

THE RELATIONSHIP BETWEEN EFL PRE-SERVICE TEACHERS' PEDAGOGICAL COMPETENCE AND THEIR REFLECTIVE THINKING SKILLS

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Abstract: The present study aimed at investigating the relationship between EFL pre-service teachers' pedagogical competence and their reflective thinking skills. Employing a correlational study, a questionnaire adapting Kember's (2008) scheme of reflective thinking skills and the student teachers' report of pedagogical competence in Pengenalan Lapangan Persekolahan (School Field Introduction) Course were used as the tools of data collection. Using Google Form the questionnaire were administered to 52 Pre-service teachers of STKIP PGRI Jombang. The Pearson Product Moment yielded that student teachers' reflective thinking skills and their pedagogical competence had a high statistically significant positive correlation as the observed value is 0.766. This finding confirmed that teacher education programs need to develop and implement activities aimed at enhancing student teachers' reflective thinking skills which enable them to make better quality of pedagogical practices. Besides, teacher educators should implement learning strategies or methods that enable the pre-service teachers to make practical judgment by reflecting their practical knowledge and inquiring new insight to overcome their students' difficulties in learning.

Keywords: *Pedagogical Competence, Reflective Thinking Skills, EFL pre-service Teachers.*

INTRODUCTION

Reflective thinking in any field is essential for improvement in practice. In educational study, reflection is increasingly seen as an important factor in organizational learning, therefore, thus it play essential role in education. Recently, reflective thinking has been prominently investigated has determiners for students learning. Critical thinking includes reflective thinking, which is the process of evaluating and deciding on what has already noun and what is new. According to Rodgers (2002) and Yuni (2021) examines a belief or imagined kind of knowledge, the premises that support it, and the conclusions that knowledge leads to, actively, persistently, and meticulously. In addition, in a learning environment, students actively engage in reflective thinking to consider what they already know and what they still need to learn and how they will close the knowledge gap. Reflective thinking is a self-evaluation process. During the evaluation process, self-evaluation incorporates pre-service teachers' in the instructional process. Pre-service teachers' reflective thinking is encouraged through self-evaluation. It allows them to take greater ownership of their education. Pre-service teachers' who are able to evaluate themselves can set goals and track their progress.

In the world of education, as well as in the increasingly complicated modern society, reflective thinking is essential. It makes the information gathered more readily available and causes it to alter more quickly. So, pre-service teachers can keep rethinking, changing their plans, and using different approaches to problem-solving. Therefore, it is very important for pre-service teachers to encourage reflective thinking in acquiring new skills and knowledge for their daily lives.

In the concept of teaching and learning, the notion of reflection, or what is generally referred to as "reflective thinking," has gotten a lot of attention. John Dewey was the first scholar to introduce the term "reflection" into the literature. He was

fascinated by the process of reflection and how it works. The beginnings of reflective thinking, (Rodgers, 2002), originated with Dewey's "how we think" (1933), In which he defined reflective thinking as "thinking that involves turning a thing over in one's head and giving it significant and continuous thought." From this description, it is clear that the reflective thinker should utilize his thoughts to thoroughly evaluate each learning circumstance and not accept any information at face value. Reflective thinking needs to be developed because it helps students and pre-service teachers' think at a higher level by encouraging thinking. Skills to connect new knowledge to solve a problem, think conceptually, and apply specific strategies in new tasks. In addition to a reflection in learning, good learning must also connect with the surrounding environment.

Thinking about the development of high-quality teachers in Indonesia, policy makers who have the authority to control the country's education system must give their consent. Controlling the educational system should use well-established cognitive and reflective learning. That includes techniques to teach students to think about language barriers. The model, which King (1994) developed, is called the reflective judgment model and it seeks to explain how reflective thinking develops. The model represents the evolution of people's epistemic assumptions about knowledge and knowing. Taggart & Wilson (2005) who defined the key objectives of teacher training programs directing reflective thinking. Some of those programs need to inspire future teachers to use logic and reflect in order to determine whether their actions have a beneficial or negative impact on their students. After that, the learning approach and why some instructional approaches, strategies, and resources are employed.

