

CHAPTER I

INTRODUCTION

A. Background of Study

Education is an effort that is organized, planned and takes place continuously throughout life to develop students to become complete, mature, and cultured human beings. To achieve the principle of education must be oriented to the development of all aspects of cognitive, affective, and has implications for the psychomotor aspect (Susanto, 2013). Education is also a process that occurs in everyone throughout his life (Pidarta, 2009).

According to the Law of the Republic of Indonesia on the National Education System no. 20 of 2003 Article 1 states that: “Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual needs, self-control, personality, intelligence, noble character, and the skills needed for themselves , society, nation and state. Therefore, education and teaching need to be done as much as possible so that the cognitive domain of students can function positively” (Syah, 2003).

The concept of education that requires science and art is a conscious process or effort between humans and each other in a civilized manner, in which the first party is directed to guide the development of the abilities and

personality of the second party humanely, namely person by person. In this sense, education requires a network of practices and arts (Rahmat, 2010).

One of the words of Allah SWT. About the importance of an education is found in Q.S. Al-Mujadilah Verse 11 which reads:

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَأَفْسَحُوا يَفْسَحِ
 اللَّهُ لَكُمْ وَإِذَا قِيلَ أَنْشُرُوا فَأَنْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ
 دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

The verse above confirms that Allah will elevate the degree of those who have knowledge. The verse contains the meaning that people with knowledge have a higher degree than people who just believe (Shihab, 2002). This is a motivation for humans, that people who have extensive knowledge will be elevated in position and elevated by Allah, because with that knowledge, humans can distinguish between good and bad. In line with this, it is very important for teachers to have extensive knowledge and later can be taught to students.

Presently, the educational standars in Indonesia lag behind those of many other global counterparts. According to the 2018 PISA (Programme for International Student Assessment) survey results released in 2019, Indonesia

ranks 74th among 79 surveyed nations in terms of secondary education. This places Indonesia among the six countries with the lowest positions in the survey (Kurniawati, 2022).

By looking at this reality, the government must continue to strive for the best in order to realize education that is in accordance with the goals of national education. Bearing in mind this, the government not only prepares the right system, but also prepares teachers who are knowledgeable and professional in teaching. Because the teachers are the main key in education.

At present in the 20th century, teachers are required to be able and skilled in using technology, managing teaching and learning activities, and using infrastructure. This is where the competence of teachers is needed in carrying out their duties as an educator.

In Indonesia's Republic, according to Law Number 14 of 2005, Article 1 outlines the essential knowledge, skills, and behaviors that teachers and lecturers must acquire, internalize, and master for their professional responsibilities. Chapter IV, Article 10 specifies the required competencies for teachers, including pedagogic, personality, social, and professional competencies.

The pedagogical competency in question is the ability to manage learning. According to experts, the abilities possessed by teachers in managing learning are the ability to plan lessons, the ability to carry out

learning activities, and the ability to carry out learning evaluations (Drajat, 2005).

The role of teacher is important. In education there are teacher and students. The obligation of teacher are teaching and giving knowlages to students. At the same time students have obligation to study and receiving knowlages from their teachers. The teacher should give their efforts to transfer their knowladge to the students and achieve the perpose of the teaching and learning process.

In the past, teacher just need to know what will they teach is called content knowladge and how they teach is called pedagogical knowladge. The two form of knowladge make they be compatible teacher (Islir and Yildrim, 2018). But recently teacher get challenging on teach. They should has the new approach accordance their students. Such Mahdum said, to their competence reportaire teacher should also add new mastery (Mahdum, 2015).

The digital technology develop rapidly and people in this era really like using it. This phenomena get impact to people's live, not ecepted on education. Ersanli stated, the inveronment on teaching and learning are re-design accordingly allowing to internet access (Ersanli, 2016).

The teachers' challanging is the challanging teacher education program too. The teacher education program should prepare the forthemore teacher with the necessary knowladge and skills to integrate technology into their teaching.

As we know, nowadays most students are able to use modern laptops, tablets, and cellphones in learning activities, so it is necessary to design learning that can utilize these technological tools in the teaching and learning process so that it feels more fun and can be done in various places . To package a learning model like this requires special skills for a teacher. It is not enough just to have content (content), the ability to design learning (pedagogical), but also to be able to connect the two. Not only that, it also requires other special skills, namely the use of technology in learning (technological). This ability is called Technological Pedagogical and Content Knowledge (TPACK).

Mishra and Koehler presented a new framework of teaching integration knowledge with technology, called technological pedagogical content knowledge (originally TPCK, now known as TPACK, or technology, pedagogy, and content knowledge). TPACK framework is development of Lee Shulman's idea of pedagogical content knowledge (PCK) to include technology knowledge. This framework is form of knowledge that include three "core" compenents (content, pedagogy, and teachnology). Teaching base on TPACK framework means teacher should be able to teach with teachnology (Koehler & Mishra, 2009).

This is a challenge for teachers and it is also a challenge for teacher education programs. Teacher education programs must prepare more teachers with the knowledge and skills necessary to integrate technology into their

teaching specially for English Language Teaching (ELT). Technology give an opportunities to ELT teacher to create a new environments in teaching and learning process (Zulkarnain & Singh, 2017). Technology helps ELT teacher to teach English skills and engage the students. Firas, Dina and Imad found that including teachnology as a lerning tool on EFL education can increase all language skills on students' level (Hardan, et al., 2019).

English Teacher education program prepare ELT pre service teacher be teacher that have ability to integrate technology on their teaching before turn in the education field. Teaching practice program on English Department give an oppurtunity to ELT pre service teacher to get experiences on teaching. To know about how far ELT pre service teacher mastering and apply TPACK framework is important, so writer has interested to do this research.

B. Definition of Key Terms

There are two key terms that writer is focusing TPACK and EFL Pre-Service Teacher.

1. TPACK

Technological Pedagogical Content Knowledge (TPACK) is a relationship among content knowledge, pedagogical knowledge, and technological knowledge which is the important features to the teacher's profession. In this research, researchers want to know how many students who pass the

subjects about relating to integration components of the TPACK, content knowledge, pedagogical knowledge, and technological knowledge.

2. Pre-Service EFL Teacher

EFL Pre-service teacher is a college student of English department involved in school-based field experience to train them in teaching English as Foreign Language.

C. Research Questions

According this study there are two reasearch questions:

1. How does Pre-service EFL Teachers' UIN Antasari Banjarmasin 2020 understand about TPACK?
2. HOW do Pre-service EFL Teachers' UIN Antasari Banjarmasin 2020 Implement TPACK in Their Teaching Practice?

D. Objectives of Study

Through this study, the reasercher wants to following aims:

1. To find out how far pre-service EFL Teacher UIN Antasari Banjarmasin 2020 understand about TPACK in teaching.
2. To find out how pre service EFL teacher UIN Antasari Banjarmasin 2020 doing TPACK throughout their teaching practice.

E. Significance of Study

After conducting this research, the writer hopes the result will be useful for the followings:

1. For English Education Program

This study helps English Education Program in designing and developing courses that are appropriate for students.

2. For Reader

It is hoped that this study may answer the writer's curiosity about the pre-service EFL teachers in mastering TPACK framework in their teaching practice.