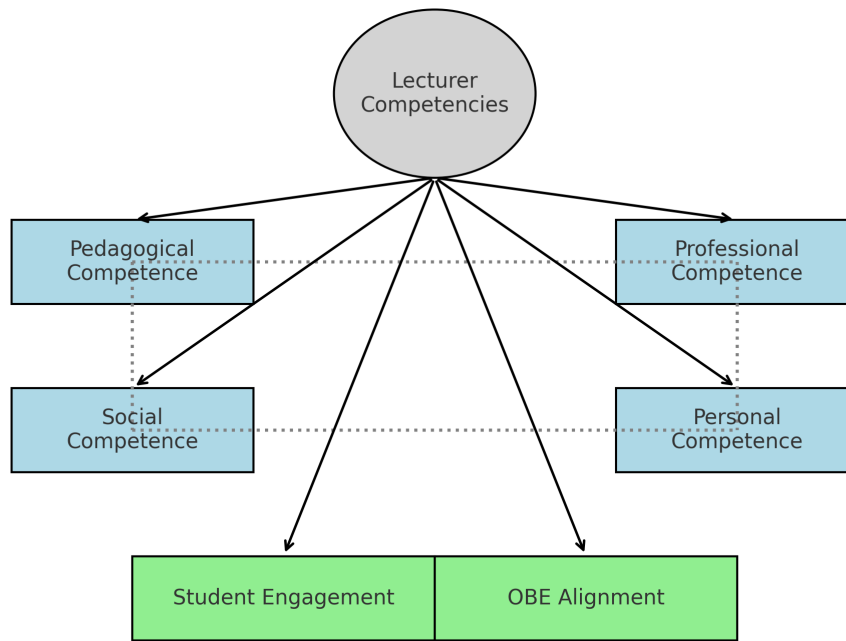


Figure 1. Conceptual Framework of Lecturer Competencies

Method

This study adopted a mixed-methods convergent parallel design to assess lecturer competencies at Universitas Primakara based on student perceptions. The population comprised 1,200 undergraduate students, from which a purposive sample of 268 was selected. The sampling criteria required participants to be active students in at least their second semester and to have completed a minimum of eight courses with different lecturers. First-semester students were excluded because their limited exposure to teaching staff did not provide a sufficient basis for evaluating lecturer competencies. These requirements ensured that respondents had adequate breadth of experience across pedagogical, professional, social, and personal domains. The sample was further stratified to reflect diverse academic backgrounds and study programs, thereby enhancing representativeness. Purposive sampling was chosen because it aligned with the study's exploratory nature, prioritizing participants most likely to provide rich, relevant insights into the research questions (Creswell & Plano Clark, 2018).

Data collection was conducted over a six-week period between May and June 2025, coinciding with the end of the semester when students had completed most of their courses. This timing was intentionally chosen to ensure that participants had sufficient exposure to multiple lecturers and could therefore provide comprehensive evaluations. Quantitative data were obtained using a structured four-point Likert-scale questionnaire (1 = Poor, 4 = Excellent), which was distributed through Google Forms to facilitate broad

participation and efficient data management. The instrument was validated through expert review by three education specialists, and its reliability was confirmed with a Cronbach's alpha of 0.87, indicating high internal consistency. The questionnaire covered four domains of lecturer competence: pedagogical (e.g., teaching strategies, assessment design), professional (e.g., subject mastery, industry relevance), social (e.g., inclusivity, classroom climate), and personal (e.g., integrity, ethical conduct).

Qualitative data were collected concurrently via open-ended questions embedded in the same online form and through a series of follow-up semi-structured interviews conducted both online and offline for participants available on campus. These methods enabled the researchers to capture nuanced perspectives on lecturers' strengths and areas needing improvement. To enhance the credibility of qualitative findings, member checking was employed: selected participants reviewed interview transcripts and summaries to confirm the accuracy of their statements.

Several strategies were applied to maintain validity and trustworthiness. Triangulation was achieved by integrating survey data with interview narratives in the mixed-methods convergent parallel design. Anonymity was assured by collecting responses without identifiable information, and informed consent was secured from all participants before participation. Ethical clearance was granted by the Primakara University Ethics Committee, ensuring adherence to research integrity and participant protection.

Data analysis integrated quantitative and qualitative findings through triangulation within the mixed-methods convergent parallel design, as shown in Figure 2. Quantitative data were analyzed using descriptive statistics (means and standard deviations), while qualitative data underwent thematic analysis following Braun and Clarke's (2008) six-step process: familiarization, coding, theme generation, review, definition, and reporting. Themes were derived from coded responses, ensuring a systematic and rigorous approach.

