

THAI STUDENTS' PERCEPTION OF THE PRE-SERVICE TEACHERS TEACHING COMPETENCES AT DOCTOR NUENG INTERCARE KRABI SCHOOL

Masruratul Ilyin¹, Febti Ismiatun², Diah Retno Widowati³

^{1,2,3} English Education Department, Universitas Islam Malang, Indonesia

Email: ¹ 22101073076@unisma.ac.id

Abstrak

This study explores Thai students' perceptions of Indonesian pre-service teachers teaching competences during their teaching practicum at Doctor Nueng Intercare Krabi School, Thailand. The study focuses on four core competences: pedagogic, professional, social, and personal. Using a qualitative case study approach, data were collected through semi-structured interviews with two students and classroom video documentation, then analyzed thematically. Findings revealed that students perceived the pre-service teachers positively in all four competence areas. Teachers demonstrated structured and adaptive teaching, appropriate English usage, effective integration of technology, strong interpersonal communication, and confident classroom presence. These results highlight the readiness of Indonesian pre-service teachers to teach in international contexts and can inform future teacher training programs, as well as provide insights for improving the preparation of teacher candidates in the context of multicultural teaching of English as a foreign language (EFL).

Keywords: teaching competence, pre-service teacher, student perception, international practicum, EFL classroom

INTRODUCTION

Teaching practicum is a vital component of teacher education as it bridges theoretical knowledge with practical classroom experience. It offers pre-service teachers opportunities to engage in real teaching environments, allowing them to develop skills in classroom management, lesson planning, and student assessment (Ferrier-Kerr, 2009). In the context of international teaching practicum (ITP), pre-service teachers are further challenged to adapt to new cultural, linguistic, and pedagogical environments. According to Ahmad et al. (2019), international practicums expose pre-service teachers to diverse educational systems and enhance their intercultural competence, pedagogical flexibility, and professional growth. Indonesian pre-service teachers assigned to schools in Thailand, for instance, are required to navigate cross-cultural classrooms where English is taught as a foreign language and students come from different educational backgrounds. This setting demands that teachers demonstrate not only strong teaching skills but also cultural sensitivity and adaptability (Auliya et al., 2020).

Moreover, teacher competence plays a critical role in shaping the quality of education and student learning outcomes. Thobi et al. (2024) emphasized that ongoing development of teacher competence is essential for effective teaching. Nisah (2023) also identified pedagogical, professional, personal, and social competences as key elements influencing student success. When teachers perform competently, students tend to develop positive perceptions that contribute to their motivation and academic performance (Wulandari & Kamalia, 2023). Conversely, ineffective teaching due to weak competence can hinder student understanding and reduce motivation

(Sundawa & Samlawi, 2018). Despite, various studies have discussed students' perceptions of teacher competence in countries such as Indonesia (Karimata et al., 2022), the Philippines (Dangdang & Lucero, 2023), and Thailand (Thongcharoen, 2017), most of these studies focused either on general competence, the correlation between perceptions and achievement, or factors such as teacher ethnicity. Furthermore, some studies such as Iswari et al. (2023) examined pedagogical competence in online learning contexts. However, there remains a lack of research specifically exploring Thai students' perceptions of Indonesian pre-service teachers' competences during in-person classroom teaching in Thailand using a qualitative approach. Therefore, this study aims to fill that gap by investigating in-depth how Thai students at Doctor Nueng Intercare Krabi School perceive the pedagogic, professional, social, and personal competences of Indonesian pre-service teachers through direct teaching interactions and cultural engagement.

METHOD

Research Design

This study was conducted to explore Thai students' perceptions of pre-service teachers' teaching competences, and find out what things Indonesian pre-service teachers should develop. This research used a qualitative approach with a single case study design, as described by Creswell (2013). A qualitative approach was taken to explore and understand the subjective experiences and perceptions of individuals, which is in line with the purpose of this study to investigate Thai students' perceptions of pre-service teachers' teaching competences.