The levels of reflective thinking among teachers and pre-service teachers, as well as their development and reflective thinking traits, have become the subject of new research in our nation in recent years. Pre-service teachers must have passed

some steps before they can start leading their classroom. One of the requirements to become teachers is they have to hold at least bachelor degree (Permendiknas, 2007: 16). Prior to become a teacher, students' teachers also have to complete two teaching programs, micro teaching and teaching practicum/ PLP studies (Pusat Pengembangan dan Pendidikan). Those programs are the culmination assigned by university or college for pre-service teachers (Teaching practicum Guidance Book of STKIP PGRI JOMBANG). The purpose of both, micro and teaching practicum/PLP studies is to implement the integration of professional, pedagogical, social and personal competence. In the context of EFL, (Brown, 2001) confirmed that good teachers have to master some characteristic. PLP studies for pre-service teachers' have been shown to improve reflective thinking (Ayşe, 2008). PLP or teaching practicum is a method of assisting pre-service teachers' in gaining teaching experience prior to putting it into practice in real-world settings. Video cameras are employed in these types of activities, and the pre-service teachers' may see themselves and their teaching skills on videotape, allowing them to contribute to improving their pedagogical competence and reflective thinking. In addition, the instructor reviews the lesson plans for the brief lesson and provides positive or negative comments, both of which are quite successful in encouraging pedagogical competence and reflective thinking.

The term "teacher pedagogical competence" refers to the ability of a teacher to manage learning and students, including: understanding of perception or fundamentals of education, understanding of students, developing curriculum and syllabus, lesson plan, implementation of educated and criticized learning, implementation of learning technology, evaluation of learning results, and assisting students in realizing their various potentials. Since pedagogical competence is a method of instructing pupils, pedagogical competence is a very important skill for instructors to possess. A competent teacher should get to know their students

and then assist them in conducting their learning and developing themselves to their full potential.

The pedagogical proficiency and reflective thinking abilities of Pre-service teachers are crucial for pre-service teachers. Therefore, a teacher's role in a school's success or failure decided by their level of pedagogical expertise. If a teacher in a school has this level of expertise, the quality of their instruction will undoubtedly increase. Whereas, pedagogical skill is scarce or non-existent, the quality of instruction at that school will inevitably suffer. It can be claimed that a teacher's pedagogical competence is a basic capital that is important and should be possessed by a teacher in order to secure his or her job in a certain school and ensure that the school achieves its objectives to the greatest extent possible.

Under the previous studies, the investigation of authors' research gap strategies so far has received little attention since only limited studies has been conducted. As a reported by the previous studies, some studies also found that . The role of the as the school's leader, is one of the many aspects that might influence a teacher's c. The function of principle, according to is not only that of an organizer, but also that of a leader, educator, manager, supervisor, motivator, and innovator. This research found out three influential factors on the focus and reflective thinking features of pre-service teachers: lack of teaching experience (Hongmei Zun, 2014), teacher identity dilemmas. The high-level pedagogical competencies that pre-service teachers possess set them apart from other instructors in their field.

There was a lot of overlap between the studies cited above. Based on those studies, the researcher has present study to find out the relationship between Pre-service teachersand their reflective thinking skills. What is the level of pedagogical competence of Pre-service teachers'in STKIP PGRI Jombang?. This research expected to provide more theoretical and empirical evidence on how the relationship between pedagogical

competence and reflective thinking skills pre-service teachers in STKIP PGRI Jombang.

LITERATURE REVIEW

Pedagogical competence

A teacher determines the success of the teaching class. In school, a teacher has very great influence in making the teaching learning runs successfully. According to the (Permendiknas, 2007a), a teacher should have several qualifications before starting teaching. They are, should at least hold a minimum bachelor degree, possessing knowledge related to various English language aspect, and mastering written and oral English involving receptive and productive skills. The ability to exercise or perform a job or task based on knowledge, abilities, and attitudes that are supported by employment and satisfy the requirements of the job is known as competence. In this scenario, the employment field is a school, and the organization is made up of instructors who all have the same goal in mind, therefore the teachers strive their hardest to reach the desired outcome.

