



Curricular Concretion at the Classroom Level for Competency-Based Performance in Initial Teacher Training

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ABSTRACT

Achieving competency-based learning requires demonstrations of knowledge and skills. Therefore, this study aimed to determine the influence of curricular concretion at the classroom level on competency-based performance in initial teacher training among students of the National University Daniel Alcides Carrión – Peru. It examined the extent of impact of planning, execution, and evaluation of learning processes. The study employed a quantitative approach, experimental type, with a pre-experimental design involving a sample of 26 students. The scientific, experimental, and hypothetico-deductive methods were applied. Data collection utilized observation and surveys, using a 15-item observation checklist aligned with the study's objectives and dimensions. Data analysis results revealed, according to the Z-test, statistical evidence to reject the null hypothesis and accept the research hypothesis since the value - p is lower than the level of significance. Consequently, curricular concretion of learning at the classroom level influences competency-based performance in initial teacher training among university students.

KEYWORDS

Learning; competency; curriculum; performance; evaluation; planning.

INTRODUCTION

The contemporary world demands highly qualified professionals with elevated standards and continuous improvement. This implies that performance processes must demonstrate professional competencies aligned with the requirements of the labor market that future professionals will face. In the educational field, teacher training must be reliable for pedagogical practices and short-term perspectives, producing learning outcomes that can enhance evidence-based policy interventions (Muchira et al., 2023). Consequently, teacher training institutions must design competency-based curricula defining developmental stages that allow practical acquisition of knowledge, skills, and attitudes necessary for general, basic, and specific competencies required for effective teaching.

Competency-based learning has been proposed by various researchers integrating knowledge, being, and *savoir-faire* in a timely and appropriate manner. Thus, competency-based performance reflects whether learning has been effective or presents limitations related to either the teacher or the student. Practical training is essential to strengthen theoretical and methodological processes developed within specific and general teaching domains (Guarnizo, 2018; Shah et al., 2023; Yermekbayeva et al., 2024). These processes are fundamental to teacher education and must be rigorously applied so that future teachers understand the pedagogical phenomenon in their performance, rather than simply transmitting knowledge (Alterio & Pérez, 2009).

At the institutional level and in the context of this research, the curricular concretion of competency-based learning faces several challenges, ranging from conceptual clarity, pedagogical coherence, resource utilization, to teacher preparation. There is also fear and cultural barriers that teachers confront to perform successfully (McCardle & Milford, 2024). Overcoming these challenges requires a concerted effort in continuous teacher training to adapt adequate pedagogical strategies and perform pertinently amid labor market demands, as well as renewing teaching and evaluation practices to align with competency development goals.

Furthermore, initial teacher training processes based on competency performance in the investigated institution face several challenges. Among them is the poor analysis and application of available information to propose curricular and management improvements, leading to limitations in short- and medium-term pedagogical planning. Teaching and didactic processes do not always properly reflect targeted competencies and are rarely evaluated pertinently. Evaluation instruments used in sessions often lack functionality and the appropriateness needed to properly assess competencies as they are content-oriented.

The study gap lies in the lack of systematized evidence on how competency-based curricula are concretized and implemented at the classroom level as part of initial teacher education. Despite institutional policies guiding this approach, obstacles remain in the planning, execution, and evaluation of learning. Practically, pedagogical processes focus more on content development rather than competencies, assessment tools are often inadequate for performance evaluation, and teachers lack well-defined criteria and strategies to operationalize

teaching activities and resources. This gap causes a disconnect between curricular design and pedagogical practices, restricting the availability of validated models and strategies to guide teacher educators in applying the competency-based approach during initial training.

Consequently, the need arises to answer the following questions: How is the curriculum concretized at the classroom level for competency-based performance in initial teacher training of students at the National University Daniel Alcides Carrión? And how are planning, execution, and evaluation of learning carried out during initial teacher training performance?

Thus, curricular concretion at the classroom level for competency-based performance in initial teacher training of university students must be focused on planning for effective student-centered teaching, executing the plan by promoting active and reflective participation, and conducting evaluations that provide valuable information to adjust the teaching process, all grounded theoretically and practically in this study.

LITERATURE REVIEW

A curriculum should reflect and speak to the demands of the changing times (Mufanechiya & Dube, 2024). Curricular concretion at the classroom level refers to the progression, coherence, and continuity of curriculum development through planning with a coherent sequence that introduces new elements for teaching and learning accompanied by appropriate assessment outcomes. This process enables the development of essential experiences and skills (Shunmuga & Kabilar, 2021).

