

AN UNDERGRADUATE THESIS

**TEACHERS' PERCEPTION UPON TECHNOLOGICAL
PEDAGOGICAL AND CONTENT KNOWLEDGE (TPACK)
APPROACH IN TEACHING ENGLISH DURING PANDEMIC**

By :

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022 M**

**TEACHERS' PERCEPTION UPON TECHNOLOGICAL
PEDAGOGICAL AND CONTENT KNOWLEDGE (TPACK)
APPROACH IN TEACHING ENGLISH DURING PANDEMIC**

Presented as a Partial Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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APPROVAL PAGE

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PEDAGOGICAL AND CONTENT KNOWLEDGE (TPACK)
APPROACH IN TEACHING ENGLISH DURING
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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PEDAGOGICAL AND CONTENT KNOWLEDGE (TPACK)
APPROACH IN TEACHING ENGLISH DURING PANDEMIC

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr. Wb.

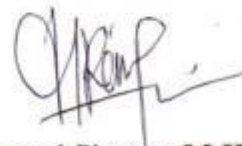
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RATIFICATION PAGE


No. B-4978/11.28.1/D/PP.00.9/11/2022

An Undergraduate thesis entitled: TEACHERS PERCEPTION UPON TECNOLOGICAL PEDAGOGICAL AND CONTENT KNOWLEDGE (TPACK) APPROACH TEACHING ENGLISH DURING PANDEMIC. Written by: Latifatul Mutoharoh, Student Number 1801071027, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, November 10th, 2022 at 10:00 – 12:00 p.m

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ABSTRACT

TEACHERS' PERCEPTION UPON TECHNOLOGICAL PEDAGOGICAL AND CONTENT KNOWLEDGE (TPACK) APPROACH IN TEACHING ENGLISH DURING PANDEMIC

**By:
LATIFATUL MUTOHAROH**

Online learning is a learning method by utilizing ICT media as a supporting the learning process. TPACK is knowledge and skills in integrating technology into learning. This study is aimed at investigating English teachers perception in using Technological Pedagogical Content Knowledge (TPACK) framework in teaching and learning process at in SMK Integral Minjahut Thullab Pekalongan. This study applied qualitative method design which used a questionnaire, interview and observation guide as the instruments that had been tested for their validity and reliability.

The data from the questionnaires were processed by using a Microsoft Office Word to analysis in order to know the qualification level of each teachers perception. The results of data analysis showed that most of the teachers had positive perceptions of using TPACK framework in teaching English at SMK Integral Minjahut Thullab Pekalongan. TPACK approach is very suitable to be chosen as an effective method for carrying out the teaching and learning process during the pandemic. In addition students can also ask directly to the teacher if there is material that is not understood, they can ask at any time, via WhatsApp or others without having to find it difficult to find the teacher.

From statement and problem above, researcher think that it is important to conduct this study especially to find out how teachers' perception in using TPACK framework in teaching and learning process especially in teaching English at SMK Integral Minjahut Thullab Pekalongan sub-district. by doing this study we will know that how is the effect that is feel by the teacher in implementing technology which is combine with content and pedagogy.

Keywords: Teacher's Perception, TPACK Approach

ABSTRAK

Persepsi Guru Pendekatan Technological Pedegogical And Content Knowledge (TPACK) Dalam Pengajaran Bahasa Inggris Selama Pandemi

Oleh:

LATIFATUL MUTOHAROH

Pembelajaran daring adalah metode pembelajaran dengan memanfaatkan media TIK sebagai penunjang proses pembelajaran. TPACK merupakan pengetahuan dan keterampilan dalam mengintegrasikan teknologi ke dalam pembelajaran. Penelitian ini bertujuan untuk mengetahui persepsi guru bahasa Inggris dalam menggunakan framework Technological Pedagogical Content Knowledge (TPACK) dalam proses belajar mengajar di SMK Integral Minjahut Thullab Pekalongan. Penelitian ini menggunakan desain metode kualitatif yang menggunakan instrumen dokumentas, wawancara dan observasi sebagai instrumen yang telah diuji validitas dan reliabilitasnya.

Data hasil angket diolah dengan menggunakan Microsoft Office Word untuk dianalisis guna mengetahui tingkat kualifikasi persepsi masing-masing guru. Hasil analisis data menunjukkan bahwa sebagian besar guru memiliki persepsi positif tentang penggunaan kerangka TPACK dalam pengajaran bahasa Inggris di SMK Integral Minjahut Thullab Pekalongan. Pendekatan TPACK sangat cocok untuk dipilih sebagai metode yang efektif untuk melaksanakan proses belajar mengajar di masa pandemi.

Sebagai tambahan Siswa juga dapat bertanya langsung kepada guru jika ada materi yang kurang dipahami, mereka dapat bertanya kapan saja, melalui WhatsApp atau lainnya tanpa harus kesulitan mencari guru.

Dari pernyataan dan permasalahan di atas, peneliti berpendapat bahwa penelitian ini penting dilakukan terutama untuk mengetahui bagaimana persepsi guru dalam menggunakan kerangka TPACK dalam proses belajar mengajar khususnya dalam pengajaran bahasa Inggris di SMK Integral Minjahut Thullab Kecamatan Pekalongan.

Dengan melakukan penelitian ini kita akan mengetahui bagaimana pengaruh yang dirasakan guru dalam mengimplementasikan teknologi yang dipadukan dengan konten dan pedagogi.

Kata Kunci: Persepsi Guru , Pendekatan TPACK

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Latifatul Mutoharoh
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States that this undergraduate thesis is the result of the writer's research, with the exception of certain sections that are taken from the cited bibliographies.

Metro, 16 November 2022

The Writer



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Metro, 15 Juli 2022

Penulis



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MOTTO

اختلف أصحابي لكم رحمة

“Perbedaan pendapat para sahabatku adalah rahmat bagi kalian.”
(HR. Al Baihaqi, Al Madkhal Ila As Sunan Al Kubra, No. 113)

*"Differences make us think that we need several different
points of view to find a better solution."*

*Perbedaan membuat kita berpikir bahwa kita
memerlukan beberapa sudut pandang berbeda untuk
menemukan sebuah solusi yang lebih baik*

DEDICATION PAGE

This thesis is dedicated to:

1. To the best parent in the world my dad Nurkholis and my mom Mujiati who have supported, pray and financed and cared with me since I was a born.
2. To the best my sister Walul Hidayah, and little sister Lailaitus sa'dah was give support to me.
3. My beloved friends Ageng Fitria Dewi, Erika Ayu Anggraeni always help and support me to do this skripsi
4. My beloved friends at vocational high school Bela Fransiska, Intan Pandini , Rika Apriyani , And Muhamad Ansori always give me support
5. My best brother, Hariyono Setia Budi, who also always provides help, support, enthusiasm, and motivation for me.
6. My beloved friends in TBI Class A, B,C, And D
7. My beloved almamater IAIN Metro

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In the name of Allah, the most gracious and the most merciful. First of all, the researcher would like to say thank to Allah SWT for the blessing, guarding, guidance and everything that have been given along her life until she accomplish this scripts.

Secondly, sholawat and salam to the prophet Muhammad SAW who has brought people from the darkness to the lightness and from stupidest to the cleverness.