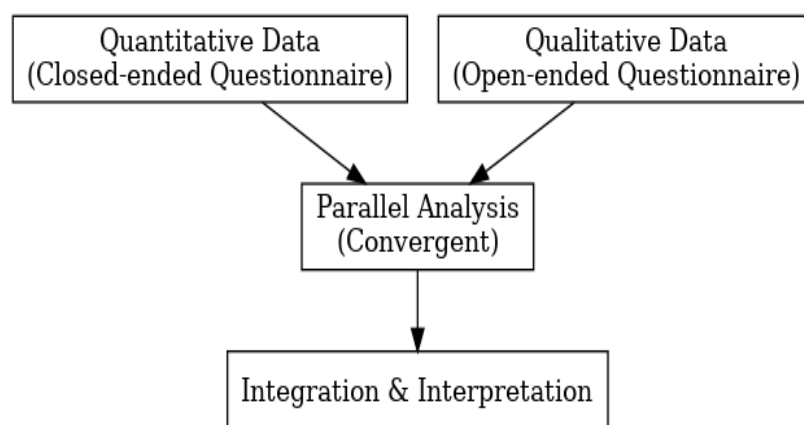


Figure 2. Mixed Methods Research Model: Convergent Parallel

Results

Table 1 presents the quantitative results of lecturer competency ratings from 268 students. Professional competence scores the highest (mean = 3.80, SD = 0.45, range = 2.5–4.0), reflecting strong subject mastery. Personal competence follows (mean = 3.70, SD = 0.48, range = 2.0–4.0), indicating high integrity. Social competence (mean = 3.60, SD = 0.52, range = 2.0–4.0) and pedagogical competence (mean = 3.55, SD = 0.50, range = 2.0–4.0) show solid performance but lower variability.

Table 1. Mean Scores of Lecturer Competencies

Competency Domain	Mean	Standard Deviation (SD)	Range
Pedagogical Competence	3.55	0.50	2.0–4.0
Professional Competence	3.80	0.45	2.5–4.0
Social Competence	3.60	0.52	2.0–4.0
Personal Competence	3.70	0.48	2.0–4.0

Thematic analysis of 150 open-ended responses reveals three salient themes that illustrate students' nuanced perceptions of lecturer competence. Theme 1: Strengths in Mastery and Integrity (60% of responses). Students consistently emphasize lecturers' strong subject knowledge and professional ethics. One respondent notes, *"They explain concepts clearly and connect the material with real-life examples, which makes learning easier."* Another remarks, *"I respect how my lecturer always comes on time and sets a good example for us in both attitude and discipline."* These reflections suggest that students value not only academic expertise but also integrity as part of holistic competence.

Theme 2: Need for Teaching Innovation (30% of responses). A recurring concern emerges regarding limited variety in teaching strategies. Several students express a preference for more interactive and student-centered methods. One participant comments, *"The lectures are informative, but sometimes it feels one-way. More discussions or group projects would help us learn better."* Another adds, *"I would like to see more case studies and problem-solving activities instead of just presentations."* These insights highlight the importance of pedagogical innovation to sustain engagement and align with Outcome-Based Education principles.

Theme 3: Digital Engagement Gaps (20% of responses). Students point out challenges in the integration of digital tools, particularly in online and blended learning contexts. One respondent states, *"The online platforms used are not always well integrated, and sometimes the assignments get confusing."* Another notes, *"Some lecturers rarely use digital media effectively, even though it could make the class*

more dynamic." These comments reflect a gap between institutional digital infrastructure and lecturers' readiness to fully leverage such tools for teaching.

Together, these themes illustrate a dual picture: while students perceive lecturers as competent and principled, they also identify pressing needs for pedagogical innovation and digital fluency. The integration of direct quotations enriches the findings by grounding the themes in students' lived experiences, ensuring that the qualitative results reflect authentic voices rather than abstract categories.

Discussion

Professional and Personal Competencies as the Foundation of OBE

The consistently high ratings for professional competence (3.80) and personal competence (3.70) indicate that students at Universitas Primakara regard their lecturers not only as experts in their fields but also as ethical figures whose conduct reflects academic integrity. Qualitative data reinforce this view, as students emphasize that "*lecturers explain concepts clearly and set a good example,*" linking clarity of instruction with the moral authority of the lecturer. This dual recognition demonstrates that students interpret competence broadly, knowledge transmission is inseparable from the values and professionalism embodied by the instructor.