A good teacher has to have some competencies. They are expertise in a certain field, instructional skills, interpersonal skills, and character traits (Brown, 2001: 430). In line with Brown, government has revealed in the Permendiknas no. 16 2007 that teachers must have four competencies, including pedagogical, professional, personal and social competence. Nurfadillah (2015) Pedagogical competence is one form of competency that all teachers must possess. Pedagogical competence is defined as a teacher's capacity to supervise a student's education. Pedagogical competence refers to a teacher's ability to cope with three areas of teaching, namely lesson planning, instruction, and assessment. Planning, implementing, and evaluating the teaching and learning process for students. The ability of a teacher to oversee students' education,

including managing the learning device, carrying out the learning, and assessing the learning, is known as pedagogical competence.

Ryegard,et.al (2010) Pedagogical competence in teachers might include the following: 1) Attitude, Having an attitude is a crucial quality that a teacher should possess. This attitude refers to the scientific mindset that should be used in the teaching and learning process. Having cored pedagogical in teaching practice is what attitude is all about. 2) Knowledge, as a basic for pedagogical competence the teacher needs knowledge with the four following areas. These areas are subject, subject matter, teaching process and organization and ability. Teacher must also have the ability to adapt teaching to a particular group of students and situation. 3) Ability, The degree to which a teacher has demonstrated their ability to plan and arrange an activity is an evaluation of their pedagogical competence. As a result, the ability to organize and deliver information in such a way that students can comprehend and apply knowledge. Applying information in the aforementioned domain requires a range of abilities. 4) Adapting to the situation, the teacher must be able to adjust to the environment in such a way that the students' learning is maximized. This entails being able to adapt to the material's content, context, and temporal structure, as well as the requirements and abilities of the students. 5) Perseverance, Being able and willing to work consistently in the best way should be a crucial component of educational competency. 6) An integrated whole, the outward manifestation of a teacher's pedagogical competence is their capacity to synthesize and apply all of their knowledge. The application of information in one field may imply knowledge in another; for instance, decisions about teaching tactics are based on our understanding of how learning occurs.

Reflective thinking

Reflective thinking, according to Dewey (Rodgers, 2002; Yuni 2021), is a proactive, persistent, and rigorous investigation into the

foundations of a belief or made-up kind of knowledge. By actively engaging in reflective thinking and assessing what they already know and what they still need to learn, learners can become aware of and have an impact on their own learning. Dewey was the first scholar to introduce the term "reflection" into literature in his book "How We Think," published in 1933. He was fascinated by the act of introspection and how it took place. Dewey defined reflective thought as a mental process that begins with a feeling of uncertainty and then expands into a search for solutions to that uncertainty. Reflective thinking is characterized by a higher level of uncertainty and self-doubt. As a result, as human imagination opens the door to new possibilities, it is more likely to fly beyond existing knowledge and standards. Reflective thinking is a skill that can assist learners in expressing tacit learning habits (Kizilkaya & Askar, 2009).

Assabbi, Mojgan, & Siyyari (2022) contains the Aspects of six factors of reflective thinking skills, there are cognitive, evaluative, metacognitive, interactional, reflective, retrospective: 1) Cognitive strategy includes different mental processes in language learning, such as inference, generalization, deductive learning, monitoring and memorization. Similar to this, students are engaged in some sort of mental activity in the objects that are grouped around this component. Therefore, conceptualizing learning experiences by reflecting on and challenging the learning materials to enhance learning; using internal dialogue to remember knowledge; reflecting on the learning processes. Then, repeatedly switching between actions to learn new things. 2) Evaluative, Self-evaluation is defined as "evaluating one's own performance on a language learning activity" after it has been finished or "testing one's own success in utilizing language". Including evaluation English learning experiences and making learners self-aware and thoughtful to understand and deepen their learning. 3) Meta-cognitive strategy is a learning strategy that involves planning; monitoring, thinking and evaluating a learning task while or after it is taking place. Learners think about learning

experiences to do them better for the second time, reflect on the thinking process to improve learning procedures, reflect on learning beliefs and values to understand better to improve their learning. Analyze experiences and think over learning experiences to evaluate the outcome of learning. 4) Interactional, Interaction is an inevitable part of any successful language learning activity and can be used in different ways. Therefore, learners must have opportunities to be engaged in interactional activities in various ways, such as group discussion, collaboration, and participation. 5) Reflective journal, students can write on experiences both within and outside of school in a notebook or book known as a reflective diary. However, it can also be used to document replies and feelings towards educational activities. Reflective journaling on language learning was significant, as evident from the four items answered by language learners.