It represents the materialization of a common curriculum grounded in Universal Design for Learning principles, emphasizing content (Monge et al., 2022). This concretion is a pedagogical challenge and action plan that requires the engagement of the educational community to connect national, regional, institutional, and classroom levels (De la Roca, 2022). The process necessitates considering multiple factors to adapt the curriculum to contextual and student needs, thereby ensuring meaningful, relevant learning aligned with social, cultural, and educational contexts and contributing to quality comprehensive education.

Curricular concretion at the classroom level involves planning, executing, and evaluating learning:

- Planning and organization deliver instruction for the teaching-learning (Mufanechiya et al., 2024). Planning entails establishing clear objectives, determining learning outcomes, selecting teaching-learning strategies, and suitable resources responding to student interests and learning needs. It is based on diagnostics to identify urgent and motivational learning needs throughout the academic cycle, considering student characteristics and context (Pineda-Castillo & Ruiz-Espinoza, 2021). Hence, planning in curricular concretion should translate general curriculum guidelines into concrete pedagogical actions, coherently articulating content, competencies, and didactic strategies, tailored to classroom realities, and focused on holistic student development.

– Execution aims at acquiring knowledge through reception of ideas, concepts, or principles, where the mode of presentation influences learning processes (Matilde, 2018). It is the curricular concretion action aligning with predetermined learning objectives once adapted for the classroom's specific context. Additionally, this phase promotes teamwork, communication skills, and critical thinking to solve real-world problems, culminating in meaningful student learning.

– Evaluation relies on evidence gathered from students after a set of learning situations established during planning (Hincapié & Clemenza, 2022). Evaluation criteria and diverse instruments must be used to measure the level of learning achieved relative to initial objectives.

Competency-Based Performance encompasses actions corresponding to knowing, doing, and transforming being within the teacher's professional context during pedagogical activity to evidence educational objectives characteristic of competent professionals (Venet et al., 2022). This educational approach aims to develop essential student skills to succeed practically in varied real-life situations through application of acquired knowledge.

Competency-based performance for university education students focuses on effective and meaningful learning construction. This approach ensures that teacher candidates not only master academic content but also possess competencies to perform in the classroom, designing learning experiences aligned with educational and social context expectations. It requires developing pedagogical practice models tailored for the labor market by defining basic, generic, and specific competencies for comprehensive graduate training (Meléndez & Gómez, 2008).

Teachers are not merely conveyors of knowledge but facilitators of learning, guides for critical skill development, and models of professional conduct, aiming to prepare students capable of facing ongoing global challenges. This involves interconnected processes of curriculum planning, effective didactic strategies implementation, teaching efficiency, and formative evaluation.

– Competency-based performance in planning pertains to teachers' ability to design and organize educational plans. It involves adapting curriculum to group needs, designing meaningful and contextualized activities, diversifying methods and resources, incorporating transversal competencies, and promoting inclusion and equity. It fosters challenging learning experiences that stimulate critical, reflective, and creative thinking (González-Alfaro, 2022).

– Competency-based performance in execution refers to teachers' ability to implement educational strategies promoting students' effective and integral learning. It includes practical application aligned with students' learning styles and paces, materializing in values and attitudes responsive to contextual problems. It reflects the teacher's skills and know-how (Vela-Caro et al., 2022).

– Competency-based performance in evaluation requires authentic, formative assessments based on learning evidence using effective methods that demonstrate competency achievements. This aids reflection on learning outcomes and timely adjustments for improvement, encouraging student participation and engagement (García & García, 2023).

This study sought to determine the influence of curricular concretion at the classroom level on competency-based performance in initial teacher training among university students of the National University Daniel Alcides Carrión. It aimed to assess the effect levels of learning planning, execution, and evaluation on student performance. The study is significant for its theoretical and practical contributions regarding curricular concretion and competency-based performance, demonstrating that initial, intermediate, and final practices encompass essential elements for professional development aligned with Peruvian teacher profile standards.

METHODOLOGY

Research Design

The research employed a quantitative explanatory approach, guided by the scientific method—a process generating objective, verifiable scientific knowledge through systematic reasoning and common sense (Matas-Terrón, 2023). The study prioritized the experimental and hypothetico-deductive methods, which maintain tentative or conjectural hypotheses based on theory and observation to advance knowledge (González & Santiago, 2023). Additionally, an active method engaged students in learning scenarios relevant to their professional training and context, fostering awareness for labor performance (Martínez et al., 2023). The chosen approach, level, and methodology ensured objectivity and hypothesis testing grounded in theory and evidence, while the active method linked learning to students' professional context, guaranteeing applicability from initial teacher training onward.