Thirdly, the researcher would like to thanks her beloved parents, Nur kholis and Mujiati for their love, prayer, and great support both in material and moral before, during and after her study. This research is entitled: Teachers' Perception Upon Technological Pedagogical And Content Knowledge (TPACK) Approach In Teaching English During Pandemic to fulfil one of requirement to obtain the degree of Sarjana Pendidikan in Faculty of Teachers Training and Education IAIN METRO in writing this research, the researcher faced a lot of difficulties and problems but those did not stop her efforts to make a better one, and it is impossible to do without helps from others. researcher wants to express his gratitude to the following individuals:

1. Mrs. Dr. Hj.Siti Nurjanah, M.Ag. as Rektor IAIN Metro
2. Mr. Dr. Zuhairi, M.Pd. as the Dean of the Faculty Tarbiyah and Teacher Training Faculty of IAIN Metro
3. Mr. Andianto, M.Pd. as the Head of English Department of IAIN Metro
4. Mrs. Syahreni Siregar, M. Hum., as a thesis supervisor who has spent time, thought, and energy providing instructions to the writer so that the thesis can be completed appropriately.
5. IAIN Metro lecturers who have provided knowledge, support, and enthusiasm.
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7. Mrs. Sulis Asyifa, S.Pd as an English teacher at SMK Integral Minjahut Thullab who has given a lot of help to the writer during the research
8. My friends in arms and all those who have helped in the completion of this thesis. May Allah SWT always reward.

The writer hopes that this thesis will be useful to other writers and people with similar interests. The writer recognizes that this thesis is nearly perfect. Suggestions and constructive criticism will the writer accepts gracefully.

Metro, 16 November 2022

The writer,



Latifatu Mutoharoh
NPM. 1801071027

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CHAPTER I

INTRODUCTION

A. Background of the Study

Education is one of the important components in a country. A developed country is a country whose education system is able to produce human resources that may be high in the face of the era of globalization with a variety of technological sophistication offered in the international world.

Pandemic appears to be "forcing" teachers and students to upgrade their teaching methods. Modernization is the process of moving a condition that is less developed or less developed in a better direction in the hope of achieving a more advanced, developing, and affluent society, which is the outcome of ongoing scientific advancement. A teacher with excellent professionalism responds to educational challenges in the midst of the covid-19 pandemic. In the current environment, not only learning and intelligence are required, but it is hoped that a teacher would be able to educate pupils with problem-solving skills in everyday life, including how to stimulate learning in the midst of the covid-19 pandemic.

The prevention of the corona virus's spread has now become a top priority for the government, including in the metro city. School activities have now been suspended for the foreseeable future. In fact, the Indonesian government has yet to decide when schools will be reopened. Of course, with this policy, the teaching and learning processes are temporarily carried out boldly from their respective homes. In fact, teacher-student interaction in the

learning process is critical for determining the student learning process's progress. Teachers must appreciate bold student learning when it comes to the online learning process.

The learning process necessitates teachers' mastery of technology. Teachers must be creative in their approach to media and methods that are constantly evolving. According to the current situation, teachers master several ways to learn boldly, such as Zoom Video Communications , Google Classroom , Whatsapp, Line, and so on. Because learning does not take place face to face, the method used will be different. The teacher must be wise in selecting the method that will be used in this daring learning process.

Online learning is a learning process that uses the internet as a medium for transferring knowledge in order to realize the learning framework for developing technology, pedagogy, and learning materials. Massive Open Online Courses (MOOCs), Micro Learning, and Technological Pedagogical And Content Knowledge (TPACK) are some of the approach models that can be used in learning proceses.

Technological Pedagogical And Content Knowledge (TPACK) is the foundation of effective technology enhanced teaching, which necessitates an understanding of the representation of concepts using technology; pedagogical techniques that use technology constructively to teach content; knowledge of what makes a concept difficult or easy to learn and how technology can help address some of the problems students face; knowledge of students' prior knowledge and epistemological theory; and knowledge of how technology

can be used to build One of the factors influencing teachers' use and utilization of technology in learning is the teacher's teaching experience.

Teaching with technology is becoming more complicated as a result of the new technological challenges that teachers face. In our work, the term technology refers to both analog and digital technologies, as well as new and old technologies. However, as a significant practical issue, most of the technologies considered in the current literature are newer and digital, with some inherent properties that make their easy implementation difficult.

English is the international language, and it is used to communicate and interact with people from all over the world who speak different languages. From elementary school to college, English has been taught and studied.

However, because English is not a mother tongue, but rather a second language, it is difficult for Indonesians to digest and understand. As a result, the Indonesian people lack the ability to master English.

Based on interviews conducted by researchers on February 24, 2022 with three English teachers at SMK Integral Minhajut thullab, it was found that teachers had difficulties in teaching English online due to signal problems, lack of knowledge about technology, and could not determine what application was suitable. and in accordance with the needs, and the lack of an economy that requires teachers and students to have cellphones that support them to carry out the learning process. So that they have difficulty learning English online, teachers are still in the learning stage of Android phones, teachers have difficulty making teaching materials and teachers have

difficulty evaluating student work. So this makes teachers feel that online schools are not effective.

Referring to the problems above, it is important for the writer to analyze each teacher's perception of how the English teacher perceives the use of a TPACK based teaching approach in English subjects and to find out how to teachers use TPACK for teaching and learning process. Therefore, the writer conducted a research entitled "*Teachers' Perceptions of the Technological Pedagogical Approach and Content Knowledge (TPACK) in Teaching English During Pandemic*". Limitation of the problem the writer only takes data from one school and consists of three English teachers as the object of research.

B. Question of the Research

1. What is the teacher's perception of TPACK-based teaching in teaching English as a foreign language ?
2. How do the teachers use TPACK for teaching and learning process ?

C. Objectives and Benefits of the Study

1. The Objectives of the Study

- a. To find out the teacher's perception of TPACK-based teaching in teaching English as a foreign language
- b. To find out how to teachers use TPACK for teaching and learning process.

2. The Benefits of the Study

a. Student

This research are expected to be able to understand the lessons delivered by the English teacher even though they do not carry out the learning process face-to-face specifically using the TPACK approach

b. Lecturer

This research can help English teachers improve their shortcomings and find out how to effectively teach using the TPACK approach

c. For the other researcher

This study can be considered as a resource for future research who want to increase their knowledge in the same topic, specially in the use the TPACK approach.

D. Prior Research

The first previous study is a journal conducted by Yatun, Ahmad Munir, and Pratiwi Retnaningdyah (2021) by the title "Teachers' TPACK Practice Of English Blended Learning Course In The Midst Of Covid-19 Pandemic" .The type of research used by the author was descriptive qualitative research. The data came from classroom interactions in an English Blended Learning Course at one of Surabaya's universities. The observation was conducted four times for each teacher in order to obtain information about their TPACK practice in providing technology-enhanced activity. TPACK knowledge is related to how teachers design technology-assisted learning. In

this case, the three main components observed in the teaching process are technological, pedagogical, and content knowledge. According to the findings, teachers promoted 22 and 24 of the 33 TPACK criteria in practice, which represented the TPACK knowledge. This means teachers have achieved more than 50 % of criteria which representing the TPACK knowledge in practice. In conclusion, the TPACK knowledge help teachers conducted an effective teaching with technology as teachers were able to apply the framework of TPACK in practice during the blended learning activity.¹

The second previous study is a journal article titled "Teachers' Perception In Using Technological Pedagogical Content Knowledge In Teaching English" published by Prasetya, Iwaw Putra and Budasi, IG (2019). The type of research used by the author was descriptive quantitative research. The purpose of this study was to collect information about English teachers' perceptions of using TPACK at Senior High School in Buleleng Sub District. The information was gathered through the use of a questionnaire as well as an interview. The mean score calculation revealed that the average of this dimension was 19.55. It was classified as having a high categorization and a positive perception. Teachers chose 0 percent for "very low competency" and 13.2 percent for "very high competency".²

¹ Yatun Yatun, Ahmad Munir, and Pratiwi Retnaningdyah, "Teachers' Tpack Practice of English Blended Learning Course in the Midst of Covid-19 Pandemic," *Linguistic, English Education and Art (LEEA) Journal* 5, no. 1 (2021): 19–38.