METHOD

Research Design

This research used Quantitative method (Design correlation Study). The correlation study has been performed to determine how pedagogical competency affects pre-service teachers' capacity for reflective thought. To ascertain how the variables relate to one another.

Research Setting

This study was conducted by the English Language Education Department at STKIP PGRI Jombang, which is engaged in teaching practicum.

Population and Sample

The population and sample of the research student English department at STKIP PGRI JOMBANG 2018 that have returned the questionnaires to the researcher as many as 52 students' English education.

Sampling Technique

Using the solution formula, saturation sampling was used to calculate the study's sample size. All population members are used in the sampling method known as saturation sampling. The research employed saturation sampling because it included all participants. The pre-service teachers evaluated themselves in order to determine their level of pedagogical proficiency. Furthermore, cooperating teachers were asked to assess their Pre-service teachers' pedagogical skills.

Primary and Secondary Sources

An assessment report was used to obtaining assessment report from PUSBANGDIK STKIP PGRI Jombang (Center and education development of STKIP PGRI Jombang) for pedagogical competence of EFL student-teachers in STKIP PGRI Jombang. The level of reflective thinking of EFL pre-service instructors was assessed using a questionnaire.

Statistical Analysis

In this research used Inferential statistics such as Kolmogorov Smirnov, Linearity, heteroscedasticity, and correlate (Pearson product moment). Correlation techniques were used to determine the relationship between the variables specified.

Data Collecting Procedure

The procedure of collecting the data and conducting the research in general are follows:

1. The researcher prepared the questionnaire as instruments that used in the research.
2. The researcher retrieves PLP 2021 value data in Pusbangdik (Center and education development of STKIP PGRI Jombang).

3. The researcher adapted and translated all of items of the instrument from English to Bahasa Indonesia.
4. The researcher tried out the instruments, to find out the results of the questionnaire are valid or invalid.
5. The instruments shared to the EFL pre service teachers' 2018 in STKIP PGRI Jombang by Google form. And this is link <https://bit.ly/QuestionnaireofReflectiveThinking>
6. After getting the data, the researcher analyzed the result of the data used SPSS 24.0 windows program.

FINDING

This research reports several findings which are divided into three parts based on the research questions.

The pedagogical competence level of Pre-service teachers'in STKIP PGRI Jombang

The data of pedagogical competence were gained by obtaining assessment report. Having done gaining the data covering pre-service teachers' pedagogical competence, the researcher then comes to the data presentation. The data can be seen below:

Table 4. 1 Mean value of pre-service teachers' pedagogical competence

No	Aspects of pedagogical competence (Ryegard,et al, 2010)	STKIP PGRI Jombang version of pedagogical Competence	Mean Value
1	Knowledge+Ability	1. Value RPP	92
		2. Teaching Practicum	93
2	Adapting to the situation	Review curriculum, learning strategies, evaluation systems and use ICT in learning	93
3	Attitude	Personal and social competence	95

Based on the data above, it showed that component value of pedagogical competence. Pedagogical competence has 4 components namely ability, adapting to the situation, knowledge, attitude. In addition, there is also any significant relationship between pedagogical competence and reflective thinking skills. It marked on the significant value in each component of pedagogical competence components is 0.00 which is below than 0.05. It means that the null hypothesis (Ho) is rejected. The component value of pedagogical competence first is Knowledge and Ability which is consist (Value RPP) is gained mean value 92 categorized level A in STKIP PGRI Jombang, and teaching practicum is gained mean value 93 categorized level A in STKIP PGRI Jombang. Adapting to the situation which is consist (Review curriculum, learning strategies, evaluation systems and use ICT in learning) is gained mean value 93 categorized level A in STKIP PGRI Jombang. and last component Attitude which is consist (Personal and Social competence) is gained mean value 95 categorized level A in STKIP PGRI Jombang. So, the level of pedagogical competence in STKIP PGRI Jombang is high and good.

