

**THE ROLE OF TPACK IN SUPPORTING PROFESSIONAL
DEVELOPMENT OF PRE-SERVICE TEACHERS DURING
TEACHING PRACTICUM**

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2025**

**THE ROLE OF TPACK IN SUPPORTING PROFESSIONAL
DEVELOPMENT OF PRE-SERVICE TEACHERS DURING
TEACHING PRACTICUM**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

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2025**

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I, the undersigned, Rizqi Amaliah, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 10 November 2025

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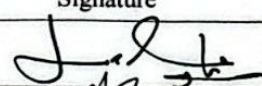
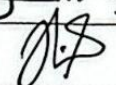
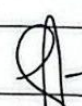
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ABSTRACT

Rizqi Amaliah. 220101030363. *The Role of TPACK in Supporting Professional Development of Pre-Service Teachers During Teaching Practicum.* Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Afifah Linda Sari, S.S, M.Pd. 2025.

Keywords: TPACK, Pre-Service Teachers, Professional Development, Narrative Inquiry, Teaching Practicum.

This research explores the role of Technological Pedagogical and Content Knowledge (TPACK) in supporting the professional development of pre-service English teachers during their teaching practicum at some school in Banjarmasin. Using a qualitative narrative inquiry design, the study investigates how pre-service teachers integrate technology, pedagogy, and content knowledge in real classroom contexts, as well as the challenges they face and the strategies they employ to overcome them. Data were collected through in-depth interviews and reflective journals from ten pre-service teachers who had completed their teaching practicum. The findings reveal that participants demonstrated the ability to integrate TPACK components effectively by designing interactive, student-centered lessons supported by digital tools such as PowerPoint, Canva, Wordwall, and YouTube. They showed creativity and flexibility in adapting teaching strategies to suit students' needs and learning contexts. However, they also encountered challenges including limited digital access, unstable internet connections, lack of technological confidence, and classroom management issues in digital settings. To address these difficulties, pre-service teachers developed reflective and adaptive strategies such as preparing offline alternatives, collaborating with peers, exploring new applications before class, and establishing digital behavior rules. These reflective actions helped them enhance their technological proficiency, pedagogical adaptability, and self-efficacy. Overall, the study concludes that TPACK plays a crucial role in shaping pre-service teachers' professional identity and readiness for 21st-century classrooms by fostering continuous reflection, innovation, and adaptability in teaching practice.

ABSTRAK

Rizqi Amaliah. 220101030363. *The Role of TPACK in Supporting Professional Development of Pre-Service Teachers During Teaching Practicum.* Skripsi. Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Pembimbing: Afifah Linda Sari, S.S, M.Pd. 2025.

Kata Kunci: TPACK, guru pra-jabatan, pengembangan profesional, *narrative inquiry*, praktik mengajar.

Penelitian ini bertujuan untuk mengeksplorasi peran *Technological Pedagogical and Content Knowledge* (TPACK) dalam mendukung pengembangan profesional guru pra-jabatan bahasa Inggris selama praktik mengajar beberapa sekolah di Banjarmasin. Menggunakan pendekatan kualitatif dengan desain *narrative inquiry*, penelitian ini melibatkan sepuluh guru pra-jabatan melalui wawancara mendalam dan jurnal reflektif untuk memahami pengalaman mereka dalam mengintegrasikan teknologi, pedagogi, dan konten. Hasil penelitian menunjukkan bahwa para peserta mampu menerapkan komponen TPACK secara efektif melalui pembelajaran interaktif dan berpusat pada siswa dengan memanfaatkan media digital seperti PowerPoint, Canva, Wordwall, dan YouTube. Mereka menunjukkan kreativitas serta kemampuan beradaptasi dengan kebutuhan siswa. Tantangan yang dihadapi meliputi keterbatasan fasilitas teknologi, koneksi internet yang lemah, dan rendahnya kepercayaan diri dalam menggunakan teknologi baru. Untuk mengatasi hambatan tersebut, peserta menggunakan strategi reflektif seperti menyiapkan alternatif *offline*, berkolaborasi dengan rekan sejawat, serta berlatih mandiri menggunakan aplikasi. Proses refleksi membantu mereka meningkatkan keterampilan teknologi, pedagogi, dan kesadaran profesional. Penerapan TPACK terbukti berkontribusi terhadap pembentukan identitas guru pra-jabatan yang kreatif, reflektif, dan adaptif terhadap perubahan pendidikan digital.

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Banjarmasin, Jumadil Awal, 19th 1447 A.H
November, 10th, 2025 A.D

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Writer

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