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STUDENTS' AND TEACHERS' VIEWS ON TECHNOLOGICAL PEDAGOGICAL AND CONTENT KNOWLEDGE (TPACK)-BASED ENGLISH LEARNING

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ABSTRACT

This study aims to find out students' and teachers' views on Technology Pedagogical and Content Knowledge (TPACK)-based English learning. This study answers the following research questions: (1) How do students perceive English learning based on Technology Pedagogical and Content Knowledge (TPACK) at UPT SMAN 2 Barru? (2) How do teachers perceive English learning based on Technology Pedagogical and Content Knowledge (TPACK) at Upt Sman 2 Barru?

This type of research is field research with a qualitative approach. The data in this study are students' and teachers' views on English learning based on Technology Pedagogical and Content Knowledge (TPACK). The sources of data in this study are the results of observations, interviews, and documentation with some students and teachers at UPT SMAN 2 Barru. This research was conducted at UPT SMAN 2 Barru. Informants were selected by random sampling. In this study, researchers used several theories to determine the views of students and teachers on the use of Technology Pedagogical and Content Knowledge (TPACK) based learning.

The results showed that (1) Students' views on English learning based on Technology Pedagogical and Content Knowledge (TPACK) were not optimal, there were two components that had not been fully implemented. (2) Teachers' views on this Technology Pedagogical and Content

Knowledge (TPACK)-based learning have been maximized, and all components have been fully implemented. The conclusion of this study is that students and teachers have positive views towards the use of the TPACK framework in English language learning. Students feel more engaged and motivated when technology is used to reinforce their understanding of English materials. The teachers also recognized the benefits of TPACK in creating a more dynamic and relevant learning experience. The conclusion of this study is that students and teachers have positive views towards the use of the TPACK framework in English language learning. Students feel more engaged and motivated when technology is used to reinforce their understanding of English materials. The teachers also recognized the benefits of TPACK in creating a more dynamic and relevant learning experience.

Keywords: *TPACK, English Learning, Technology Integration*

INTRODUCTION

In 21st-century learning, students' critical thinking skills in Indonesia must be developed because they have an important role in determining the success of learning activities in the 21st century. The presence of media in the learning process is very helpful in improving learning outcomes, fostering student learning motivation, and overcoming through the use of creative learning media learning activities can provide experiences to students in order to encourage motivation to learn to clarify and simplify complex concepts to be simpler, concrete, and easy to understand. Learning is an activity of students who gain knowledge and skills through the process of student interaction with educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and habits, and forming attitudes and beliefs in students can occur.

TPACK is a framework that integrates three main knowledge: technological knowledge, pedagogical knowledge, and content knowledge. The first component, technological knowledge, requires teachers' knowledge of technology and how to use it such as learning software and presentation tools; the second component requires a general knowledge of pedagogy where teachers understand how students learn, and what teaching approaches and

assessment methods should be applied; while the last component recommends teachers to only have knowledge of the subject without much consideration of teaching or assessment methods. All three are important and appropriate to the needs of education today. Therefore, it is important for teachers to be able to apply the TPACK framework in lesson plans. These three components should be interrelated and integrated to create a well-rounded and effective learning experience.

In the context of English learning, TPACK can help teachers design and implement more engaging and relevant materials for students, using technology to facilitate more interactive and contextualized language learning. According to expert Jenkins (2017), English is the international language of the country, and this is a factor of consideration in many ways. Of course, English helps because almost all countries use English to communicate, and the provision of English at the primary school level can give students a higher chance of mastering it. This is because their age level (6-12 years old) is the golden age where their brains can absorb language acquisition quickly. English language learning often requires the use of various technologies to enhance teaching and learning effectiveness.