² I.W.A.W Prasetya, I.N.A.J. Putra, and I.G. Budasi, "Teachers' Perception in Using Technological Pedagogical Content Knowledge in Teaching English," *Lingua Scientia* 26, no. 2 (2019): 60–68.

The third previous research is a Thesis written by Septian Nur Aryati in IAIN BENGKULU Academic Year 2020/2021. By The Title " Teachers' Technological Pedagogical Content Knowledge (TPACK) In Teaching Efl Learners During Covid-19 Pandemic" Furthermore, the preceding studies used quantitative methods with descriptive and inferential analysis, and one of them used a mix method with the use of. The sample for this researcher was at SMP Negeri 8 Bengkulu Selatan and SMP Negeri 5 Kota Bengkulu have been taken in this study. conclusions: 1. English teachers should continue to learn more about TPACK in order to improve the educational process's quality. Teachers must not only improve their students' cognitive capacity, but they must also instill good technological understanding, also known as Technological Pedagogical Content Knowledge (TPACK).³

1. Difference

In relation to the previous research mentioned above, the writer decided to conduct a new research. This research has a difference from the third previous studies above, namely from the year of the study the difference can be seen, this research was conducted in 2021, while the first previous research was in 2021, the second previous research was 2019, and the third previous research was in 2021.

The research location differs between the first previous study and this study; the first previous study was conducted at English Blended Learning Course at one of Surabaya's universities whereas the writer chose

³ S N Aryati, "teachers' technological pedagogical content knowledge (tpack) in teaching efl learners during covid-19 pandemic (A Comparative ..." (2021), <http://repository.iainbengkulu.ac.id/id/eprint/7338>.

SMK Integral Minhajut Thullab Pekalongan as the research location. Then in the first previous research, the researcher chose the subject, namely the students English Blended Learning Course of while the writer chose the three teachers English at SMK Integral Minhajut Thullab. The first previous research used The observation, while the writer chose, documents, and interviews to collect data for this research.

The next difference is that the second and third studies previously used descriptive quantitative methods in their research, while this research the writer using descriptive qualitative methods. Where in the first, second, and third previous research, the researcher aimed to The observation was conducted four times for each teacher in order to obtain information about their TPACK practice in providing technology enhanced activity , The subjects studied in the second previous research were the from classroom interactions in an English Blended Learning Course at one of Surabaya's universities. The second study only focused The purpose of this study was to collect information about English teachers' perceptions of using TPACK at Senior High School in Buleleng Sub District. The objects studied in the third previous research were background Skipsi of the English Education Department of IAIN Bengkulu . This study proposal has a unique topic and research aim in that the writer wants to find out What is the teacher's perception of TPACK-based teaching in teaching English as a foreign language ?

2. Similarity

The similarities between this research and the three previous research are in the perception of TPACK. one journal and one thesis both use qualitative in research, journal article titled "Teachers' Perception In Using Technological Pedagogical Content Knowledge In Teaching English" published by Prasetya, has the same title as the writer. Thesis septiana have the same talk about a pandemic.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Teacher

1. Definition of Teacher

Teaching means learning again.” This expression deserves to be carried by teachers, education fighters. By teaching every day, the essence of the teacher is always learning, learning anything. At the time of teaching and educating in the classroom and outside the classroom, the teacher will learn to understand the condition of students, learn to understand the classroom situation, learn materials, learn various methods and learning media, as well as learning that has to do with other worlds of education, so that the transfer of knowledge can take place. running properly. When the pandemic hit, various sectors throughout Indonesia, including the education sector in the metro city.

Education which was originally face-to-face, has become online learning or also known as distance learning or learning from home . The media that used to be used by teachers has completely changed. Although at the time of face-to-face learning, many teachers already use electronic media, but during the covid 19 pandemic like now, the learning media has changed ninety degrees. Teachers and students in system learning are brave and must use devices so that the learning process continues.

2. The Competence of Teacher

The teacher as an educator is noble profession, because in the hands of educators the quality of human resources built. The main key to the quality of education lies in the teacher. The teacher's task is very light because they have to improve the quality of resources human beings according to certain competency standards as well as applicable norms and values The teacher as an educator has four competencies, namely:

a. Pedagogical Competence

Pedagogical competence is the ability of teachers in managing learning that includes (1) the ability to plan a learning program (2) the ability to interact or manage the learning process (3) the ability to perform an assessment . Pedagogical competence consists of knowledge and skills which is successful teaching relies on subject deep knowledge, linking theory and research to teaching and learning, and simultaneously using knowledge and skills in a rational context. Implementation of teacher pedagogical competence can optimize the development of learners from the intellectual, emotional and moral aspects. Pedagogical competence is the ability and willingness to regularly apply attitudes, knowledge, and skills which aim to encourage learning to create learning in the best way .⁴

⁴ F. A. Ningtias and Jailani, "Does Teacher's Training Affect the Pedagogical Competence of Mathematics Teachers?," *Journal of Physics: Conference Series* 1097, no. 1 (2018).

b. Personal Competence

Personal competence also included: (1) the entire personality consisting of virtuous, honest, mature, faithful, and moral qualities; and (2) the ability of such self-discipline, responsibility, and foresight. (3) the ability to communicate with others; (4) the ability to be sensitive, objective, flexible, and insightful ability to advance in the profession, such as creative thinking, critical reflection, and a willingness to learn making a decision Thus, personal skills are primarily associated with the teacher's identity as a teacher. a good, responsible, open-minded person with a strong desire to grow.⁵

c. Professional Competence

According to Samana, teachers should have ten basic teacher competencies or capabilities in order to pursue and develop a career, which include: (1) mastering the teaching materials; (2) managing the teaching and learning program; (3) managing the classroom; (4) using media and teaching resources; (5) mastering the foundations of education; (6) managing the interaction of teaching and learning; (7) assessing student achievement for the benefit of teaching; and (8) understanding the functions and programs, guidance and counseling services.⁶

⁵ M. Taniredja, T., & Abduh, "Pedagogical, Personality, Social and Professional Competence in Correlation with Teachers' Performance (Correlational Study of Junior High School Teacher at SMPN 3 Purwokerto). The 2nd International Conference on Science, Technology, and Humanity" (2016): 264–272.

⁶ *Ibid.*

d. Social Competencies

Social competence is defined as the ability to effectively manage social interactions. In other words, social competence is the ability to get along with others and form relationships, and maintain close relationships, as well as respond in social settings in adaptive ways. Because of the complexities of social interactions, social competence is the result of a variety of factors. Cognitive abilities, emotional processes, behavioral skills, social awareness, and personal and cultural awareness values concerning interpersonal relationships.⁷

B. The Concept of TPACK

1. Definition of TPACK

According to Angeli & Valanides TPACK is proposed as an effective method of teaching with technology.⁸ Technological Pedagogical Knowledge (TPACK) attempts to identify the nature of knowledge required by teachers to integrate technology into their teaching while addressing the complex, multifaceted, and situated nature of teacher knowledge. The complex interplay of three primary forms of knowledge: content (CK), pedagogy (PK), and technology (T) is at the heart of the TPACK framework (TK). The TPACK approach goes beyond viewing these three knowledge bases as separate entities. The TPACK framework

⁷ Pamela Orpinas, "Social Competence," *The Corsini Encyclopedia of Psychology*, no. January 2010 (2010).