A pre-experimental design was used to observe the effect of curricular concretion on competency-based performance. This design offers minimal control and lacks a control group, often suitable when time and financial resources are limited (Ñaupas et al., 2014). Measurements were taken at two points: a pretest before intervention and a posttest after applying curricular concretion at the classroom level, enabling a comparison of before and after results to demonstrate the magnitude of the effect on professional competency development.

Participants

The initial teacher training in the Peruvian educational system and the Faculty of Education Sciences of the Daniel Alcides Carrión National University – Peru, is ten semesters, in five years, of which the ninth is the penultimate semester, which was considered for the population that was made up of 72 enrolled students and who participated in the Professional Practices V course: Continuous, Curricular Workshops, during the academic semester 2024-A. From the specified population, a non-probabilistic sample of 26, 13 males and 13 females, students from the Communications – Literature and Mathematics – Physics study programs was selected at the researchers' discretion. Participants were informed about the study's objectives and provided informed consent prior to participation, with confidentiality guaranteed regarding their responses and results, protecting their personal information.

Experimental Process

Procedures focused on the basic aspects of curricular concretion, summarized in the following figure:

Figure 1.

Curricular concretion of classroom learning for competency-based performance.

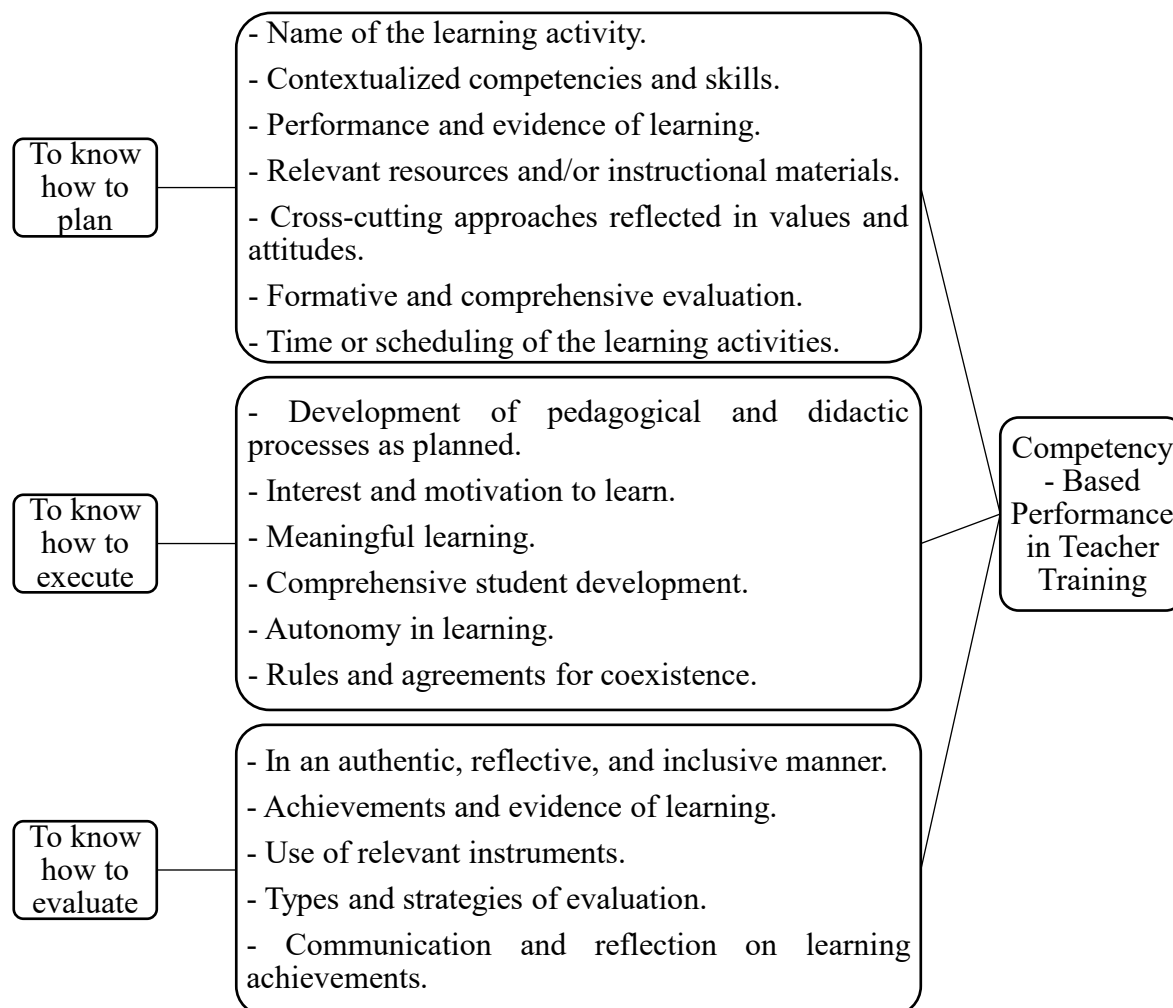


Figure 1 shows the sequence toward competency-based performance in: knowing how to plan, with the systematization of sessions based on the diagnosis of learning needs; knowing how to execute, with the demonstration of pedagogical and didactic skills; and knowing how to evaluate, through the assessment of evidence of achieved learning, using objective criteria and indicators in a reflective manner.

In response to the defined objective, the scientific method with its respective procedures was used, which allowed exploring from the problem to the determination of the study's conclusions. Additionally, specific methods employed included the hypothetico-deductive method, which enabled a rigorous process to verify or refute the hypothesis and causal relationships between variables, generating new knowledge; the pretest and posttest, which facilitated measuring the dependent variable before and after the intervention for comparison;

and documentary recording and analysis, which allowed the analysis of documents and performance ratings before and after the continuous training process to observe changes in results from the first and last monitoring of teaching practice regarding competency-based performance.

