ABSTRACT

Wijaya, Alberik Ryan Tendy. (2019). *Pre-service Teachers' Perceptions of the English Language Teacher Education Department's Facilitation in Supporting Their Technological Pedagogical Content Knowledge Development*. Yogyakarta: English Education Master's Program. Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

To meet the demand of a modern society, English teachers must be able to meaningfully integrate technology with their teaching. This requires English teachers to have an adequate level of technological pedagogical content knowledge (TPACK); this starts in their pre-service period. Therefore, the English language teacher education department plays an important role in ensuring the development of future English teachers' TPACK. Nevertheless, no matter how excellent a support is given, one that would play the crucial role in determining the success of it is actually the pre-service teachers (PSTs) themselves. Therefore, this research would scrutinise on the PSTs' perception of the SQD-model's micro level strategies in developing their TPACK.

The objective of this research is formulated into two research questions. The first research question is "how do the pre-service teachers perceive the department's strategies of facilitation in supporting their technological pedagogical content knowledge development?" The second one is "which are the most effective methods of facilitation in supporting the technological pedagogical content knowledge development as perceived by the pre-service teachers?"

To answer those questions, the researcher used survey research in which the data was gathered from the questionnaire spread to 71 PSTs batch 2015. The researcher analysed the data by using Cronbach's Alpha analysis to ensure the internal reliability and descriptive analysis to organise and present the data. Central tendency was extracted and variability was measured to validate the data.

From the data, it was extracted that the TPACK facilitation by the English language teacher education department was perceived as adequate by the PSTs. Role model was attributed the highest score followed by authentic experience, collaboration, instructional design, and reflection, while feedback was attributed the lowest score. A slight improvement, especially in terms of the quantity given, should be done for the first four strategies while substantial focus must be given to improve the quantity and quality of reflection and feedback given. Furthermore, from the open-ended, a stronger emphasis must be given for the development of collaboration and instructional design due to those strategies' strong meaningfulness. In the end, the university must also play an active role, especially in developing access to resources.

Keywords: *TPACK, SQD-model micro level strategies, pre-service teachers, perception*

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Untuk memenuhi kebutuhan masyarakat modern, guru bahasa Inggris harus dapat mengintegrasikan teknologi ke dalam pembelajaran secara bermakna. Hal ini mengharuskan guru bahasa Inggris memiliki pengetahuan teknologi, pedagogi, dan subjek (TPACK) yang memadai; ini dimulai sejak mereka menjadi calon guru. Karenanya, program studi pendidikan bahasa Inggris berperan penting memastikan pengembangan TPACK calon guru bahasa Inggris. Namun, terlepas dari bagusnya persiapan yang diberikan oleh program studi, satu komponen yang berperan krusial dalam menentukan keberhasilan dari hal tersebut adalah calon guru bahasa Inggris (PSTs) itu sendiri. Oleh karenanya, riset ini meneliti persepsi PSTs mengenai strategi level mikro dalam model SQD untuk mengembangkan TPACK mereka.

Tujuan dari riset ini dirumuskan dalam dua pertanyaan. Pertanyaan pertama adalah "bagaimana persepsi calon guru dalam hal strategi fasilitasi program studi untuk mengembangkan pengetahuan teknologi, pedagogi, dan subjek?" Pertanyaan kedua adalah "mana yang merupakan metode fasilitasi program studi bahasa Inggris paling efektif dalam mendukung perkembangan pengetahuan teknologi, pedagogi, dan subjek sesuai dengan persepsi calon guru?"

Untuk menjawab pertanyaan tersebut, peneliti menggunakan metode penelitian survei dengan pengumpulan data menggunakan kuesioner yang disebarkan ke 71 calon guru bahasa Inggris angkatan 2015. Peneliti menganalisis data menggunakan analisis Cronbach's Alpha untuk memastikan reliabilitas internal dan analisis deskriptif untuk menata dan menyajikan data. Tendensi sentral diolah dan variabilitas diukur untuk memvalidasi data.

Dari data, terlihat bahwa fasilitasi TPACK oleh program studi dipandang memadai oleh PSTs. Model diberi nilai tertinggi yang diikuti oleh pengalaman otentik, kolaborasi, rancangan instruksional, dan refleksi, dengan umpan balik diberi nilai terendah. Sedikit perbaikan, terutama dalam hal kuantitas yang diberikan, sebaiknya diterapkan untuk empat strategi pertama sedangkan focus utama harus diberikan untuk mengembangkan kuantitas dan kualitas dari pemberian refleksi dan umpan balik. Lebih lanjut, dari pertanyaan terbuka, perhatian yang lebih besar harus diberikan untuk pengembangan strategi kolaborasi dan rancangan instruksional dikarenakan kuatnya kebermaknaan strategi tersebut. Akhirnya, program studi harus berperan aktif terutama dalam mengembangkan akses teknologi.

Keywords: *TPACK, SQD-model micro level strategies, pre-service teachers, perception*