⁸ Ismail Sahin, "Development of Survey of Technological Pedagogical and Content Knowledge (TPACK)," *Turkish Online Journal of Educational Technology* 10, no. 1 (2011): 97–105.

takes it a step further by emphasizing the types of knowledge that exist at the intersections of three primary forms: Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and Technological Pedagogical Content Knowledge (TPACK).⁹ Mishra and Koehler introduced a conceptual framework for integrating technology in education called the "technological pedagogical content knowledge" (TPCK) framework over a decade ago.¹⁰ The framework has piqued the interest of educational experts. Technology and teacher professional development are two areas that need to be addressed. Later on in its evolution, the TPCK For easier recall, the framework was renamed "Technological Pedagogical And Content Knowledge". the TPACK framework, technology integration is a complex process. multidimensional process necessitating comprehension of reciprocal dynamic relationships between three types of knowledge: pedagogy, content, and technology Mishra and others contend that. Teachers chose the most effective technology for learning by examining the fit between the technological tool and the topic material being taught. Teachers aided in the teaching process by customizing a variety of technology tools to the activity and purpose. Understanding the purpose of technology tools is believed to have aided teachers in selecting appropriate

⁹ Vice Chair and Assistant Professor Development Of Survey Of Technological L And Content Knowledge (Tpack), *Selcuk University*, 2011

¹⁰ Taniredja, T., & Abduh, "Pedagogical, Personality, Social and Professional Competence in Correlation with Teachers' Performance (Correlational Study of Junior High School Teacher at SMPN 3 Purwokerto). The 2nd International Conference on Science, Technology, and Humanity."

technology-enhanced learning that benefits students . Teachers used *Gas chromatography* (GC), Power Point Presentation (PPT), Zoom Meeting, Kahoot, and other tools such as Whatsapp, Instagram, Podcasts, Video, and Audio. The tactics for using those tools were determined by both the topic and the activity. Teachers, for example, utilized *Gas chromatography* (GC) to exchange materials, host a discussion forum, and submit student work. The content material and the function of the technology tool were used to determine the activity and instructional technique. The way teachers integrated and used technology revealed their knowledge in practice. This aligns with typical teachers who are conversant with the usage of various technologies and have successfully implemented the proper tool for their learning objectives . Another example of a teacher's action is choosing an acceptable teaching model of technology used that is aligned with the learning goal. As it is explained that TPACK related to teachers activity in selecting the type of pedagogical activity that matched with learning objective .

2. The Component of TPACK

According to Koehler the TPACK framework contains seven constructs. They are as follows.¹¹

¹¹ Bambang Yudi Cahyono and Oktafina Dewi Kurnianti, "Indonesian EFL Teachers ' Application Of Tpack In In-Service Education Teaching Practices," no. December (2016).

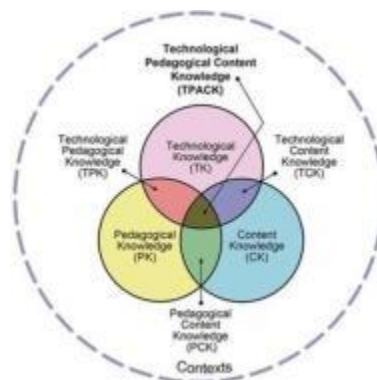


Figure1 : Framework of TPACK

Source : <https://www.researchgate.net/figure/Gambar-1-Kerangka>.¹²

a. Content Knowledge (CK)

According to Shulman , Content Knowledge (CK) refers to knowledge about the subject matter that will be taught or learned (Mishra & Koehler). It is consistent. according to Shulman's statement, Content Knowledge deals with concepts, theories, ideas, framework, and knowledge of proof, practices, and approaches to developing knowledge itself.¹³

b. Pedagogical knowledge (PK)

Pedagogical Knowledge is in-depth knowledge of the process and practice of learning methods and learning, as well as how these are applied. matters encompasses the purposes in a broader sense, values, and learning objectives As a result, Understanding is required for pedagogy knowledge. about cognitive, social, and behavioral learning theories the maturation of one's attitude toward pupils in the class.

¹² "Gambar-1-Kerangka-TPACK-Dan-Komponen-Pengetahuan-Sumber-Http-TPACKorg," n.d.

¹³ Mahdum, "Technological Pedagogical and Content Knowledge (TPACK) of English Teachers in Pekanbaru, Riau, Indonesia," *Mediterranean Journal of Social Sciences* 6, no. 5S1 (2015): 168–176.

c. Technological Knowledge (TK)

Knowledge of standard technology, such as books, chalk, and blackboards, as well as more sophisticated technologies, such as the internet and digital video, is referred to as technological knowledge. Knowledge is a way of thinking that interacts with technology, tools, and sources of technology.

d. Pedagogical Content Knowledge (PCK)

Pedagogical content knowledge is consistent with and similar to Shulman's concept of PCK that is relevant to the teaching of specific content. The concept of subject matter transformation for teaching is central to Shulman's conceptualization of Pedagogical Content Knowledge. Specifically, According to Shulman, this transformation takes place as the teacher interprets the material. subject matter, devises multiple representations for it, and adapts and tailors the Alternative conceptions and prior knowledge of students are addressed in instructional materials.¹⁴ PCK covers the fundamentals of teaching, learning, curriculum, assessment, and reporting such as the conditions that encourage learning and the connections between curriculum, assessment, as well as pedagogy An understanding of common misconceptions and perspectives at them, the significance of forging

¹⁴ Matthew J. Koehler, Punya Mishra, and William Cain, "What Is Technological Pedagogical Content Knowledge (TPACK)?" *Journal of Education* 193, no. 3 (2013): 13–19.

links between various content-based ideas, prior knowledge of students.

e. Technology Pedagogy Knowledge (TPK)

Cox and Graham Schmid, et al Technology Pedagogy Knowledge refers to teachers' knowledge of technology, general pedagogical strategies, how pedagogical activities can be integrated with technology, and how technology can change the way teachers teach. This aspect's indicators include the Technology's compatibility with the approach, strategy, method, technique, model of learning; technology influences how teachers learn.¹⁵

f. Technology Content Knowledge (TCK)

Technological content knowledge (TCK) is an understanding of how technology and content influence and constrain one another. Teachers must master more than just the subject matter they teach; they must also have a thorough understanding of how the subject matter (or the types of representations that can be constructed) can be altered. the use of specific technologies Teachers must understand which technologies are best suited for addressing specific issues. subject-matter learning in their domains, as well as how the content dictates or even changes the technology or vice versa.¹⁶

g. Technological Pedagogical And Content Knowledge (TPACK)

¹⁵ Junita Cristi Makawawa et al., "Primary School Teachers Perception of Technological Pedagogical Content Knowledge in Online Learning Due to Covid 19," *Jurnal Prima Edukasia* 9, no. 1 (2021): 86–96.

¹⁶ Koehler, Mishra, and Cain, "What Is Technological Pedagogical Content Knowledge (TPACK)?"