Data Collection Tools

Observation and surveys were used to collect direct information about the knowledge and skills of the participants. This technique allowed exploring perceptions, experiences, and assessments concerning curricular concretion at the classroom level for competency-based performance in the dimensions of planning, execution, and evaluation of pedagogical practices; strictly related to the 15 declarative items specified in the teaching practice observation checklist. The observation checklist was previously validated through Cronbach's alpha, which yielded a result of 0.78, demonstrating high reliability.

Data Analysis Techniques

After the implementation and application of the instrument, according to the process in Figure 1, the collected data were tabulated based on achievement levels and the grades obtained by the students. This allowed the organization and systematization of information regarding the planning, execution, and evaluation of learning.

Subsequently, the data were statistically processed with the support of Microsoft Excel to create frequency distribution tables and SPSS 27 for inferential statistical analysis, normality tests, measures of central tendency, and hypothesis testing. The purpose was to verify the proposed hypothesis and determine the effect level of curricular concretion at the classroom level on competency-based performance, along with its respective interpretation.

RESULTS

The collection, classification, and systematization of data are presented, in compliance with the study objectives:

Regarding planning, the data show that the outstanding level remained at 26.9% in both moments, while the satisfactory level improved from 34.6% to 61.5%. Meanwhile, the process level decreased from 30.8% to 11.5%, and the unsatisfactory level dropped from 7.7% to 0.0%. These data indicate that many students have progressed toward higher performance, with reductions in the lower levels.

Regarding execution, the data show that the outstanding level improved from 15.4% to 38.5%. Meanwhile, the satisfactory level decreased from 50.0% to 46.2%, and the process level dropped from 34.6% to 15.4%. These data reveal that many students have advanced to higher performance levels, with reductions in the lower level.

Regarding evaluation, the data show improvements in the outstanding level from 7.7% to 11.5% and in the satisfactory level from 42.3% to 76.9%. Meanwhile, the process level decreased from 42.3% to 7.7%, and the unsatisfactory level reduced from 7.7% to 3.8%.

These data demonstrate that a majority of students have progressed toward higher performance, with reductions at the lower levels.

Figure 2.