The reflective thinking skills level of Pre-service teachers'in STKIP PGRI Jombang

The data of reflective thinking skills were gained by distributed questionnaire. Having done gaining the data covering pre-service teachers' reflective thinking skills, the researcher then comes to the data presentation. The data can be seen below:

Table 4. 2 Level of Reflective Thinking Skills

No	Level Reflective Thinking by (Kember, McKay, Sinclair, & Wong, 2008) Grade	Aspect reflective thinking skills	Level Reflective Thinking
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1.	A	Critical reflection	Meta-cognitive Reflective Journal	649,5	Moderate
2.	B	Reflection	Evaluative Interactional	226,5	Low
3.	C	Understanding	Cognitive	450	Low
4.	D	Non reflection	-		

Based on data from the table above, it showed that there are 5 aspects of reflective thinking skills questionnaire. Each questionnaire has gained the data. Critical reflection and reflective journal has a value of 649.5 moderate levels. Evaluative and interactional have a value of 226.5 low levels. Cognitive has a value of 450 in the low levels category. So the level of reflective thinking skills in pre-service in STKIP PGRI Jombang is included in the moderate and low levels.

Statistical significance relationship between Pre-service teachers'pedagogical competence and reflective thinking skills

Based on the research question, this research was aimed to find out whether what is the level pedagogical competence of Pre-service teachers'in STKIP PGRI JOMBANG, what is the level reflective thinking skills of Pre-service teachers'in STKIP PGRI JOMBANG, is there any statistically significant relationship between Pre-service teachers'pedagogical competence and reflective thinking skills. If the data distribute that significant value below than 0.05, so the null hypothesis (Ho) is rejected.

The questionnaire distribution has returned to the researchers as many as 52 respondents. The researcher used Pearson product moment to know the hypothesis. Hypothesis test result uses Pearson product moment can be seen in the table below:

Table 4. 3 The relationship between Pre-service teachers' pedagogical competence (X) and reflective thinking skills (Y)

Correlations			
		PEDAGOGICAL COMPETENCE	REFLECTIVE THINKING SKILLS
PEDAGOGICAL COMPETENCE	Pearson Correlation	1	,766**
	Sig. (2-tailed)		,000
	N	52	52
REFLECTIVE THINKING SKILLS	Pearson Correlation	,766**	1
	Sig. (2-tailed)	,000	
	N	52	52
**. Correlation is significant at the 0.01 level (2-tailed).			

The hypothesis test is gained r_{xly} number = 0.766 with significant value (p) 0.00. When it is less than 0.05, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. So then, there is a considerable association between the pedagogical competency of EFL student-teachers and their reflective thinking skills. Based on the Pearson correlation value or correlation coefficient is 0.766, which means that it has positive relationship with relationship criteria is strong relationship (0.60-0.799).

DISCUSSION

From the statement of the problems, the level of pedagogical competence of EFL student-teachers based on findings by Yulianto (2018) Most of the pedagogical competence is formed and improved at the PPG session on Wednesday. It's integrated while pre-service teachers design their lesson plans. The presentation and discussion of RPP Thursday and peer-teaching on Friday strengthens pedagogical competence. Based findings by Ghufroon, Taufiq, & Riskiyanto (2022) Pre-service English teachers have finished pedagogical competence that is, from preparation to implementation to assessment. Meanwhile, ELT teachers will continue to be required to increase the