Data Sources

In this study, the participants consisted of two of the 27 students at a nursing school in Thailand, P1 (Participant 1) and P2 (Participant 2). P1 was 26 years old and P2 was 19 years old, both female, and both participants had Malaysian family backgrounds, so they were fluent in Malay. Therefore, they were selected as participants in this study because Malay is a language that can be understood by both the participants and the researchers, enabling the research process to be conducted smoothly without language barriers. Additionally, both participants have had direct interaction with prospective teachers who teach at the school. This research utilized semi-structured interviews and document. The interview questions were adapted from Kim (2019) who explored pre-service teachers' teaching competence beliefs and perceptions. There are 15 questions concerning 4 teacher competences. During the interview process, the questions use the participant's first language, Bahasa Melayu, to ensure that the questions can be conveyed according to the context. The document used was video, there were approximately 10 videos of teaching activities in the classroom, which were analyzed to crosscheck with the interview results.

Data Collection

Data was collected through semi-structured interviews and video documentation in the classroom. Two participants from Doctor Nueng Intercare Krabi School were interviewed individually according to their availability. The interviews lasted 45–60 minutes each. All interviews were conducted online and recorded audio. Additionally, video recordings of classroom activities were taken during the teaching practice period and collected to support and validate the interview data, providing visual context and validation of student perceptions. The data for this study was collected in March 2025, after the teaching practice period of Indonesian pre-service teachers ended.

Data Analysis

Data were analyzed using Braun and Clarke's (2014) thematic analysis framework. The researcher began by familiarizing with the data through repeated reading of interview transcripts and reviewing video documentation. Initial themes were identified based on recurring patterns in student responses, then organized into categories representing four teacher competences. Themes were refined and defined to ensure they aligned with research objectives. Classroom videos served

as a triangulation tool, validating and enriching the interview data by providing visual context and supporting evidence.

FINDINGS

The findings are categorized under four main themes reflecting the research focus: pedagogic competence, professional competence, social competence, and personal competence.

Pedagogic competence

Alignment of Learning Activities with Objectives

Students generally felt that Indonesian pre-service teachers designed activities that were aligned with learning objectives. Students stated,

“Teachers asked us to play a vocabulary game and then gave us worksheets that had the same topic. This helped me understand the learning objectives clearly.” (P1, March, 2025)

In P1's explanation, the Indonesian pre-service teacher played vocabulary games before giving students assignments that corresponded to what they had played, which shows that according to P1 the Indonesian pre-service teacher designed activities that were aligned with the learning objectives.

“Teachers, before starting the lesson, explains what we are going to learn first and it corresponds with the explanation and task given afterwards, so I think their activities and learning objectives are aligned.” (P2, March, 2025)

In accordance with P2's explanation, Indonesian pre-service teachers are aligned in designing learning activities with learning objectives, this is because what is explained first about the material to be learned is in accordance with the tasks and activities given afterwards.

Both students shared the same opinion about the Indonesian pre-service teachers' design of learning activities and objectives being appropriate. Likewise, the video documentation confirms this alignment, as the activities start with an engaging warm-up followed by tasks that reinforce the target language.

Organized and Structured Teaching Flow

The students appreciated the organized and structured lesson sequence. As stated by P1 and P2 below,

“They explain the topic first, then show the video, and after that we practice speaking. I know what I have to do step by step.” (P1, March, 2025)

Similar to P1, P2 also stated that Indonesian pre-service teachers conduct organized learning by first explaining the material to be learned, then giving examples, and guiding them to practice.

“The teachers explain the material first, then gives video examples and leads us in practicing sometimes also interspersed with playing, so I am able to follow the material they teach” (P2, March, 2025).

Both participants had similar views on the organized and structured teaching done by Indonesian pre-service teachers so that they could follow the material taught in class. The video documentation of the class also shows that the teacher prepared visual aids to support the structure of the lesson, which helped students follow the lesson material well.

Effective Use of Questions

Students said that pre-service teachers use leading questions that encourage thinking.

“Sometimes the teachers ask 'What do you think?' before giving an answer. It makes me think first.” (P1, March, 2025)

According to P1, teachers often ask students' opinions about the material which makes them think.

Not much different from P1's statement, according to P2, Indonesian pre-service teachers often ask for opinions and also appoint students to give their opinions on the material being studied, so they are required to think.

“Teachers often ask our opinions when explaining the material and often also point out students to give their opinions, it makes me think hard so that when I am pointed out I can answer” (P2, March, 2025).

The participants both thought that teachers often asked for their opinions when teaching which encouraged them to think. In the video, the teacher often uses open-ended questions and pauses to allow time for students to answer.