Technological pedagogical and content knowledge is knowledge about complex interactions between the domains of knowledge principles (content, pedagogy, technology) . Learning in modern times requires the understanding of teachers to be able to collaborate with technology. So it is not only aspects of Pedagogy; aspects of content and technology are also considered in implementing modern and innovative classroom learning. TPACK integrates complex technology in learning by paying attention to three aspects such as pedagogy, content, and technology itself in learning that is developed by the teacher effectively.

The seven components above are related to one another. Social studies learning is to provide space for innovation so that social studies learning becomes fun. The essence of integrated social studies learning is intended for students to develop knowledge, values, attitudes, and skills of society, nation, and state The social studies learning paradigm's construct must shift teacher-centered, textbook-centered, and monomedia learning to student center Social studies learning must prioritize Social Studies, an integrated study of social and human sciences in civic competence development.

C. The Concept of Perception

1. Definition of Perception

The perception of a teacher is a process that seeks to comprehend the situation of a phenomenon related to the educational environment or

the teaching and learning process. As a result of the COVID-19 crisis, teachers quickly changed their courses from traditional to innovative presentations to Emergency Remote Learning (ERT), with trust in virtual learning the platforms (VLP).¹⁷ According to Mulyana in Yazid & Ridwan is an internal process that allows us to choose, organize, and interpret stimuli from our environment as well as the process that affects us.¹⁸

Perception is defined as an immediate reaction (acceptance) to something. Perception is a term that is commonly used to describe the experience of a thing or event. Perception, in its broadest sense, is a person's perception of something that determines how and with what they will act. The process by which a person selects, organizes, and interprets input information to create a meaningful picture of the world is referred to as the teacher's perception. This perception will be influenced not only by physical stimulation, but also by the relationships between stimuli and the surrounding field, as well as by one's own condition.

Based on some of the experts' definitions of perception , it is possible to conclude that perception is process by which information from the outside environment is chosen, received, organized, and interpreted in order for it to be meaningful to you. This meaningful information input leads to decisions and actions.

¹⁷ Marco Antonio Zamora-Antuñano et al., "Teachers' Perception in Selecting Virtual Learning Platforms: A Case of Mexican Higher Education during the COVID-19 Crisis," *Sustainability (Switzerland)* 14, no. 1 (2022).

¹⁸ Melinda Marus and Sahrudin, "An Analysis towards Teachers' Perception on Their Schools' Conduciveness to English Language Learners' Success at SMA Negeri 3 Kota Ternate" 3, no. 1 (2020): 45–57.

2. The Types of Perception

In addition, According to Qiong there are three stages of the perception process, as follows:

1. Selection

The first stage in the process of perception is selection, in this stage the environmental stimulus turns into meaningful experience.

2. Organization

The second stage in the process of perception is an organization. After getting information from the outside world, information needs to be arranged in a certain way by finding meaningful patterns. There are two characteristics in this stage. First, the organizing process provides the structure of human perception. In this stage, raw stimuli from the outside world are placed into meaningful experiences of structured humans. Second, the process shows that human perception has stability. In other words, after selecting a stimulus and putting it into a category, the selected stimulus becomes more durable.

3. Interpretation

The third stage in perception is interpretation, that is referred to the process of attaching meaning to what is chosen by the stimulus. However, each person will give a different interpretation despite getting the same stimulus.¹⁹

¹⁹ Hadi Suprpto Arifin, Ikhsan Fuady dan Engkus Kuswarno, "*Factor Analysis that*

Human perception is actually divided into two, namely the perception of the object (physical environment) and human perception, human perception is often called social perception. Perception of the physical environment is not the same, in a different sense, because it is influenced by several factors, including:

1. Background experience
2. Cultural background
3. Psychological background
4. Background values, beliefs, and expectations.
5. Set up a factual sense tool where information is up to the person through that door.

CHAPTER III

RESEARCH METHOD

A. The Characteristic and Types of the Research

This is a qualitative study. The writer will try to interviews three teachers about the perception of the TPACK approach in teaching during a pandemic assignments in this study. Using qualitative research, the writer wants to find how the teacher's perception of the TPACK approach during the pandemic in carrying out the online teaching process. Research will be conducted on teachers SMK Integral Minhajut Thullab Pekalongan . This research will be done to find out whether TPACK is very important in the teaching process during the pandemic.

According to Miles and Huberman, qualitative research, defined as research that is generally presented in the form of words rather than numbers, has always been a fundamental component of many fields of social science, particularly anthropology, history, and political science.²⁰ Qualitative researcher A researcher who focuses on the exploration, description, and sometimes generation and construction of theories using qualitative data. Qualitative research provides insights and understanding into a problem setting. It is an unstructured, exploratory research method that studies highly complex phenomena that quantitative research cannot explain.²¹

²⁰ Matthew B.Miles A.Michael Huberman, "Qualitative Data Analysis," *SAGE Publications*, 1994.

²¹ *Ibid.*

Meanwhile, Sharon L. Caudle stated that qualitative analysis is understanding the relevant data collected from various sources such as interviews, observations, and documents, and is responsible for presenting what is revealed by the data.²²

Furthermore, Qualitative research, according to John W Creswell, is a method of investigating and comprehending the significance that individuals or groups feel as a result of or in response to human problems. The research process consists of questions and procedures, general data collection among participants, inductive data analysis from specific to general topics, and the researcher's interpretations of the data's meaning.²³ The English teacher interview data on the perception of the TPACK approach during the pandemic will be analyzed by the authors. The writer chose an English teacher as a participant. The writer will conduct this research to find out how teachers perceive TPACK based teaching in teaching English as a foreign language and how to teachers use TPACK for teaching and learning process.

B. Data Resource

In general, there are two types of data resources. There are primary and secondary. The writer then employs these types in this study.

²² Joseph S Wholey, Harry P Hatry, and Kathryn E Newcomer, "Handbook of Practical Program Evaluation Second Edition," *Books.Google.Com* (2004), http://surjonopwkub.lecture.ub.ac.id/files/2018/02/Handbook_of_Practical_Program_Evaluation_Essential_Texts_for_Nonprofit_and_Public_Leadership_and_Management.pdf#page=697.

²³ John w.creswell, *Research Design* ((USA:SAGE Publications), 2014).

1. Primary Data

Primary data is a source of data obtained in the field such as: from people, agencies, or institutions that produce data directly. In this case, the writer will collect data from English teachers in SMK Integral Minhajut Thullab Pekalongan and the results of interviews.

2. Secondary Data

Secondary sources are useful for starting a review, exploring, and determining the range of materials on a topic. Handbooks, encyclopedias, and selected journals that summarize research are examples of secondary sources. As secondary sources, the writer used main journals from Ali Mustadi , Jewish Van Septriwanto , Falenthino Sampouw and Roeth A.O Najoan title "*Primary school teachers perception of technological pedagogical content knowledge in online learning due to Covid 19*" and Mathew B.Miles and A.Michael Huberman titled *Qualitative Data Analysis*.

C. Data Collection Technique

The writer chose three English teachers in SMK Integral Minhajut Thullab Pekalongan as the subject of the research. Data collected by interview and documentation. Data collection techniques are an important point in this research because the main goal of research is to collect data. Researchers also need some instruments to obtain data.

1 Observation

In this study, the writer will observe the behavior and activities of teachers. The writer will observe the three English teachers at SMK Integral Minhajut Thullab Pekalongan.

2 Documentation

Documentation is a way to provide documents using accurate evidence from recording specific sources of information from essays writings, wills, books, laws, and so on. In this research, the writer collected data from the writing assignment documents of the English teacher at SMK Integral Minjatut Thullab Pekalongan which will be interview.