Planning, execution, and evaluation in competency-based performance

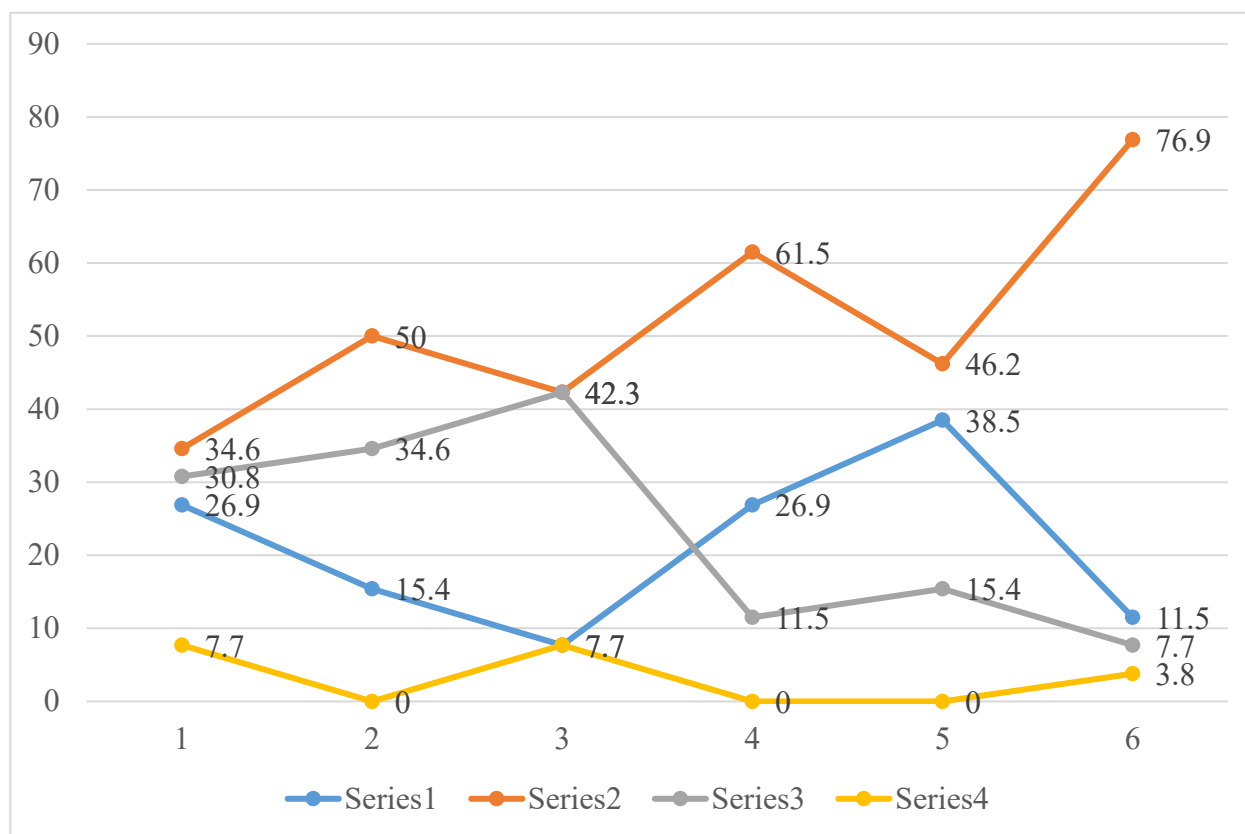


Table 1.

Curricular Concretion at the Classroom Level in Competency-Based Performance

		Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
Valid	Outstanding	2	7.7	1	3.8
	Satisfactory	9	34.6	19	73.1
	In progress	15	57.7	6	23.1
	Total	26	100.0	26	100.0

In Table 1, the data reveal that the satisfactory level improved significantly from 34.6% to 73.1%. Meanwhile, the outstanding level decreased from 7.7% to 3.8%, and the in-progress level dropped from 57.7% to 23.1%. These results demonstrate that the majority of students advanced toward a higher performance at the satisfactory level, with a considerable decrease in the process level.

Therefore, the intervention was clearly effective, leading students to achieve a satisfactory performance increase from 34.6% to 73.1%. This indicates that the implemented

strategies resulted in a good level of curricular concretion of learning, which enabled strong competency-based performance among the students.

Table 2.

Vigesimal Result of Curricular Concretion in Competency-Based Performance

			Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
Valid	Unsatisfactory	9	1	3.8	0	0.0
		10	3	11.5	1	3.8
		11	3	11.5	1	3.8
	In progress	12	5	19.2	1	3.8
		13	3	11.5	3	11.5
		14	2	7.7	7	26.9
	Satisfactory	15	3	11.5	3	11.5
		16	1	3.8	4	15.4
		17	3	11.5	5	19.2
	Outstanding	18	2	7.7	1	3.8
Total			26	100.0	26	100.0

The preceding table shows the ratings according to student performance in outstanding, satisfactory, in progress, and unsatisfactory levels. The minimum score obtained was 9 before the process and 10 after, corresponding to the unsatisfactory level. Meanwhile, the maximum score achieved was 18 in both processes, corresponding to the outstanding level. The number of students in relation to the scores obtained according to the achievement levels indicates that their performance improved by at least one level.