Monitoring and Adjusting to Students’ Understanding

Some students reported that teachers check their understanding and respond flexibly.

“When many of us don't understand, they explains again in a different way or gives more examples.” (P1, March, 2025)

P1 explained that Indonesian pre-service teachers would give more examples in different ways if the students did not understand.

“They always ask if we understand or not, if not they keep explaining in easy-to-understand language until we understand.” (P2, March, 2025)

P2 also explained that Indonesian pre-service teachers always check their students' understanding and always explain more until the students understand what is being learned in the class.

Both participants said the same thing that Indonesian pre-service teachers always ensure their students' understanding. This is evident in the video where teachers pause their lessons to clarify or use L1 assistance when students look confused.

Varied Classroom Organization

Group work and discussion are common and positively received by students. Participants mentioned that learning through various group based formats including discussions, role plays and vocabulary games, helped them understand the material better.

“They let us work in groups. I can ask my friends if I don't understand. Sometimes, we also do games. It's more fun and I remember more.” (P1, March, 2025)

This response shows that P1 finds group work and game-based learning helpful in understanding the material, as the informal environment reduces pressure and improves memory through fun.

“Teachers sometimes make groups for us to discuss so I can ask my friends if I don't understand. We also did role-play last time, and I liked it. I could talk and listen to my friends.” (P2, March, 2025)

P2 emphasized how Indonesian pre-service teachers provide opportunities not only for discussion with peers, but also for role-playing, which helps improve speaking and listening skills through practice and interaction with peers.

Both participants shared the perception that Indonesian pre-service teachers create a dynamic and cooperative classroom environment. This perception was clearly reflected in the classroom recordings. Indonesian pre-service teachers were seen organizing students into small groups or pairs to engage in various activities such as role plays, vocabulary games, and small group discussion. During these sessions, students interact actively, helping each other with pronunciation, vocabulary and content comprehension. This strategy promotes a supportive atmosphere and encourages student-centered learning.

Use of Modeling and Demonstration

Modeling and demonstration are emerging as highly effective teaching strategies used by Indonesian pre-service teachers. The students emphasized that by observing their teachers perform tasks or dialogues first, they find it easier to understand and perform the tasks.

“They showed us how to say sentences with the right tone and body movements. I can follow how they speak and move.” (P1, March, 2025)

P1's response shows that Indonesian pre-service teachers not only model how to say sentences correctly, but also demonstrate intonation and gestures, thus giving students a clearer picture of how to communicate meaningfully and expressively.

"Teachers first say the sentence, then shows what kind of action to do, like when we do role plays. This helps me remember how to say it and do it." (P2, March, 2025)

P2 highlighted how modeling also extends to role plays and interactive activities, where the teacher demonstrates the language and actions to be performed. This holistic approach allows students to understand not only what to say, but also how to say it naturally in a context, thus increasing their understanding and confidence.

Both participants shared the view that Indonesian pre-service teachers use consistent and diverse modeling techniques that support their speaking and comprehension skills. These strategies are also evident in the classroom video documentation. The teachers were seen, saying sentences clearly with proper pronunciation and intonation, using gestures and facial expressions during demonstrations, modeling the conversation during the role play by acting out both parts of the dialogue, demonstrating how to complete the worksheet by doing the first item as an example, demonstrating how to perform a task step by step before asking students to try it. This use of modeling and demonstration serves as an important scaffolding tool, allowing students to understand instructions, reduce anxiety, and build confidence in using English through imitation and practice.

Adjusting the Pace of the Lesson to Students' Needs

Students recognized that Indonesian pre-service teachers adjusted the pace of the lesson to the needs of the students.

"She goes slowly when we don't understand and faster when we do the easy part." (P1, March, 2025)

From P1's response, Indonesian pre-service teachers adjust the pace of students' understanding, when students have difficulty in understanding or take longer to understand the material then the pre-service teachers will explain slowly or longer so that all students really understand the material presented, and vice versa if the students understand faster than the Indonesian pre-service teachers will not take longer to explain the material.

"Teachers adjust their pace to our understanding, if we don't understand they usually take longer to finish the lesson" (P2, March, 2025)

P2 also felt the same way where Indonesian pre-service teachers adjusted the pace of learning to the needs or understanding of the students, she also said that if students did not understand the material then the Indonesian pre-service teachers would continue to explain so it took more time for the students to really understand what the pre-service teachers were saying.

