

ABSTRACT

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

This study 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 Banajramasin. 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