TPACK is a framework that combines technology, pedagogy, and content knowledge to create better learning experiences. TPACK-based learning is expected to positively contribute to teaching and learning English. The use of TPACK (Technological Pedagogy Content Knowledge) based learning offers an interactive and engaging approach to presenting learning materials to students. While TPACK-based learning offers great potential to improve the quality of English language learning, there are still some challenges that need to be overcome. One of them is the proper understanding and perception of teachers and students towards the use of TPACK-based learning. Teachers' views on the use of technology in learning can affect the effectiveness of learning implementation in the classroom. In addition, students' perception of learning also has a significant impact on their level of engagement and understanding of learning materials.

One of the latest developments in the learning context is the use of TPACK (Technological Pedagogy Content Knowledge)-based learning. The use of learning offers an interactive and engaging approach to presenting learning materials to students. While TPACK-based learning offers great potential to improve the quality of English language learning, there are still some challenges that need to be overcome. One of them is the proper views of teachers

and students towards the use of TPACK-based english learning. Teachers' views on the use of technology in learning can affect the effectiveness of implementing learning in the classroom. In addition, students' views of learning also have a significant impact on their level of engagement and understanding of the learning materials.

TPACK (Technological Pedagogical And Content Knowledge) is a conceptual framework that combines three dimensions of knowledge that are crucial in the context of education. Mishra et al. (2016: 2) TPACK is a framework for understanding and describing the type of knowledge needed by a teacher to streamline pedagogical practices and concept understanding by integrating technology in the learning environment. Koehler and Mishra have developed a framework to assist with the complex task of evaluating technology integrity known as TPACK. This framework provides a framework to describe and target the use of technology to enhance learning observed by three main components: Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK).

METHODE

In this research, the researcher used descriptive qualitative research that focuses on finding out how teachers and students view on the use of TPACK-based English learning. The qualitative approach was chosen because it allows researchers to understand the context and complexity of the phenomenon under study through in-depth interviews as the main data collection tool. This research used a participatory observation technique. According to Risky (2019) stated that the data collection techniques used in the study were the observation of statements regarding the implementation of the learning process. Therefore, this study focuses on the views of teachers and students on whether there are obstacles experienced during the learning process using TPACK-based learning video media at UPT SMAN 2 BARRU. In addition, the participants involved were 7 students and 2 English teachers of UPT SMAN 2 BARRU using random sampling techniques. Furthermore, to complete the data, the researcher used three steps of data collection such as observation, interviews, and documentation. However, in analyzing the data, the researcher used data reduction, data display, and Conclusion and verification.

FINDING AND DISCUSSIONS

This study was designed to find out the views on TPACK-based English language learning. In this section, are two aspects explained, firstly students' views on TPACK-based English learning, and secondly teachers' views on TPACK-based English learning which are explained in the discussion below:

1. Students' Views on Technological Pedagogical and Content Knowledge (TPACK)-Based on English Learning

The results show that students fulfill several components or aspects of the indicators of the application of TPACK values in English language learning. Students perceive that of the eight components, the thing that students understand the most is: 1) Technological Knowledge (TK) and Technological Pedagogical Knowledge (TPK), which is indicated by the results of an interview with one of the students who said that the use of technology during the learning process can increase enthusiasm and enthusiasm for learning; 2) Pedagogical Knowledge (PK) and Pedagogical Content Knowledge (PCK), characterized by the results of interviews saying that they feel involved in the learning process with active learning methods such as group discussions; 3) Content Knowledge (CK) and Technological Content Knowledge (TCK), the interview results said that students' understanding of English improved because the teacher explained English concepts specifically and gave relevant examples. Meanwhile, the TPACK components that are less implemented according to students' views are: 1) Technological Pedagogical Content Knowledge (TPACK), where this component is a comprehensive knowledge that integrates technology, pedagogy, and content simultaneously and effectively. So that students feel that learning becomes monotonous or too focused on one aspect only; 2) Contextual Knowledge (CK), this is indicated by one of the students who said from the interview that the learning process was monotonous and the material was heavy so that it was difficult to understand. The implementation of TPACK-based English learning has just been implemented at UPT SMAN 2 Barru, with conditions and situations of students who have not adapted to this system, and those who are still struggling with the teaching method. Furthermore, the interview results revealed various students' views on TPACK-based English learning implemented at the school. All participants were able to use and had good experience

with the use of technology during learning which is one of the important aspects of TPACK-based learning. There are some students who state that the use of technology in learning English can facilitate the learning process because they can find references that are not in books but can be accessed on the Internet.