use of ICT in ELT classes. Based on findings, this means that the teacher is satisfied and satisfied with his work because the teacher will always maintain his performance in positive direction. Therefore, if every teacher is satisfied with his job as an EFL teacher, they will develop and maintain a high level of performance. In the end the learning process will create learning that is much more active, effective, and efficient. Innovative, supportive, and fun learning that can produce highly competitive learners (Suhirman, 2016). Application of the Instructional Approach to Microteaching classes simplify the lesson preparation process planning, implementing and evaluating learning, as well as strengthen the pedagogical competence of pre-service teachers in the aspects of introductory and closing skills, explaining, group and individual teaching, and variations of teaching, classroom management, and assessment. Therefore, they can't accommodate aspects of question and answer and reinforcement well. In this regard, it is recommended to do microteaching lecturers to use this approach in microteaching classes and they are also advised to focus more on aspects that are less during the micro teaching process (Sumani & Arifin). From the results you can concluded that micro-teaching can improve EFL pre-service teacher pedagogical competence. Furthermore, participants also give positive response to microteaching practical implementation (Widodo, 2017). The results of the Structural Equation Modelling approach demonstrated that there is a substantial association between the efficacy of classroom management, reflective thinking, and transformational leadership style of Iranian EFL teachers. Because these variables are intertwined, our findings underscored the importance of reflective thinking and transformational leadership style in instructional processes. Increasing one of these abilities boosts the level of other teacher traits (Khany & Goreyshi, 2013).

As a result of assessment report, the average answer of Pre-service teachers' pedagogical competence items showed that pre-service teachers at STKIP PGRI Jombang have enough pedagogical competence. The pre-service teachers who have enough pedagogical

competence usually has high level act in class likely try new idea and enough strategy in the learning and the fix the problem when they have encountered. Attitude is a crucial quality that a teacher should possess. This aspect is used to determine the pre-service teachers' personality. As a pre-service teacher, you must have extensive knowledge so that students can better master the skills and material presented by the teacher. Moreover being a teacher, EFL pre-service teacher must be able to teach well in this aspect pre-service teachers must be able to learn how to teach well. The EFL pre-service teacher at STKIP PGRI Jombang is sufficient to fulfill several components of pedagogical competence. The mastery of making lesson plans is quite good, they are also able to master learning strategies and the use of ICT technology is also good. EFL student-teachers are able to make the classroom atmosphere active and fun learning.

From the statement of the problems, From the statement of the problems, the level of reflective thinking skills of EFL student-teachers, EFL learners' reflective thinking, emotional intelligence, and speaking abilities all showed statistically significant positive connections. EFL learners' speaking ability was found to be predicted by both reflective thinking and emotional intelligence. The reflective thinking of EFL learners was significantly associated with all fifteen components of emotional intelligence (Rahimi, 2015). The findings of a study showed that reflective thinking had no relationship with self-efficacy, self-esteem and academic achievement of Iranian EFL students. This can suggest that education system of the country need to turn the spotlight on reflective thinking in the country's schools (Asakereh & Yousofi, 2018). The findings hold important implications for using portfolios in EFL courses. While engaging learners in portfolio assessment, teachers should take into consideration students' level of proficiency. In this case, it is more likely that with constant reinforcement students would engage in higher levels of reflection. Developing reflective thinking is not an overnight matter and requires a change in perspective, which is difficult and takes time, the authors argue (Farahlan, Avarzamani, & Rajabi, 2020). EFL

teachers' job happiness has a minor but significant impact on their professional development. This indicates that instructors who are happy in their jobs are more likely to appreciate professional development on a minor level. Job satisfaction was also found to have an effect on "reflective actions," a sub-scale of teacher professional development (Safari, Davaribina, & Khoshnevis, 2020).

As a result of questionnaire, the average answer of Pre-service teachers' reflective thinking skills items showed that pre-service teachers at STKIP PGRI Jombang have enough reflective thinking skills. The pre-service teachers' who have enough reflective thinking skills usually has good enough act in class likely try new idea and enough strategy in the learning and the fix the problem when they have encountered. Reflective thinking of pre-service teachers who have categories usually looks at alternative practice, choices based on cognitive, evaluative, meta-cognitive, interactional, and reflective. It marked on when the pre-service teachers' face a problem; the problem is analyzed and clarified based on educational principles.

