

**THE IMPLEMENTATION OF *TECHNOLOGICAL
PEDAGOGICAL CONTENT KNOWLEDGE (TPACK)* CONCEPT
OF THE TEACHER COMPETENCE IN ENGLISH TEACHING
AT JUNIOR HIGH SCHOOL**

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2022**



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CONTENT KNOWLEDGE (TPACK)* CONCEPT OF THE TEACHER
COMPETENCE IN ENGLISH TEACHING AT JUNIOR HIGH SCHOOL**

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by

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STATEMENT OF AUTHENTICITY

I, the undersigned, Ira Iasha, declare that this undergraduate thesis is my original work, gathered and utilized especially 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 acknowledge. If someday, it is proven otherwise, I understand that my degree will be revoked.

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ABSTRACT

Ira Iasha. 2022. The Implementation of Technological Pedagogical Content Knowledge (TPACK) Concept of The Teacher's Competence in English Teaching at Junior High School. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University Banjarmasin, Advisors: (I) Drs Saadillah, M.Pd, (II) Nor Izzatil Hasanah, S.Pd, M.Pd

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The development of the era of information and communication technology has influenced changes in the scope of various fields, especially in education. Previously, teachers in schools only focused on professional knowledge of certain materials. As a result, teachers need to integrate technological knowledge, pedagogy, and teaching content or a combination commonly called Technological Pedagogical Knowledge (TPACK) concept in a balanced way. In this study, the researcher is interested examine junior high schools in Banjarmasin to find out how English teachers understanding of the TPACK concept and apply the TPACK concept in English teaching.

In this study, the researcher uses Mix method. The participants in this study are 5 teachers of English at Junior High schools in Banjarmasin. Data collection techniques used in this study were questionnaire, observation, and interviews. Meanwhile, in analyzing the data using data analysis, the researcher uses calculations in a Likert scale to calculate the results of the questionnaire. Also, from Miles and Huberman, namely data collection techniques, data reduction, data display, and conclusion drawing

The result of this study, teachers understanding of the Technological Pedagogical Content Knowledge (TPACK) shows positive result with percentage 79.8% (80%). It means teachers understanding of the (TPACK) concept at MTsN 3 Banjarmasin get “Good” grades. While in implementing, TPACK concept on English teacher’s competence are good at applying the TPACK concept, especially in the aspects of TK, CK, PK and PCK in the classroom, it's just that the facilities available in schools are limited so they cannot use technology in learning to the fullest.

ABSTRAK

Ira Iasha. 2022. Penerapan konsep pengetahuan teknologi, pedagogik, dan konten (TPACK) terhadap kompetensi guru dalam pembelajaran Bahasa Inggris di sekolah tingkat pertama. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Drs Saadillah, M.Pd, (II) Nor Izzatil Hasanah, S.Pd, M.Pd

Kata Kunci: Pengetahuan Pedagogik, Konten dan Teknologi, Kompetensi Guru, Pembelajaran Bahasa Inggris

Perkembangan era teknologi informasi dan komunikasi telah mempengaruhi perubahan dalam ruang lingkup berbagai bidang, terutama di bidang pendidikan. Sebelumnya, guru di sekolah hanya fokus pada pengetahuan profesional materi tertentu. Akibatnya, guru perlu mengintegrasikan pengetahuan teknologi, pedagogi, dan konten pengajaran atau kombinasi yang biasa disebut konsep pengetahuan pedagogik, konten dan teknologi (TPACK) secara seimbang. Dalam penelitian ini peneliti mengkaji SMP di Banjarmasin untuk mengetahui bagaimana pemahaman guru bahasa Inggris tentang konsep TPACK dan penerapan konsep TPACK dalam pembelajaran bahasa Inggris.

Dalam penelitian ini, peneliti menggunakan metode campuran. Partisipan dalam penelitian ini adalah 5 orang guru bahasa Inggris SMP di Banjarmasin. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah angket, observasi, dan wawancara. Sedangkan dalam menganalisis data menggunakan analisis data, peneliti menggunakan perhitungan dalam skala likert untuk menghitung hasil kuesioner. Juga dari Miles dan Huberman yaitu teknik pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan

Hasil penelitian ini, pemahaman guru tentang Technological Pedagogical Content Knowledge (TPACK) menunjukkan hasil positif dengan persentase 79,8% (80%). Artinya pemahaman guru tentang konsep (TPACK) di MTsN 3 Banjarmasin mendapat nilai “Baik”. Sedangkan dalam praktiknya concept TPACK terhadap kompetensi guru bahasa Inggris baik dalam menerapkan konsep TPACK khususnya pada aspek TK, CK, PK dan PCK di dalam kelas, hanya saja fasilitas yang tersedia di sekolah terbatas sehingga belum dapat memanfaatkan teknologi dalam pembelajaran secara maksimal.

MOTTO

***“IF YOU CAN’T FLY, THEN RUN,
IF YOU CAN’T RUN, THEN WALK.
IF YOU CAN’T WALK, THEN CRAWL.
BUT, WHATEVER YOU DO,
YOU HAVE TO KEEP MOVING FORWARD”***

-Martin Luther King Jr.

DEDICATION

I dedicate this thesis for:

1. My beloved parents, Ardiansyah and Juhrah who pray the best for me, provided me, support me mentally, spiritually, materially during the time of study and the process of making this thesis.
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وَالْمُرْسَلِينَ سَيِّدِنَا وَمَوْلَانَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ .أَمَّا بَعْدُ

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Finally, the researcher hopes that this research will be useful for the next researchers. The researcher admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better

Banjarmasin, Dzulhijjah, 20th 1443 A.H
July, 20th, 2022 A.D

A handwritten signature in black ink, consisting of several stylized, overlapping loops and lines.

Writer

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