From the responses of the two participants above, it can be seen that Indonesian pre-service teachers adjust their learning pace to the needs and understanding of the students, which supports their good pedagogical competence.

Professional Competence

Integration of Technology

The use of technology is considered very helpful and interesting in classroom learning, in the use of various technologies is very attractive to students in Indonesia during learning, and it is no different for students in Thailand where they are very excited when learning is interspersed with technology games in the classroom, as said by the two participants below,

"We played quizzes on the screen. It was fun and I remembered the words better." (P1, March, 2025)

Quiz games can help students remember words better according to P1's response, it is evident that interesting learning can make students understand and remember what teachers have said more quickly.

"I like the teacher's explanation using PPT, it is good and interesting, it is easy for me to take notes, I also like the on-screen games given by the teacher" (P2, March, 2025)

From P2's response above, it can be concluded that diverse and interesting learning is an important factor to be able to make students more able to understand and can attract students to really learn in the classroom, the technologies that are starting to develop if utilized properly can make the classroom more conducive to learning.

Participants stated that the use of technologies such as PowerPoint, videos, and online games presented by Indonesian pre-service teachers made learning more enjoyable. As in the videos showing teachers using PowerPoint slides, YouTube clips and interactive games such as Kahoot, Quizizz and Baamboozle. These tools increase student motivation and focus.

Correct Use of English

The students thought that the English used by Indonesia pre-service teachers was grammatically correct.

"I think the grammar is good. They pronounce sentences correctly." (P1, March, 2025)

"I think the teacher's English is good and clear." (P2, March, 2025)

In the responses of the two participants above, they had similar views on the Indonesian pre-service teachers' use of English, which showed that their English pronunciation was good, correct, and clear.

From the participants who noticed that the Indonesian pre-service teachers' grammar was accurate, as evidenced from the video recordings, the teachers consistently used standardized and appropriate sentence structures during instructions and responses, demonstrating a good command of English grammar.

English Fluency

The students said that the Indonesian pre-service teachers spoke fluently and clearly. This is according to the following responses from the two participants,

"They speak fluently, not too fast. I can follow what they say." (P1, March, 2025)

P1 responded that the way the Indonesian pre-service teachers speak is not too fast and she can follow what their teachers say, and she also said that in speaking English the Indonesian pre-service teachers speak fluently

"Teachers speak English fluently and are easy to understand." (P2, March, 2025)

P2 also said the similar statement that the Indonesian pre-service teachers spoke fluent English and she found it easy to understand what their teachers said.

Both participants said the same thing about the fluency of the Indonesian pre-service teachers, where they both said that the English skills of the Indonesian pre-service teachers were good and easy to understand. In the video recording, the teacher demonstrated a fluent delivery and an appropriate pace for EFL learners.

Adapting Language to Students' Level

Students felt that the language used by the Indonesian pre-service teachers on probation was appropriate to their level. This helped them feel more comfortable and supported during the learning process.

"Sometimes I don't understand, but they repeat it slowly until I understand, so I feel comfortable." (P1, March, 2025)

From P1's statement it can be indicated that students initially had some difficulties in understanding the instructions, but appreciated the teachers' patience and willingness to slow down and repeat the information. This approach helped to reduce anxiety and establish a more positive learning environment for students.

"They use simple English and repeat it if necessary. It makes me comfortable and understand." (P2, March, 2025)

P2 responses highlighted the effectiveness of using simplified language tailored to students' proficiency levels. The repetition strategy also reinforces understanding, making students feel more confident and engaged in the lesson.

Both responses show that Indonesian pre-service teachers make a conscious effort to adapt their language based on students' abilities. Participants appreciated these strategies, especially the simplification of English and the repetition of key instructions. The classroom videos analyzed support this perception. Teachers were often seen paraphrasing instructions, elaborating on complex vocabulary and using visual cues to aid understanding. In addition, strategic code-switching to Thai or Malay is sometimes used to clarify difficult points or ensure understanding, further demonstrating the adaptability and sensitivity of teachers to students' language needs.

