

# KOMPETENSI TPACK GURU, LITERASI DIGITAL SISWA, DAN SIKAP TERHADAP PEMBELAJARAN DIGITAL: EKSPLORASI PENGARUH DAN TANTANGAN DI SMA NEGERI 1 WAMENA, PAPUA

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## ABSTRAK

Penelitian ini mengeksplorasi bagaimana kompetensi *Technological Pedagogical Content Knowledge* (TPACK) guru membentuk literasi digital dan sikap siswa terhadap pembelajaran digital, tantangan yang dialami siswa, serta cara guru merespons tantangan tersebut di SMA Negeri 1 Wamena, Papua. Penelitian ini menggunakan desain studi kasus kualitatif tunggal. Partisipan terdiri atas tiga guru Bahasa Inggris dan enam siswa yang dipilih melalui teknik *purposive* dan *snowball sampling*. Data dikumpulkan melalui wawancara semi-terstruktur, observasi kelas nonpartisipan, dan analisis dokumen berupa rencana pembelajaran serta materi pembelajaran digital. Data dianalisis secara tematik dengan bantuan NVivo melalui proses pengodean, pengembangan kategori, pencocokan pola, konstruksi tema, dan triangulasi. Keabsahan data didukung melalui triangulasi metodologis, *member checking*, *audit trail*, analisis reflektif, dan deskripsi konteks secara rinci. Hasil penelitian menghasilkan lima tema yang saling berkaitan, yaitu kompetensi TPACK guru, literasi digital siswa, sikap siswa terhadap pembelajaran digital, tantangan pembelajaran digital, dan strategi adaptif guru. Guru mengintegrasikan teknologi, pedagogi, dan konten Bahasa Inggris melalui Google Classroom, Google Forms, Canva, Quizizz, Wayground, Blooket, video, dan media presentasi. Praktik tersebut memperkuat kemampuan siswa dalam menggunakan perangkat digital, mengakses informasi, dan belajar secara mandiri, sekaligus meningkatkan keterlibatan, motivasi, dan persepsi terhadap manfaat pembelajaran. Namun, koneksi internet yang tidak stabil dan keterbatasan perangkat menghambat partisipasi siswa. Guru merespons dengan memberikan dukungan langsung, menyediakan asesmen berbasis kertas, mendorong bantuan teman sebaya, serta memadukan pembelajaran digital dan konvensional. Penelitian ini menyimpulkan bahwa kompetensi TPACK guru mendukung literasi digital dan sikap positif siswa, tetapi keberhasilannya bergantung pada adaptasi kontekstual dan ketersediaan infrastruktur. Sekolah disarankan meningkatkan konektivitas, akses perangkat, dan pengembangan profesional guru secara berkelanjutan.

Kata kunci: kompetensi guru; literasi digital; pembelajaran digital; pendidikan pedesaan; TPACK

**TEACHERS' TPACK COMPETENCIES AND STUDENTS' DIGITAL  
LITERACY AND ATTITUDES TOWARD DIGITAL LEARNING:  
EXPLORING THE INFLUENCES AND CHALLENGES IN RURAL  
SENIOR HIGH SCHOOL SMA NEGERI 1 WAMENA, PAPUA**

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**ABSTRACT**

This study explored how teachers' Technological Pedagogical Content Knowledge (TPACK) competencies shaped students' digital literacy and attitudes toward digital learning, the challenges students experienced, and the ways teachers responded to those challenges at SMA Negeri 1 Wamena, Papua. A single qualitative case-study design was employed. The participants were three English teachers and six students selected through purposive and snowball sampling. Data were collected through semi-structured interviews, non-participant classroom observations, and document analysis of lesson plans and digital learning materials. The data were analyzed thematically with NVivo through coding, category development, pattern matching, thematic construction, and triangulation. Trustworthiness was supported through methodological triangulation, member checking, an audit trail, reflexive analysis, and detailed contextual description. The findings produced five interconnected themes: teachers' TPACK competencies, students' digital literacy, students' attitudes toward digital learning, digital learning challenges, and teachers' adaptive strategies. Teachers integrated technology, pedagogy, and English content through tools such as Google Classroom, Google Forms, Canva, Quizizz, Wayground, Blooket, videos, and presentation media. These practices strengthened students' ability to use digital tools, access information, and learn independently, while also increasing engagement, motivation, and perceived learning benefits. However, unstable internet connections and limited access to devices disrupted participation. Teachers responded by providing direct support, preparing paper-based assessment alternatives, encouraging peer assistance, and combining digital and conventional instruction. The study concludes that teachers' TPACK competencies supported students' digital literacy and positive attitudes, but successful implementation depended on contextual adaptation and adequate infrastructure. Schools should improve connectivity, device access, and continuous teacher professional development.

**Keywords:** digital learning; digital literacy; rural education; teacher competencies; TPACK