3 Interview

Interview is a process of getting information for research purposes using question and answer between the interviewer and the person being interviewed. The indicators of the interview are English teacher about upon technological pedagogical and content knowledge Approach in Teaching English during Pandemic.

D. Data Analysis Technique

In addition, the writer will analyze the data using the Miles and Huberman model. While the data is being collected, this qualitative research analysis is carried out. According to Miles and Huberman, qualitative data analysis activities are carried out actively and continuously until the

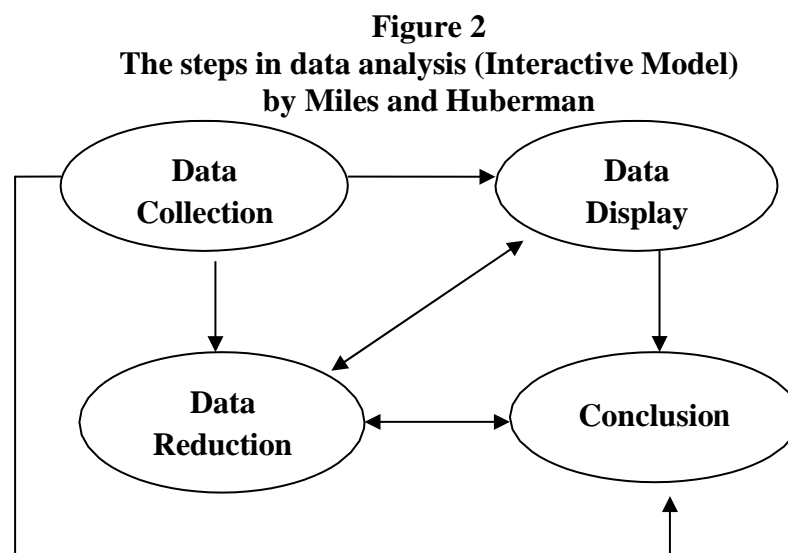
assignment is completed. The Huberman-Miles analysis is performed as follows:

1. Data Reduction

Data reduction is the process of selecting, organizing, evaluating, separating, and converting data from field notes or transcriptions. Data reduction is an ongoing process in qualitative projects. Even if the information has not yet been gathered.

2. Data Display

The next analysis action is to display information. A data display is a well-organized collection of information that allows for the development of numerous conclusions and graphs.



E. Research Approach

The following are some of the approaches in use by researchers:

1. Data collection is the process by which the researcher gathers all of the

information needed to finish the study.

2. By summarising it properly, the amount of data obtained is reduced.
3. Researchers usually use graphs, pictures, or graphs to display data. The display must be able to explain the contents of all data.
4. Finally, the researcher validates the results of the study by making data inferences.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research

1. Description of Research Location

a. The Brief History of SMK Integral Minhajut Thullab Pekalongan

Based on the results of the documentation carried out by the researchers at the Minhajuth Thullab Integral Vocational School, the information that can be obtained is that it is one of the educational units at the SMK level in Gondang Rejo, Kec. Pekalongan, Kab. East Lampung, Lampung. In carrying out its activities, Minhajuth Thullab Integral Vocational School is under the auspices of the Ministry of Education and Culture. Minhajut Thullab Integral Vocational School Pekalongan (SMK); opened in 2014 under the name Smk Integral Minhajut Thullab This school has just opened, still graduating about 7 batches, This school is based on a foundation or cottage, Minhajut Thullab itself has 13 branches in Indonesia, and in Lampung has 4 branches, and in Pekalongan it is a 2nd branch. has accreditation B, based on certificate 139/BAN-SM/LPG/XII/2018. SMK Integral Minhajut Thullab Pekalongan only has two skill programs : Perbankan Syariah (PBS) And Tehnik Kendaraan Ringan (TKR)

SMK Integral Minhajut Thullab Pekalongan since its establishment until now has changed principals 2 times, namely:

Table 1

The names of the principals of SMK Integral Minhajut Thullab Pekalongan and term of office

No.	Principal's Name	Term of Office
1.	Mr. Hadiq Qulubi M.Pd	Started up until January 2014
2.	Mr. Miftahul Sodri S.SE	2019 until now

Source: Documentation Results of SMK Integral Minhajut Thullab Pekalongan on Juli 11, 2022

Eight skill programs developed by SMK Integral Minhajut Thullab Pekalongan include:

Table 2

Expertise Program at SMK Integral Minhajut Thullab Pekalongan

No.	Program Keahlian	Singkatan
1.	Perbankan syariah	PBS
2.	Teknik Kendaraan Ringan	TKR

Source: Documentation Results of SMK Integral Minhajut Thullab on Juli 11, 2022

b. The vision and mission of the SMK Integral Minhajut Thullab

Pekalongan as follow:

- 1) Vision of the school: “ Achievement based on Faith, Taqwa and Environmental Culture and Global Insight”
- 2) Mission of the school:
 1. Realizing education to produce high-quality achievements and graduates who care about the environment

2. Creating reliable, productive, creative, innovative and effective human resources
 3. Realizing the development of appropriate learning innovations
 4. Realizing human resources who care about preventing pollution preventing environmental damage and without the environment
 5. Realizing representative and up to date infrastructure facilities
 6. Realizing professional education management
 7. Realizing an affiliated scoring system
- 3) Objectives of the school:
1. The achievement of education to produce high-quality achievements and graduates who care about the environment
 2. The achievement of human resources who are faithful, productive, creative, innovative and effective
 3. The achievement of the development of learning innovations according to demands
 4. The achievement of human resources who care about preventing pollution, preventing environmental damage and preserving the environment.

**The Condition of Teacher and Official Employers at SMK
Integral Minhajut Thullab Pekalongan**

The condition of teachers and official employers at SMK Integral Minhajut Thullab for the academic year 2022/2023 has experienced teaching staff and educators according to their fields, which can be identified as follows:

**Table 3
The Condition of Teacher and Official Employers at
SMK Integral Minhajut Thullab Pekalongan**

No.	Teacher Names	Position/Field
1.	Miftahul Sodri , S.Sy	Head Master
2.	Hadiq Quluby, S.Sos, M.Pd	Religious Education Teacher
3.	Sri Sayekti, S.Pd	Religious Education Teacher
4.	Maratus Sholihah, S.E.Sy	Religious Education Teacher
5.	Okta Ayu Ningtiyas , S.Ag	Syariah banking Teacher
6.	Dewi Yiliatina, S.T	Syariah banking Teacher
7.	Tri Nurbaiti S.E	Accountancy Teacher
8.	Agus Suparjo, S.Ag	Accountancy Teacher
9.	Andre Kurnianto, S.Pd	Accountancy Teacher
10.	Putri Kumala Dewy, S.Pd	entrepreneurship Teacher
11.	Anton S.Pd	entrepreneurship Teacher
12.	Sela Aulia Zahra, S.Pd	PKN Teacher
13.	Urip Wartono, S.Pd	PKN Teacher
14.	Wahyu Pertiwi, S.Pd	Counseling guidance
15.	Nopri Andriansyah, S.Pd	Indonesian Teacher
16.	Sukiman, S.Pd	Indonesian Teacher
17.	Reni Kurniasari, S.Pd	Indonesian Teacher
20.	Dra. Sri Harnani, M.Pd	Computer Teacher
21.	Isti Qomah S,Pd	Computer Teacher
22.	Muhamad Hasanudin, S.Pd	Mathematics Teacher
23.	Prastyo , S.Pd	Mathematics Teacher
24.	Lisna Wati, S.Pd	Mathematics Teacher
25.	Sri Asih, S.Pd	Economy Teacher
26.	Hardi Yanti ,S.Pd	IPS Teacher