Social Competence

Interactive and Engaging Communication

The students felt that the classroom atmosphere created by Indonesian pre-service teachers was very friendly, communicative and supportive. This environment helped to increase their willingness to participate and reduce their anxiety when speaking English

"Teachers always smile and engage us in conversation in class and often joke around making the class more relaxed. I feel more eager to speak." (P1, March, 2025)

These statements reflect students' perceptions of teachers' positive attitudes and approaches. P1 said that their teachers often use humor and friendly interactions that create a relaxed environment and make students feel more comfortable. As a result, students feel more motivated to participate in speaking activities, which suggests that the emotional climate in the classroom has a significant impact on their engagement.

"They always encourage us to speak and help us if we are shy or afraid." (P2, March, 2025)

P2 shared that their teachers always encourage students and make students feel safer and more confident to speak up in class, indicating that emotional support is a key factor in encouraging communicative participation. This highlights the supportive role of Indonesian pre-service teachers in overcoming students' emotional barriers, such as shyness or fear of making mistakes.

Participants felt that Indonesian pre-service teachers encourage active communication and often joke around to make the class more relaxed, which helps students feel more eager to speak up and take part in learning. Classroom video recordings further supported this perception. Indonesian pre-service teachers were often seen initiating casual greetings, providing positive reinforcement or responses such as "Great!" or "Good job!", and encouraging interaction between students through speaking activities in pairs or groups. Their consistent efforts to maintain a warm and friendly classroom atmosphere contributed to increased student engagement and willingness to communicate in English.

Use of Eye Contact and Gestures

Teachers are perceived as expressive and communicative through the effective use of body language. Indonesia Pre-service teachers use eye contact and gestures to increase clarity and engagement, which helps students to better understand the material being taught.

"Teachers look at us when they speak and use their hands to explain. That helped me understand." (P1, March, 2025)

P1 claimed that Indonesian pre-service teachers always use eye contact and also use gestures such as hands to explain things, and it makes her understand what their teacher is explaining. This response emphasizes how consistent teacher eye contact makes students feel recognized and included in the lesson. In addition, the use of hand gestures when explaining also helps clarify

meaning, especially when students are unfamiliar with certain vocabulary. Non-verbal cues act as visual aids, reinforcing verbal instructions and supporting understanding.

"Teachers look at me when I speak and move a lot when explaining." (P2, March, 2025)

P2 added how Indonesian pre-service teachers' pay attention when their students speak and move a lot when explaining things. This shows that the teacher not only makes eye contact when speaking, but also maintains it while the student is speaking, indicating that the teacher is actively listening and values the student's contribution.

The participants felt engaged with the teacher's body language, Indonesian pre-service teacher used her body language when explaining and also made eye contact with the students, which helped the students understand what their teacher was explaining. These behaviors were evident in the video data, which reinforced the verbal statements, the video analysis clearly showed that the teacher made eye contact with each student, used gestures to reinforce vocabulary (for example, mimicking the words "walk", "sick", etc.), and maintained proximity to create a supportive learning environment.

Personal Competence

Use of Non-verbal Cues

Non-verbal communication is considered a very helpful tool in supporting student understanding, especially when verbal explanations are not fully understood. Indonesian pre-service teachers effectively use facial expressions, gestures, and other non-verbal strategies to clarify meaning.

"They often smile and use hand gestures, so I know what they mean even if I don't understand all the words." (P1, March, 2025)

P1 highlighted that Indonesian pre-service teachers use non-verbal cues such as smiling and using hand signals that can serve as contextual clues that help bridge the gap when students cannot fully understand their teachers' spoken English. The teacher's smile conveys enthusiasm and a positive attitude, while the use of hand signals or gestures provides visual support to verbal explanations. This combination creates a more accessible and supportive learning experience for students.

"Her facial expressions made it easier to guess the meaning of new words." (P2, March, 2025)

P2's remark that she could guess the meaning of new words from Indonesian pre-service teachers through their facial expressions shows that facial expressions play an important role in helping students infer meaning, especially when learning new vocabulary. For example, a sad face can imply a negative word, or a happy expression can imply something positive or fun. This strategy helps students feel more confident in making correct guesses based on context.

Both participants expressed the same view that non-verbal strategies such as facial expressions and gestures used by Indonesian pre-service teachers helped their understanding. These impressions were confirmed by the video analysis. Indonesian pre-service teachers were seen smiling frequently, using varied facial expressions, especially when introducing new vocabulary, and using hand gestures or body movements to point to objects or visuals in the classroom. Such non-verbal strategies effectively support student understanding and engagement, especially for students with limited English proficiency.