From the statement of the problems, the relationship between Pre-service teachers' pedagogical competency and reflective thinking. The pedagogical competence improvement model may be carried out by means of growing pedagogical information variables and reflective competencies. indicators that can be constructs for growing pedagogical competency models encompass pedagogical know-how of the extent to which know-how the principles of tutorial philosophy, child improvement psychology and learning principle and assemble indicators of reflective skills that consist of mental sports that show the ability to purpose and solve troubles, can be facilitated through listening severely as a way to interpret a learning enjoy. The higher the level of pedagogic knowledge and reflective abilities, the better the pedagogical competence could be. Then pedagogical competence may be executed by developing the extent of pedagogical information and reflective capability either partially or together (Susanto, Rozali, & Agustina, 2019).

This research agrees with the results of the study (Susanto, Rozali, & Agustina, 2019). This research measured the relationship between pedagogical competence and reflective thinking skills of EFL student-teachers at STKIP PGRI Jombang. Increased pedagogical competence can be seen from components such as, the component value of pedagogical competence first is Ability which is consist (Value RPP). Adapting to the situation which is consist (Review curriculum, learning strategies, evaluation systems and use ICT in learning). Knowledge which is consist (Teaching Practicum) and last component Attitude which is consist (Personal and Social competence). The level of reflective thinking skills of EFL student-teachers the higher the level of thinking, the better the pedagogical competence ability. Reflective thinking skills can be seen from aspects such as cognitive, evaluative, metacognitive, interactional, and reflective. So the relationship between pedagogical competence and reflective thinking skills is needed for EFL student-teachers.

The alternative hypothesis had known, it marked on the correlation coefficient value or Pearson correlation (r_{xly}) is .766 with total 52 respondents' EFL pre-service teacher (N) and the significant value of X and Y is 0.00 which it's below than 0.05 it described that there is a significant relationship between pedagogical competence (X) and reflective thinking skills (Y) in EFL student-teachers of STKIP PGRI JOMBANG.

Table 4. 4 the Interpretation of Relationship

R_{xly}	Interpretation
0.80 – 1.00	Very Strong
0.60 – 0.799	Strong
0.40 – 0.599	Moderate
0.20 – 0.399	Weak
0.00 – 0.199	Very Weak

Based on the table of interpretation of relationship above and the result of correlation coefficient (r_{xly}) in this research is 0.766. It means that there is strong relationship between Pre-service

teachers'pedagogical competence and reflective thinking skills. It showed that Pre-service teachers'pedagogical competence has contribution to reflective thinking skills of pre-service teachers.

CONCLUSION

This research was determining the relationship between Pre-service teachers'pedagogical competence and their reflective thinking skills. This research used correlation research to describe obtaining assessment report from PUSBANGDIK STKIP PGRI Jombang (Center and education development of STKIP PGRI Jombang) for pedagogical competence of EFL student-teachers in STKIP PGRI Jombang. And given EFL student-teachers questionnaire. The result of the research and discussions which have described, referring to RQ (Research Question), it could be concluded that; (1) What is the level of pedagogical competence of Pre-service teachers'in STKIP PGRI Jombang?, (2) What is the level of reflective thinking skills of Pre-service teachers'in STKIP PGRI JOMBANG?, (3) Is there any statistically significant relationship between Pre-service teachers'pedagogical competence and reflective thinking skills?. Level of Pre-service teachers at STKIP PGRI Jombang has high pedagogical competence value (A). And the level of student-teachers at STKIP PGRI Jombang is included in the moderate level. It was evidenced by the analysis result that computed by Pearson product moment in SPSS 24.0 for windows program.

The statistical hypothesis also shows that the alternative (H_a) is accepted and null hypothesis (H_o) is rejected. The r -value is 0.766 which means that the relationship between X variable and Y variable is strong relationship (0.60-0.799). In addition, there is a tendency when EFL pre-service a teacher who has high pedagogical competence, so the Pre-service teachers'reflective thinking skills can be moderate level. It can be said that the pedagogical competence of Pre-service teacherscan determine level of reflective thinking skills.

Assessing the research findings and discussions, several recommendations should be followed up by future researchers to improve their levels of reflective thinking abilities, EFL pre-service teacher should maintain and enhance their pedagogical competence through new strategy, new idea, managing the class, and fixing the problem learning. This research has some limitations that may allow for future researchers to use good pedagogical competence instruments before taking data.

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