Table 3.

Statistical differentiation of measures of central tendency and dispersion at different times

N	Pretest	Posttest
Valid	26	26
Missing	0	0
Mean	13.35	14.69
Median	13.00	14.50
Mode	12	14
Standard Deviation	2.667	1.995
Variance	7.115	3.982
Range	9	8
Minimum	9	10
Maximum	18	18

The mean increased by 1.34 points, indicating a significant improvement in the average performance of the students after the intervention. This suggests that the participants generally achieved better competency-based performance. Likewise, the increase in the median by 1.5

points reinforces the idea that more than half of the students reached higher levels of performance after the intervention. This indicates that not only the top students improved, but also those who were at intermediate levels.

The reduction in the standard deviation from 2.667 to 1.995 indicates that the results were more closely grouped around the mean after the intervention. This suggests greater homogeneity in student performance, which is a positive outcome.

The measures of central tendency indicate a significant improvement in students' competency-based performance following the monitoring and advisory process. The mean, median, and mode all increased, reflecting a generalized advancement among students engaged in their pre-professional practices.

Table 4.

Normality Test

	Shapiro-Wilk Statistic	df	Sig.
Difference	0.895	26	0.012

The result was Sig. = 0.012, and this value is less than 0.05, indicating that the data do not follow a normal distribution. Therefore, it was decided to use the Wilcoxon test for paired samples, as this test helps determine if there is a significant difference between the sample values. Consequently, the following procedures were performed:

a. Hypothesis formulation:

- Ho: Curricular concretion at the classroom level does not influence competency-based performance in the initial teacher training of students at the National University Daniel Alcides Carrión.
- Ha: Curricular concretion at the classroom level influences competency-based performance in the initial teacher training of students at the National University Daniel Alcides Carrión.

b. Significance level:

Alpha (α) = 5% = 0.05

c. Decision criterion:

If p-value > 0.05 (α), accept Ho; otherwise, reject it.

Table 5.

Statistical test of the results of the ratings of the first and last practice

Test statistics		
Z		-2.933 ^b
Asymp. Sig. (2-tailed)		.003
Positive Ranges	Mean Rank	7.25
	Sum of Rank	43.50

a. Wilcoxon signed -rank test.

b. It is based on positive ranks.

d. *Statistical decision:*

Since the $p\text{-value} = 0.003 < 0.05$, H_0 is rejected. Therefore, the curricular concretion at the classroom level influences competency-based performance in the initial teacher training of students at the National University Daniel Alcides Carrión.

DISCUSSION

The perspective of citizenship is reflected in the curriculum with practices aimed at exercising citizenship starting from the classroom (Río, 2022). As evidenced in the study, curricular concretion is part of the curriculum and promotes classroom practices with students or citizens, and the result of this is a product of teaching performance. Therefore, it is important to understand how the curriculum influences education and the social development of a country by articulating objectives, content, methodologies, resources, and assessments (Moreira-Chóez et al., 2020). This conclusion corroborates the procedures and results of the study due to the importance of the curriculum in the educational and social context, as well as the processes of planning, executing, and evaluating as part of the articulation process in curricular concretion to achieve good performance, as employed in the study, which allowed favorable results to be obtained.

Most teachers express that the national curriculum positively influences their pedagogical practice (Quiñonez, 2020). This assertion positively supports the evaluation of the research since the impact is generated when the levels of concretion are well synchronized, as shown in the methodology and the results achieved in the study. To achieve this, the Basic Education Curriculum must be used as a foundational tool, which should be concretized in the development of competencies in the curricular area by the teacher, aiming to obtain better results, as evidenced in the respective research.

In the curricular concretion of learning for competency-based performance, it is important to involve teachers in technical work that examines gaps in the curriculum to foster better pedagogical skills and techniques in curriculum development and its effective implementation (Muchira et al., 2023). The classroom-level concretion process is aligned with curricular development and effective implementation for the development of knowledge in the classroom, which demands and requires fostering teaching skills concerning creativity, critical thinking, and problem-solving. These insights are demonstrated according to the results obtained in the study, where students, with the participation of their pre-professional practice teachers, fostered better pedagogical skills.