Confident and Positive Classroom Management

Students highlighted teachers' confidence and enthusiasm as key factors in creating a pleasant and well-managed classroom atmosphere. Indonesian pre-service teachers demonstrate a positive emotional attitude and classroom control, which contributes to a more effective and engaging learning experience.

"They look happy and enthusiastic when teaching and controlling the class well." (P1, March, 2025)

As the response from P1 above that Indonesian pre-service teachers are happy, enthusiastic and in good control of the class shows, students perceive teachers to be emotionally invested and confident in their teaching. The phrase "controlling the class well" suggests that teachers are able to maintain order and focus without being overly strict, possibly using positive reinforcement and engaging activities to manage student behavior effectively. The combination of enthusiasm and classroom control helps to create a structured yet fun environment for learning.

"They seem happy when they teach. It makes the class feel fun and not boring." (P2, March, 2025)

P2 also adds that she finds the class fun and not boring because the Indonesian pre-service teachers look happy while teaching, reflecting the emotional impact of the teachers' positive attitude towards the classroom atmosphere. The teachers' visible joy and energy while teaching made the lessons more lively and interesting, which in turn helped maintain students' interest and motivation. The students attributed the teachers' excitement to an interesting classroom dynamic and kept them away from boredom.

P1 and P2 perceive Indonesian pre-service teachers as confident and enthusiastic and able to control the class well. This view is supported by video documentation showing Indonesian pre-service teachers starting class with a cheerful demeanor, using an enthusiastic tone, and exhibiting expressive body language. Their presence in the classroom is calm and confident, and their consistent use of praise, encouragement and smooth transitions between activities contribute to a well-managed and motivating environment. Such behaviors not only maintain student attention, but also foster a positive emotional climate conducive to learning.

DISCUSSION

The discussion examines the findings that assess Thai students' perceptions of the teaching competences of Indonesian pre-service teachers, focusing on four aspects: pedagogic, professional, social, and personal competences. Overall, students rated these teachers positively, appreciating their interactive teaching style, clarity of language, classroom management, and emotional engagement. The following sections summarize the main findings and relate them to related studies.

Pedagogic Competence

Thai students perceived Indonesian pre-service teachers as having strong pedagogic competence, demonstrated through well-structured lessons, relevant activities, and adaptive instruction. Lessons were clearly aligned with learning objectives, allowing students to focus and understand the material effectively (Akbar et al., 2021). The teaching sequence starting from warm-up to core instruction and practice offered a logical flow that enhanced student engagement and reduced confusion (Baskara & Sutarni, 2024). Teachers used a range of questioning strategies, including factual and analytical prompts, to stimulate thinking and check comprehension. This aligns with Vygotsky's (1978) socio-cultural theory, which emphasizes interaction in cognitive development. Furthermore, teachers actively monitored students' verbal and non-verbal cues and adjusted their instruction accordingly, demonstrating responsive scaffolding (Dangdang & Lucero, 2023). Classroom activities such as group work, role-play, and discussions fostered interaction and built student confidence, particularly in speaking skills consistent with Susanti et al. (2021) and Ahmad et al. (2019), who emphasized the value of flexible and collaborative learning environments. Teachers also modeled tasks clearly before assigning them, bridging instruction and execution effectively (Auliya et al., 2020). Finally, their ability to adjust lesson pace based on student understanding reflects adaptive and reflective teaching, a key indicator of pedagogic competence (Arista et al., 2022).

Professional Competence

Thai students perceived the professional competence of Indonesian pre-service teachers positively, particularly in their integration of technology, accuracy and fluency in English, and adaptability in language use. Teachers used digital tools such as videos, quizzes, and games to enhance engagement and accommodate diverse learning styles, reflecting Ramaliya's (2018) assertion that technology is essential for today's learners. Teachers also demonstrated accurate grammar and vocabulary appropriate to the students' level, reinforcing their credibility as EFL instructors (Kim, 2019). Their fluent delivery with natural intonation provided authentic input, supporting listening and speaking development (Ubaidillah, 2018). Moreover, teachers adapted their language by simplifying instructions and using repetition and visuals, ensuring comprehension across varying proficiency levels. This aligns with Kabilan et al. (2020) and Aditiya et al. (2025), who emphasize instructional adaptability and coping strategies as key aspects of professional competence in diverse classrooms.