Hackett et al. (2019) highlight that subject mastery and ethical behavior form the bedrock of trust in the classroom, and the findings confirm that trust is central to how students perceive effective teaching. Trust, in turn, facilitates active participation, critical engagement, and willingness to internalize knowledge. Within Outcome-Based Education (OBE), such trust is not peripheral but critical: OBE aims to shape graduates who embody both technical competencies and ethical dispositions. Thus, when students identify integrity and mastery as lecturers' strengths, they affirm OBE's emphasis on holistic competence development.

Moreover, the strong results in these domains suggest that Indonesian higher education institutions, including Primakara, possess a solid platform to advance OBE implementation. Lecturers' ability to serve as role models of discipline, responsibility, and ethical conduct ensures alignment between institutional graduate attributes and classroom realities. As Star (2023) argues in the context of Pedagogical Content Knowledge (PCK), effective teaching requires not only content knowledge but also the ability to translate knowledge into practice. The findings add nuance: translation is more effective when lecturers' behavior reinforces the knowledge they teach. In other words, professional and personal competencies provide the ethical scaffolding and credibility upon which other forms of competence are built.

Challenges in Pedagogical Competence

In contrast to these strengths, pedagogical competence receives a lower average rating (3.55), reflecting limitations in the ability to design and deliver student-centered learning experiences. Qualitative feedback

sharpens this picture: students call for “more interactive classes” and “greater use of case studies and projects,” underscoring their desire for pedagogy that promotes active learning. This tension between credibility (strong mastery) and practice (limited innovation) suggests that lecturers are equipped with knowledge but do not always facilitate meaningful application of that knowledge.

This finding is significant within OBE systems, where pedagogy acts as the bridge between disciplinary knowledge and measurable outcomes. Dewi et al. (2023) demonstrate that innovative strategies such as flipped learning improve student engagement in Indonesian classrooms. However, the current data reveal that such innovations remain uneven at Primakara: some lecturers excel, while others rely heavily on traditional lecture methods. This inconsistency highlights a systemic challenge in ensuring that faculty development translates into classroom practice.

Interestingly, this divergence contrasts with Molla et al.’s (2023) optimistic claim that most faculty are prepared for 21st-century teaching. While training initiatives may equip lecturers with theoretical knowledge of pedagogy, the findings suggest that application is partial and uneven. Students’ calls for more interactive and problem-solving approaches expose the limits of current practice and show that pedagogical competence cannot be assumed simply from professional training or content mastery. To align with OBE’s emphasis on demonstrable skills, lecturers must evolve from being primarily transmitters of knowledge to facilitators of active, outcome-driven learning experiences.

The Role of Digital Readiness and Inclusive Practices

The third theme from qualitative findings, digital engagement gaps (20% of responses), complements the lower pedagogical score and reveals an important dimension of student dissatisfaction. Students note issues such as “online platforms need better integration” and “some lecturers rarely use digital media effectively.” These comments indicate that digital competence is a crucial part of how students evaluate teaching quality. In an era where digital tools are integral to both learning and professional environments, students expect their educational experience to reflect contemporary digital practices.

Kapasheva et al. (2024) warn of uneven digital readiness among faculty, and the results provide direct evidence of this challenge within an Indonesian private-university context. Alam et al. (2025) support this view, showing that integrating digital design tools such as Figma enhances creativity and digital fluency among vocational students, skills that mirror the digital engagement expectations of higher-education learners. This alignment underscores that digital-tool proficiency is not only a technical requirement but also a pedagogical necessity for maintaining relevance and engagement.

In addition to technology use, inclusivity emerges as an implicit student expectation. As Odak and Marušić (2023) emphasize, socio-emotional competencies underpin inclusive learning environments. The findings echo this: students link digital innovation with collaborative, interactive, and supportive practices.

Digital readiness is not only about mastering platforms but also about using them to create inclusive, participatory spaces where students feel both challenged and supported.

For OBE, these findings carry clear implications. Digital tools enable authentic assessments, simulations, and collaborative projects that traditional methods cannot easily replicate. If lecturers lack digital readiness, they risk undermining OBE implementation by limiting opportunities for students to demonstrate applied competencies. Thus, strengthening digital and inclusive practices must become a strategic priority for faculty development, ensuring that pedagogy evolves alongside professional and personal strengths to fully realize OBE's transformative potential.