The learning outcomes approach in curriculum design, study plans, and course designs gains strength in the current context due to its effectiveness in student learning processes (Gamboa et al., 2021). This learning outcomes approach is a product of student performance, which aligns with the study, where competency-based performance of university students led to better outstanding results in their teacher training.

A well-concretized and competency-defined curriculum facilitates citizenship development and meets the needs of its context. Therefore, it must be concretized in competency-based performances that enable achieving satisfactory outcomes and respond to students' needs, as seen in the results obtained in the study.

Levels of curricular concretion develop competencies by organizing and planning classes according to the established curriculum but are not executed as stipulated (Baquero, 2022). This conclusion highlights the relevance of classroom-level concretion in planning, executing, and evaluating competencies. Since competency-based performance is evident in the execution of planned activities, it leads to favorable results, as presented in the study's outcomes.

According to García (2023), teaching programming based on competencies is crucial for evaluating and decision-making. This contribution is relevant to the positive data obtained in the research since competency-based planning by initial teacher training students led to timely collection of information on learning outcomes and decision-making for improvement purposes.

Knowledge about planning and innovative teaching-learning methodologies contributed to achieving the level of competencies teachers needed to carry out adequate curricular programming (Bravo, 2024). Moreover, planning must be flexible and adaptable to students' requirements, needs, and interests, enabling sequential establishment, development, and guidance of the pedagogical process based on curricular elements such as objectives, content, sequence, methodology, resources, and evaluation—guidelines that, when applied appropriately, ensure good teaching performance (Cortés, 2020). These insights coincide with the methodological proposal and the positive results of the study, as obtaining good outcomes required teachers to plan curricular area competencies, learning moments, resources, and evaluation instruments, thus guaranteeing the first level of classroom-level concretion.

The educator's praxis lies in monitoring student learning; without it, the direction of learning and education loses meaning, clarity, and quality (Pineda-Castillo & Ruiz-Espinoza, 2021). These insights summarize the results obtained in the study. Therefore, proper accompaniment and monitoring of the student during initial training, at the time of learning execution, leads to favorable results.

Evaluation must be deepened by each teacher, being key in classroom practice by determining the contribution of subjects to the development of global, integrated, and interdisciplinary competencies (Manassero-Mas & Vázquez-Alonso, 2020). This perception validates understanding evaluation according to the competency approach, which demonstrated students' learning achievements and allowed the performance of teachers and students to be evidenced.

The competency-based approach requires developing design models closely related to pedagogical practices and the labor market, specifying basic, generic, and specific competencies that enable comprehensive graduate training (Meléndez & Gómez, 2008). This argument aligns with the purpose and results of the study since initial training and practice of future

professionals require adequate knowledge of competencies and performances to display during planning, execution, and evaluation of learning.

Regarding the results and differences obtained after proper curricular concretion—a mean increase of 1.34, median 1.50, and mode from 12 to 14—these reflect the previous results and arguments, further evidencing the study's validity. Thus, the level of curricular concretion of learning demonstrates competency-based performance in initial teacher training of students at the National University Daniel Alcides Carrión.

CONCLUSIONS

Planning learning has a positive effect on competency-based performance, as shown in Figure 2. This allows setting short-, medium-, and long-term goals. Also, planning according to competency-based performance guides the projection of essential knowledge to face real challenges effectively.

The execution of learning has a positive effect on competency-based performance concerning the progress and development shown by students during the educational process, as evidenced in Figure 2. This helps improve student performance and teaching practice, with the teacher playing the role of facilitator or guide, providing timely feedback support.

Assessment of learning has a positive effect on competency-based performance, as evidenced in Figure 2. Evaluating by competencies goes beyond simple knowledge measurement, focusing on students' actions and performance in constructing learning in real and authentic situations.

Curricular concretion of learning at the classroom level influences competency-based performance in initial teacher training of university students at the National University Daniel Alcides Carrión, as evidenced in Tables 1 and 5. Competency-based performances hold great potential in training future teachers to face real problems and develop transferable skills. On the other hand, the research was conducted at the National University Daniel Alcides Carrión, which restricts the generalization of the findings to other teacher training institutions in Peru or elsewhere. The study also focused only on one academic semester's practices, so the results reflect a reality limited to a specific time and cannot guarantee continuity over time.

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