Social Competence

Indonesian pre-service teachers were perceived as socially competent, successfully creating interactive and supportive classroom environments. They encouraged participation, built rapport through open communication, and made students feel comfortable to express themselves. This aligns with Ferrier-Kerr (2009), who highlighted the role of interpersonal relationships in effective teaching practicums. The teachers also used non-verbal cues such as eye contact, gestures, and facial expressions to enhance clarity and engagement. These behaviors supported student understanding and contributed to a positive classroom atmosphere, as emphasized by Wubbels and Brekelmans (2005) and Thongcharoen (2017). Overall, the findings support Naibaho and Mahulae's (2023) view that social competence is essential for fostering a meaningful and emotionally safe learning experience.

Personal Competence

Thai students viewed Indonesian pre-service teachers as personally competent, noting their confident classroom presence, positive demeanor, and consistent use of facial expressions and gestures to support communication. These non-verbal cues fostered a warm atmosphere, encouraged student engagement, and built emotional connection reflecting emotional maturity and care (Sasmita & Arqam, 2022). Teachers also demonstrated calm and respectful classroom management, setting clear expectations while remaining approachable. These traits align with Zola and Mudjiran (2020), who highlight professionalism and emotional control as key to personal competence, and with Arista et al. (2022), who emphasize resilience and adaptability as indicators of teaching readiness. As supported by Meida Putri et al. (2024), such qualities significantly contribute to both student motivation and classroom effectiveness.

CONCLUSION

This study explored Thai students' perceptions of Indonesian pre-service teachers' teaching competences during their practicum at Doctor Nueng Intercare Krabi School. The findings indicate that the pre-service teachers were positively perceived across all four competence areas: pedagogical, professional, social, and personal. Pedagogically, teachers aligned lessons with objectives, used varied methods, and adapted to student needs. Professionally, they integrated technology, demonstrated accurate and fluent English, and adjusted their language to students' proficiency. Socially, they fostered interaction through open communication and effective non-verbal cues, creating a collaborative environment. Personally, they exhibited confidence, emotional maturity, and enthusiasm, contributing to a safe and motivating classroom climate. Overall, the Indonesian pre-service teachers demonstrated strong readiness and adaptability in a multicultural EFL context, highlighting the effectiveness of their preparation and teaching performance during the international practicum. Future researchers are recommended to conduct longitudinal studies to

track the progress of pre-service teachers' competences over time. Further research can also explore students' perceptions from different cultural backgrounds and in different subjects beyond English language teaching to expand the scope of understanding on teaching competence in international practicum contexts.