2. Teachers' Views on Technological Pedagogical and Content Knowledge (TPACK)-Based English Learning

The results showed that teachers fulfilled some of the components and indicators of TPACK values in English language learning, the following TPACK were fulfilled: 1) Technological Knowledge (TK), this is indicated by the interview result of one of the teachers who said that they could learn technology and master it by attending training and seeking literacy; 2) Pedagogical Knowledge (PK), this is explained by one of the teachers who stated that teaching strategies are tailored to the needs and interests of students, such as active or collaborative learning; 3) Content Knowledge (CK), this is evidenced by the teacher's statement that with the development of IT they can master the material well so that they can provide in-depth explanations; 4) Technological Content Knowledge (TCK), this is in line with the teacher's statement who said that they will adjust to the interests of students with the use of mobile phones, students will access the material by sharing assignments via WhatsApp; 5) Pedagogical Content Knowledge (PCK), the interview results said they will adjust to the needs of their students by providing relevant examples to explain English concepts; 6) Technological Pedagogical Knowledge (TPK), teachers always use discovery learning e-learning platforms to facilitate group discussions; 7) Technological Pedagogical Content Knowledge (TPACK), this is characterized by teachers' statements that they design learning using several learning application software such as, Canva, Powerpoint, and Quiziz which can enable direct practice in real contexts; 8) Contextual Knowledge (CK), teachers adjust needs with an understanding of the students' context so that the subject matter is more easily understood and accepted by students. There are 2 components that have a low level of implementation in the learning process, namely TCK (Technological Content Knowledge) and TPK (Technological Pedagogical Knowledge). Due to the monotonous use of technology, technology is often only used to visually display information or material without making a real contribution to the understanding of more complex concepts. This causes students to feel that technology does not

help them much in understanding the lesson in depth. Students feel that technology is used in a less creative or interactive way in the teaching process.

CONCLUSION

The researcher has completed the research process in accordance with the procedures that have been set at the beginning and the results show that the implementation of the use of TPACK-based learning in English language learning has not been implemented objectively or maximally at the School because there are still TPACK components that have not been realized. Based on the findings of the research conducted at SMAN 2 Barru, the researcher drew the following conclusions: (1) Students' views on TPACK-based English learning at SMAN 2 Barru have inadequate TPACK and have not been maximized in its implementation because of the eight TPACK components there are two components that are still not well implemented, namely Technological Pedagogical Content Knowledge (TPACK), where this component is a comprehensive knowledge that integrates technology, pedagogy, and content simultaneously and effectively. So that students feel that learning becomes monotonous or too focused on one aspect only and Contextual Knowledge (CK), this is indicated by one of the students who said from the results of the interview that the learning process was monotonous and the material was heavy so it was difficult to understand; (2) Teachers' views on TPACK-based English learning at SMAN 2 Barru have good TPACK. Teachers said that they have good knowledge of technological advances for online learning, and they did not find any difficulties or problems in implementing this learning system. Based on the results of the above research, the researcher found that during the implementation of TPACK-based English learning, there was a good response from students. Students show higher levels of engagement and motivation when technology is used in English learning. Multimedia and interactive tools help to make learning more interesting and fun. Students' English comprehension also becomes better when the integration of technology in learning can help students understand English concepts better. However, the obstacles or challenges students face with this teaching method are that some students face technical difficulties such as unstable internet connections and lack of access to technological devices, which hinder their learning process.

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