

**Pre Service English Teachers' Perception toward Implementation of
Technological Pedagogical Content Knowledge Framework in the Indonesian
EFL Context**

By:

Komang Shinta Mariette

1612021174

English Language Education

ABSTRACT

The aim of this study was to investigate the pre-service teachers' perception towards the implementation of Technological Pedagogical Content and Knowledge (TPACK). Framed within the mixed-methods design, the study employed a TPACK questionnaire and an interview guide. The instruments were validated prior to distribution with result of high validity (1) and were in good fit reliability (.742). The questionnaire was distributed to 155 pre-service English teachers at English Language Education Universitas Pendidikan Ganesha. The quantitative data were analysed using descriptive analysis and the qualitative data were interactive analysis model. The result shows pre-service teachers have very positive perceptions towards TPACK. It was found that the pre-teachers also already have a good knowledge toward TPACK seeing from the Questionnaire (M=4.70, SD=0.27). However, there are some aspects, like class room management that need to be improved. This study implies that prospective teachers have good knowledge and abilities in using TPACK framework. Further study is suggested to doing research on how to improve some aspects that are still lacking in this research.

Keywords: Pre-service ELE Teachers, Perception, TPACK

**Pre Service English Teachers' Perception toward Implementation of
Technological Pedagogical Content Knowledge Framework in the Indonesian
EFL Context**

By:

Komang Shinta Mariette

1612021174

English Language Education

ABSTRACT

Penelitian ini bertujuan untuk mengetahui persepsi calon guru terhadap penerapan Technological Pedagogical Content and Knowledge (TPACK). Dibingkai dalam mix-method desain, penelitian ini menggunakan kuesioner TPACK dan wawancara. Instrumen divalidasi sebelum didistribusikan dengan hasil validitas tinggi (1) dan reliabilitas yang baik (0,742). Kuesioner dibagikan kepada 155 calon guru bahasa Inggris di Pendidikan Bahasa Inggris Universitas Pendidikan Ganesha. Data kuantitatif dianalisis menggunakan analisis deskriptif dan data kualitatif menggunakan model analisis interaktif. Hasil penelitian menunjukkan mahasiswa calon guru memiliki persepsi yang sangat positif terhadap TPACK. Ditemukan bahwa mahasiswa calon guru juga sudah memiliki pengetahuan yang baik tentang TPACK dilihat dari Kuesioner ($M=4.70$, $SD=0.27$). Namun, ada beberapa aspek, seperti manajemen kelas yang perlu ditingkatkan. Penelitian ini menyiratkan bahwa calon guru memiliki pengetahuan dan kemampuan yang baik dalam menggunakan kerangka TPACK. Studi lebih lanjut disarankan untuk melakukan penelitian tentang bagaimana cara meningkatkan beberapa aspek yang masih kurang di penelitian ini

Kata Kunci: Calon Guru Bahasa Inggris, persepsi, TPACK