Institutional and Policy Implications for OBE Advancement

From an institutional and policy perspective, these findings provide actionable directions for advancing OBE implementation in Indonesia. At the institutional level, Higher Education Institutions (HEIs) can introduce concrete programs beyond general curriculum reforms. First, blended learning-based training workshops should enhance lecturers' ability to combine face-to-face interaction with digital tools, directly addressing students' concerns about engagement and online integration. Second, peer mentoring schemes can support collaboration, where senior or digitally proficient lecturers guide colleagues in experimenting with methods such as flipped classrooms, case-based learning, or project-based approaches. Third, HEIs can develop digital assessment rubrics aligned with OBE outcomes, ensuring that assignments and projects evaluate not just knowledge recall but also critical thinking, collaboration, and ethical behavior.

At the system level, government-led initiatives should shift from broad professional development toward specialized, competency-based modules. These may include national training programs on OBE-driven curriculum design, outcome mapping, and authentic assessment strategies (e.g., portfolio-based evaluations, digital simulations). In addition, the Ministry of Education can mandate and fund continuous digital pedagogy certification for lecturers, ensuring that digital competence becomes a sustained and standardized aspect of professional development rather than an ad hoc practice. Embedding these programs in national policy frameworks creates consistency across institutions and reduces fragmentation in OBE implementation.

From a cultural perspective, embedding OBE principles into lecturer development requires reimagining how teaching is supported and rewarded. Institutions can introduce incentive systems for pedagogical innovation, such as competitive teaching grants or recognition awards for outstanding integration of project-based learning. Adjustments to workload allocation, such as providing teaching relief for lecturers piloting new OBE models, help prevent burnout and signal institutional commitment to innovation. Establishing communities of practice within universities, where lecturers share challenges and strategies, normalizes the shift from knowledge transmission to facilitation of learning.

Ultimately, these institutional and policy reforms aim to position Indonesian higher education for global competitiveness. By ensuring that graduates possess not only technical expertise but also adaptability, collaboration, and ethical integrity, HEIs can meet the complex demands of the 21st-century workforce. In this regard, OBE implementation should be viewed not as a compliance exercise but as a strategic investment in national development. A coordinated effort between institutions and policymakers, anchored in targeted programs such as blended learning training, peer mentoring, and digital rubric integration, is essential to ensure that OBE translates into meaningful, measurable, and transformative educational outcomes.

Conclusion

This study advances understanding of lecturer competencies by shifting the lens toward student-centered assessment within the framework of Outcome-Based Education (OBE). Rather than relying solely on institutional evaluations or self-reports, it demonstrates how students' voices can be systematically incorporated into competency assessment. The findings reveal that while students recognize lecturers' professional (3.80) and personal (3.70) competencies as strong foundations anchoring expertise, integrity, and role-modelling, they also identify gaps in pedagogical competence (3.55) and digital engagement. These insights confirm that credibility alone is insufficient; effective OBE implementation also requires innovation in teaching strategies and confidence in digital integration.

Theoretically, the study contributes a novel mixed-methods approach that integrates quantitative ratings with qualitative narratives, providing a more nuanced and context-sensitive model of lecturer competence. This methodological contribution illustrates the advantages of combining breadth (general trends) with depth (students' lived experiences), yielding insights that single-method studies often overlook. By foregrounding students' perspectives, the study enriches current debates on lecturer development, particularly in contexts where cultural and resource factors shape how competencies are understood and enacted.

Practically, the study offers concrete pathways for institutional reform. It highlights the need for targeted programs such as blended learning-based training, peer mentoring, and digital assessment rubrics aligned with OBE outcomes. These measures translate abstract principles of OBE into actionable strategies that strengthen pedagogy and ensure graduates develop demonstrable competencies. For policymakers, the study underscores the value of embedding student-centered evaluation into quality assurance mechanisms, thereby enhancing the responsiveness of lecturer development to both educational and labor market demands.

At the same time, the study acknowledges its limitations. The single-institution focus constrains generalizability, and the absence of lecturer self-assessment limits comparative analysis between student and lecturer perspectives. Future research should expand to multi-institutional and cross-national contexts, incorporate lecturer self-reflection, and triangulate with classroom observations. Incorporating industry perspectives further ensures that lecturer competencies remain aligned not only with OBE principles but also with the evolving expectations of employers and society.

In conclusion, this study demonstrates the value of student-centered, mixed-methods assessment as both a conceptual innovation and a practical tool for higher education reform. By integrating students' perceptions into the evaluation of lecturer competence, it provides a foundation for more holistic, evidence-based strategies that strengthen OBE implementation and enhance the global competitiveness of Indonesian higher education.

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