REFERENCES

- Aditiya, K., Hidayanti, I., & Rahmati, N. A. (2025). The professional competence challenges and coping strategies faced by pre-service teachers during teaching practicum. *Jurnal Penelitian, Pendidikan, dan Pembelajaran*, Vol 20, No 5
- Ahmad, N. J., Ishak, N. A., Samsudin, M. A., Meylani, V., & Said, H. M. (2019). Pre-service science teachers in international teaching practicum: Reflection of the experience. *Jurnal Pendidikan IPA Indonesia*, 8(3), 308–316. <https://doi.org/10.15294/jpii.v8i3.18907>
- Akbar, A., Sebelas, S., & Sumedang, A. (2021). Pentingnya kompetensi pedagogik guru. *Jurnal Pendidikan*, 2(1).
- Arista, L. C. G., Dzulfikri, D., Mistar, J., & Mustofa, M. (2022). Pre-service teachers' perception of their competence and their readiness for teaching profession. *English Education Journal*, 13(2), 202-215.
- Auliya, A. G., Marlina, N., Sari, N., & Dewi, N. (2020). Reflective practice in international teaching practicum: A case study of an Indonesian pre-service teacher in Thailand. *Teaching and Learning English in Multicultural Contexts*, 4(2). <http://jurnal.unsil.ac.id/index.php/tlemc/index>
- Baskara, A., & Sutarni, N. (2024). Kompetensi pedagogik guru SMA di Indonesia: Sebuah systematic literature review. Retrieved from <https://jurnaldidaktika.org>
- Braun, V., & Clarke, V. (2014). What can “thematic analysis” offer health and wellbeing researchers? *International Journal of Qualitative Studies on Health and Well-being*, 9(1). <https://doi.org/10.3402/qhw.v9.26152>
- Creswell, J. W. (2013). Research design: Qualitative, quantitative, and mixed methods approaches. 4th Edition. *SAGE Publications*.
- Dangdang, G. O., & Lucero, L. G. (2023). Pre-service science teachers' teaching competence in a new normal learning environment. *Russian law journal: vol. xi. Issue 9*.
- Ferrier-Kerr, J. L. (2009). Establishing professional relationships in practicum settings. *Teaching and Teacher Education*, 25(6), 790–797. <https://doi.org/10.1016/j.tate.2009.01.001>
- Kabilan, M. K., Ramdani, J. M., Mydin, A.-A., & Junaedi, R. (2020). International teaching practicum: Challenges faced by pre-service EFL teachers in ESL settings. *Language Education and Acquisition Research Network (LEARN) Journal*, 13(1).
- Karimata, M. A., Fita Heriyawati, D., & Mistar, J. (2022). Students' perception of pre-service teachers' competence and their reading achievement during the covid 19 pandemic. *Journal of Educational Innovation*. 9(1). <https://erudio.ub.ac.id>.
- Kim, H. J. (2019). Exploring pre-service teachers' beliefs about English teaching competence, perceived competence, and actual competence. *Journal of Pan-Pacific Association of Applied Linguistics*, 23(2), 1-19.
- Meida Putri, S., Ayatin, R., & Al Yumna Muttaqien, I. (2024). Profesionalisme guru dalam meningkatkan proses pembelajaran. *Jurnal Citra Pendidikan*, 4(2), 1690–1695. <https://doi.org/10.38048/jcp.v4i2.3516>
- Naibaho, D., & Mahulae, A. C. (2023). Peran penting kompetensi sosial guru dalam pendidikan. *Jurnal Ilmiah Multidisiplin*, 1(2), 92–97.
- Nisah, O. (2023). The influence of teacher competencies on student learning achievement: A comprehensive analysis. *The International Journal of Business Review (The Jobs Review)*, 6(2).

- Ramaliya. (2018). Pengembangan kompetensi guru dalam pembelajaran. *Bidayah: Studi Ilmu-Ilmu Keislaman*, Volume 9, No. 1
- Parama Iswari, W., Anggriyani, D., & Iman, I. (2023). Pedagogical competence of pre-service teachers' of english department mulawarman university during online teaching practice. 6(1), 1–7. <https://doi.org/10.30872/e3l.v6i1>
- Sasmita, R., & Arqam, M. L. (2022). Kompetensi kepribadian guru dalam perspektif Muhammadiyah. *TA'DIBUNA: Jurnal Pendidikan Agama Islam*, 5(1), 21–31. <https://doi.org/10.30659/jpai.5.1.21-31>
- Sundawa, D., & Samlawi, F. (2018). The correlation between teachers' competencies and students' learning outcomes in social science subject. *International Journal Pedagogy of Social Studies*, 3(2).
- Susanti, L., Mustofa, M., & Zahroh, F. Z. F. (2021). Improving English speaking skills through small group discussion. *Journal of English for Academic and Specific Purposes (JEASP)*, 4(2), 243-253. <https://doi.org/10.18860/jeasp.v4i2.14430>
- Thongcharoen, Y. (2017). Perceptions of Thai EFL students concerning their teacher's competency and empathy. *Language Education and Acquisition Research Network (LEARN) Journal*, 10(1).
- Ubaidillah, M. F. (2018). The pedagogy of English as an international language: Indonesian pre-service teachers' beliefs. *Journal of Asia TEFL*, 15(4), 1186.
- Vygotsky, L. S., Cole, M., John-Steiner, V., Scribner, S., & Souberman, E. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wubbels, T., & Brekelmans, M. (2005). Two decades of research on teacher-student relationships in class. *International Journal of Educational Research*, 43(1–2), 6–24. <https://doi.org/10.1016/j.ijer.2006.03.003>
- Wulandari, S., & Kamalia, P. U. (2023). Pengaruh persepsi siswa tentang kompetensi pedagogik guru terhadap hasil belajar siswa.
- Zola, N., & Mudjiran, M. (2020). Analisis urgensi kompetensi kepribadian guru. *Jurnal EDUCATIO (Jurnal Pendidikan Indonesia)*, 6(1), 88–93.