

**TECHNOLOGICAL PEDAGOGICAL AND CONTENT
KNOWLEDGE (TPACK) OF PRE SERVICE EFL TEACHERS**

THESIS

**By
MIRNA**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2024 AD/1445 AH**

**TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE
(TPACK) OF PRE SERVICE EFL TEACHERS**

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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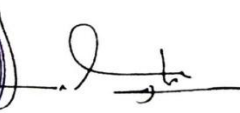
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ABSTRACT

Mirna. 170102030029. *Technological Pedagogical and Content Knowledge of Pre-service EFL Teachers* . Hj. Nani Hizriani, MA and Yokke Andini, SS, M.Pd at English Education Department. Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. 2024

Keywords: Technological Pedagogical and Content Knowledge (TPACK); Pre-service EFL teachers; English classroom.

This thesis investigate the Technological Pedagogical and Content Knowledge (TPACK) of pre-service English as a Foreign Language (EFL) teachers at UIN Antasari Banjarmasin 2020. The resercher realised that technology becomes integral to education, understanding the Technological Pedagogical and Content Knowledge (TPACK) framework is crucial, so the writer done this research. This research aims to address two main questions: first, the level of understanding these pre-service teachers have about TPACK, and second, how they implement this knowledge in their teaching practices. This research adopts a mixed-methods approach with a sequential explanatory design, utilizing both quantitative data collected through questionnaires and qualitative data gathered through observation. The findings reveal that pre-service EFL teachers at UIN Antasari Banjarmasin 2020 have a good level of TPACK knowledge, with mean scores reflecting competence in Technological Knowledge (TK), Pedagogical Knowledge (PK), Content Knowledge (CK), and the integration of these aspects into TPACK. Despite this proficiency, the implementation of TPACK in their teaching practices indicates room for further development and increased practical application. This research emphasizes the significance of the TPACK framework and undercores the need to enhance pre-service EFL teachers' skills, especially in areas requiring improvement the skill pre-service teachers of teaching. It recommends maintaining and advancing proficiency in mastered domains while prioritizing the effective utilization of digital technologies in educational settings. Ultimately, the outcomes provide valuable insights for the department to focus on refining awareness and skill essential for modern pedagogy.

ABSTRAK

Mirna. 170102030029. *Technological Pedagogical and Content Knowledge of Pre-service EFL Teachers*. Hj. Nani Hizriani, MA and Yokke Andini, SS, M.Pd. pada program study Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin. 2024

Kata kunci: Pengetahuan Pedagogi, Teknologi dan Konten; Calon guru bahasa Inggris; Kelas Bahasa Inggris

Skripsi ini menyelidiki Pengetahuan Pedagogis, Teknologi, dan Konten (TPACK) dari calon guru Bahasa Inggris sebagai Bahasa Asing (EFL) di UIN Antasari Banjarmasin 2020. Peneliti menyadari bahwa teknologi menjadi bagian integral dari pendidikan, dan memahami kerangka Pengetahuan Pedagogis, Teknologi, dan Konten (TAPCK) sangat penting, oleh karena itu penelitian ini dilakukan. Penelitian ini bertujuan untuk menjawab dua pertanyaan utama: pertama, sejauh mana pemahaman calon guru terhadap TPACK, dan kedua, bagaimana mereka mengimplementasikan pengetahuan ini dalam praktik mengajar mereka. Penelitian ini menggunakan pendekatan metode campuran dengan desain penjelasan sekuensial, memanfaatkan data kualitatif melalui kuesioner dan data kualitatif melalui observasi. Hasil penelitian menunjukkan bahwa calon guru EFL di UIN Antasari Banjarmasin 2020 memiliki tingkat pengetahuan TPACK yang baik, dengan skor rata-rata mencerminkan kompetensi dalam Pengetahuan Teknologi (TK), Pengetahuan Pedagogis (PK), Pengetahuan Konten (CK), dan integrasi aspek-aspek ini ke dalam TPACK. Meskipun memiliki kecakapan ini, implementasi TPACK dalam praktik mengajar mereka menunjukkan adanya ruang untuk pengembangan lebih lanjut dan peningkatan penerapan praktis dalam mengajar. Penelitian ini menekankan pentingnya kerangka TPACK dan menyoroti perlunya meningkatkan keterampilan calon guru EFL, terutama dalam area yang memerlukan peningkatan. Ini merekomendasikan untuk mempertahankan dan meningkatkan kecakapan dalam domain yang dikuasai sambil memprioritaskan penggunaan efektif teknologi digital dalam pengaturan pendidikan. Pada akhirnya, hasil penelitian ini memberikan wawasan berharga bagi department untuk fokus pada peningkatan kesadaran dan keterampilan yang esensial untuk pedagogi modern.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَلْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا وَمَوْلَانَا مُحَمَّدٍ وَعَلَىٰ آلِهِ وَصَحْبِهِ أَجْمَعِينَ، أَمَّا بَعْدُ.

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “Technological Pedagogical and Content Knowledge (TPACK) of Pre Service EFL Teacher”. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah. The writer likes to express appreciation and gratitude to:

1. Dr. H. Hamdan, M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University and all his staff for their help in the Administrative matters.
2. Afifah Linda Sari, M.Pd, as the Head of English Education Department and Hidayah Nor, M.Pd., as the Secretary of English Education Department for the assistance and motivation.
3. My academic advisor, Hj. Nani Hizriani, M.A, also as my advisor of content and research methods for the advice, helps, suggestion and correction.
4. Yokke Andini, SS, M.Pd, as the advisor of language and writing techniques for the advice, helps, suggestion and correction.
5. All lecturers and assistants in Faculty of Tarbiyah and Teacher Training for the priceless knowledge. All my lectures in English Department who help and share about methodology and academic writing to finish this research.

6. All of 2020's students class who help me as respondents in my thesis.
7. My mother who always patient waiting me to complete this thesis and never give me under perssure, and for my father before pass away who always support and believe me in everything my choicess and my young brothers who always give me motivation, I love you guys.
8. All of my friends and my housemates who always support, entertain and give me help in my difficulties.
9. The last but not least, myself, I, thank you for being strong and never giving up until now, I love you.

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

Banjarmasin, Jumadil Akhir, 20th 1445 A.H
January, 2nd, 2024 A.D



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