27.	Shira Arerti, S.Pd	IPS Teacher
28.	Windi Novika Sari, S.Pd	IPS Teacher
29.	Sulis Asyifa S.Pd	English Teacher
30.	Bela Fransiska, S.Pd	English Teacher
31.	Agus Suahandi, S.Pd	English Teacher
32.	Susi dewi	Art and culture
33.	Purnama sari	Art and culture
34.	Suhono,S.Pd	Entrepreneurship
35.	Anggi astute S,SE	Economy Teacher
36.	Desi setiana, S.Pd	Economy Teacher
37.	Suhono,S.Pd	Entrepreneurship
38.	Lulu Puji Lestari,S.P	Entrepreneurship
39.	Ety Wahyuni, S.P	Professional Ethics Teacher
40.	Supi Endang Sari, S.P	Professional Ethics Teacher
41.	Alex Bramdana, S.Pd	Sport Teacher
42.	Bagus trisaksono, S.pd	Sport Teacher
45.	Dika lesmanaS.Pd	Fisika Teacher
46.	Ajis Pranata	Fisika Teacher

a. The Quantity Students of SMK Integral Minhajut Thullab Pekalongan

The following is a table of the number of students of SMK Integral Minhajut Thullab Pekalongan in 2022/2023 as follows:

Table 4
Student Data for SMK Integral Minhajut Thullab Pekalongan

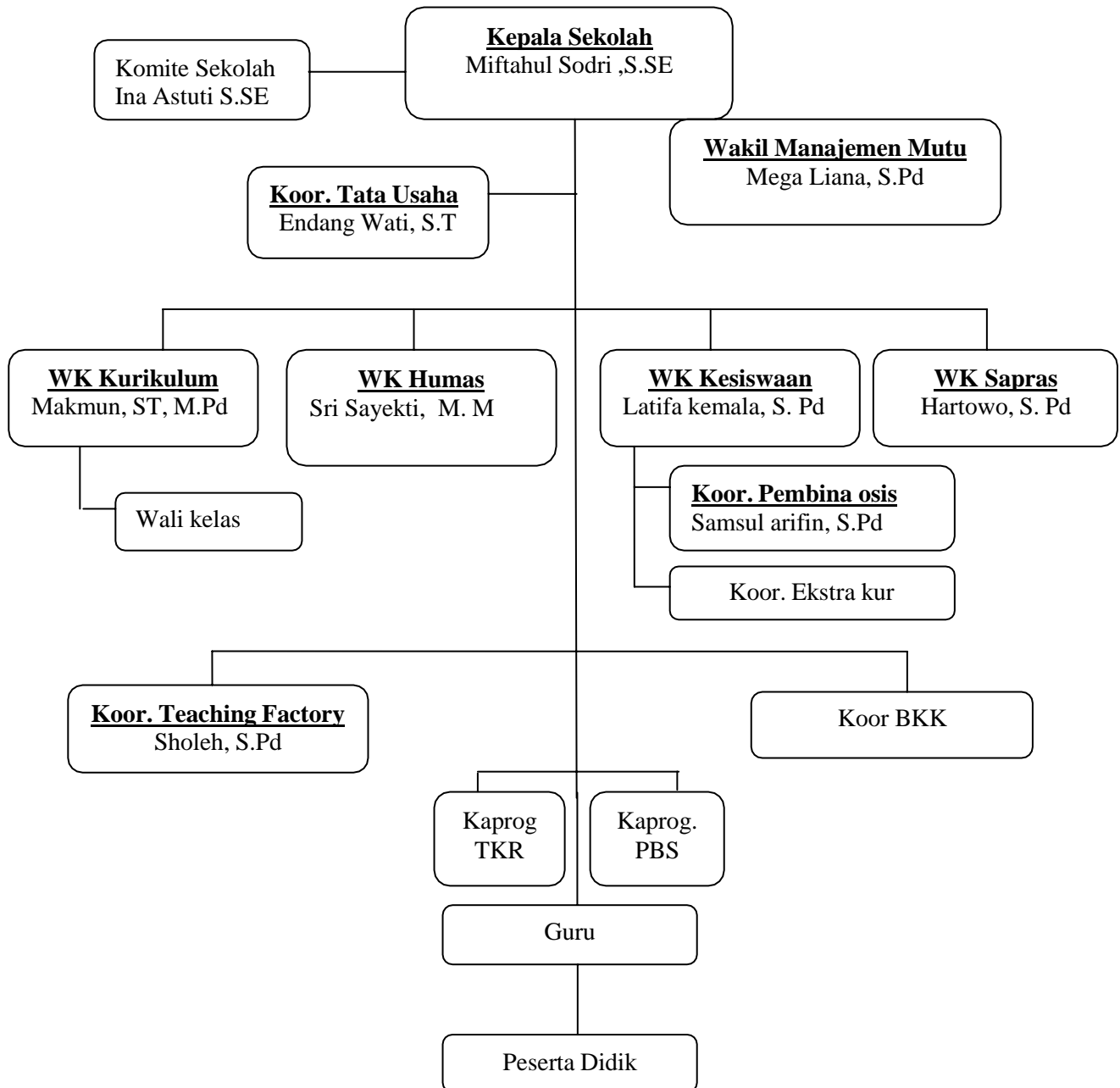
No	Class	M	F	Total
1.	X PBS	12	22	34
2.	X TKR	22	-	22
3.	X1 PBS	3	28	33
4.	X1 TKR	31	-	31
5.	X11 PBS	2	24	26
6.	XII TKR	25	-	25

Table 5
Number of Students by Education Level

Level Education	M	F	Total
Class X	34	22	56
Class XI	34	28	62
Class XII	27	-	27
Total	68	50	145

**b. The Structural Organization of SMK Integral Minhajut Thullab
Pekalongan**

Figure 3



c. The Facilities of SMK Integral Minhajut Thullab Pekalongan

The condition of the facilities and infrastructure in the SMK

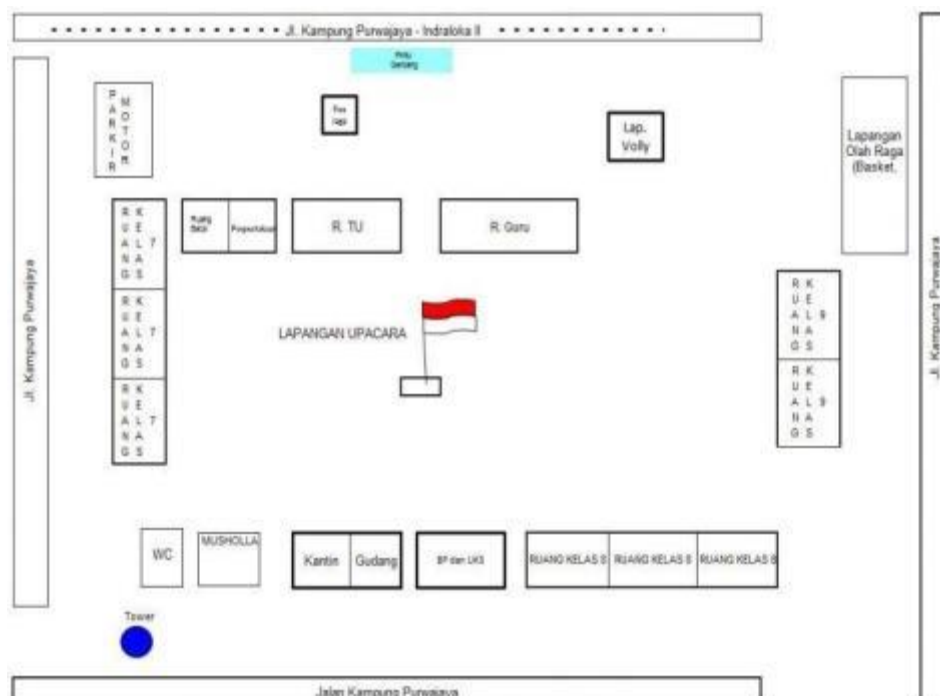
Integral Minhajut Thullab Pekalongan as follows:

Table 6
Data on facilities and Infrastructure of SMK Integral Minhajut Thullab
Pekalongan

No.	Name of Building/Facility	Total
1	Asrama Putra	1
2	Asrama Putri	1
3	Bengkel otomotif	1
4	Gudang	1
5	Kantin	1
6	Masjid	1
7	Ruang tamu kepala sekolah	1
8	Ruang aula	1
9	Ruang kepala sekolah	1
10	Ruang kelas	53
11	Ruang guru	1
12	Ruang ketua program keahlian otomotif	1
13	Ruang osis	1
14	Ruang UKS	1
15	Ruang konseling	1
16	Ruang tata usaha	1
17	Perpustakaan	1
18	Toilet guru	1
19	Toilet peserta didik	1
20	Lahan parkir	1
21	Lapangan upacara	1
22	Lab. bahasa inggris	1

d. The Sketch Location of SMK Minhajut Thullab Pekalongan

Figure 3



B. Description of Research Data

1. Teachers' Perception Upon Technological Pedagogical And Content Knowledge (Tpack) Approach In Teaching English During Pandemic.

The main objective of this research is to find out the teacher's perception of TPACK-based teaching in teaching English as a foreign language, find out how to teachers use TPACK for teaching and learning process for English teaching of SMK Integral Minhajut Thullab Pekalongan. The research data collected by the researcher was carried out using a qualitative method.

According Moleong as quated in Umrati states that qualitative research is research that intends to understand phenomena about what is experienced by research subjects (such as behavior, perception, etc.).

The step of writer doing this research are:

1. The writer came to SMK Integral Minhajut Thullab Pekalongan to ask the headmaster to ask and permission to research the students.
2. And the writer observed at SMK Integral Minhajut Thullab Pekalongan
3. The writer interviewed the teachers
4. The writer interviewed the students
5. The writer does the documentation
6. The writer got the data and than concludes the data from the teachers and students
7. The data that will be concludes and observed by researchers are the answers to teacher and student interviews who will find out results in this study.

Table 7

INTERVIEW FOR TEACHERS

NO	Question	Answer
1	Can you learn technology easily?	<p>BF : At the beginning of online learning I was very nervous because I couldn't use my Android phone, the students were smarter than me.</p> <p>SA : Yes , I understand what applications are suitable for the online teaching and learning process technology in learning, such as Google, Google Forms, Wikipedia, and sources that add insight into learning materials.</p> <p>AS : My knowledge of the use of technology is limited, during this online learning I, such as Whatsapp class groups and YouTube, before class starts I usually make videos on YouTube that are related to the topic of the lesson at that time.</p> <p><i>(Two teacher said it was easy, one teachers found it difficult the teacher use zoom whatsapp so on for easy to</i></p>

		<i>teaching and learning.)</i>
2	Are you easy to understand learning English online?	<p>BF : I think learning English online is not easy, because it doesn't interact directly with students</p> <p>SA : Learning English online is easy, if speaking lessons can be via video, audio or something else</p> <p>AS : It is more difficult to understand learning English online than offline because English also requires practice <i>(two teachers said that learning English online was easier because they could use videos, one teacher had difficulty because they could not interact directly with students)</i></p>
3	Do you frequently try out different technologies to use in the teaching process?	<p>BF : My difficulty in learning technology makes me only use applications or programs that I have mastered</p> <p>SA : I lack sufficient knowledge of how to use technology. During online</p>

		<p>learning, I can only use a few programs.</p> <p>For example, in the learning process, I only use the YouTube and Whatsapp applications</p> <p>AS : I often try various methods and teaching strategies in my class, I often try new strategies when I see the grades of students who don't get a significant increase in each weekly assignment</p> <p><i>(two teachers feel confused to teach using technology they only use whatsapp and zoom meeting, and one teacher is very technology savvy many applications are used in collecting assignments)</i></p>
4	<p>What difficulties did you experience during the teaching and learning process in the pandemic era?</p>	<p>BF : The teacher sees that the students are enthusiastic to learn because they feel more relaxed and can study wherever they are</p> <p>SA : Signal at home is difficult, especially when it rains</p> <p>AS: A Lot of references that are easy to understand and don't bore students</p> <p><i>(two teachers think that students prefer to learn online, and one teacher argues that</i></p>

		<i>the signal is difficult)</i>
5	What needs to be installed software to support learning?	<p>BF : Whatsapp, Zoom Meeting, Class Room , link , youtube, game quiz</p> <p>SA : Whatsapp, Google Meeting, Zoom Meeting</p> <p>AS : Whatsapp, Youtube , Link . Zoom Meeting</p> <p><i>(of the three teachers, all dominantly use whatsapp and zoom meetings in the process teaching and learning)</i></p>
6	Since when at this SMK Integral Minhajut thullab school l using online learning methods ?	<p>BF : Since the uproar of the Indonesian Covid 19</p> <p>SA : Since the ministry of education announced to act boldl</p> <p>AS : Since late 2019</p> <p><i>(of the three teachers argue that the learning process using tpack has been carried out since the emergence of corona)</i></p>
7	Do you have various ways and strategies to develop English learning?	<p>BF : Yes, I apply various techniques with certain media to help students understand English material such as sending links to games about English</p>

		<p>SA : Watching Hollywood movies or movie trailers on Youtube can be a fun learning activity. Students can learn new vocabulary and pay attention to the use of various types of English in everyday life</p> <p>AS : Yes, I provide many variants in the process of learning English, namely by watching English YouTube <i>(all the teachers are good enough, because they have been saved in terms of using technology during distance learning).</i></p>
8	How to prepare learning materials what will be taught?	<p>BF : I will study the material first, look for references and prepare the material using power point so that it is easy for students to understand</p> <p>SA : I will search youtube according to the material, then analyze and share videos to students via whatsapp groups</p> <p>AS : the teacher always repeats the lesson from the previous meeting before today's lesson starts through the google</p>

		<p>meeting and the teacher gives a quiz game to measure and evaluate student understanding.</p> <p><i>(All teachers have prepared the material as much as possible so that the teaching and learning process is effective).</i></p>
9	is it effective to do online learning?	<p>BF : NO</p> <p>SA : YES</p> <p>AS : YES</p> <p><i>(Two Teachers Say Online Learning Is Effective, One Teacher Says It's Not Effective).</i></p>
10	How do you give assessments practical lessons in speaking English while studying online	<p>BF : I see from how much students use vocab, the fluency</p> <p>SA : Yes, I will give assignments by the way students make news, then the video will be sent via youtube and the students give me the youtube link</p> <p>AS : I often use story telling for them to analyze what the story means and train them to speak</p> <p><i>(all the teachers give assegments use</i></p>

		<i>give the link youtube ang story telling to speaking)</i>
11	What technologies enhance the teaching approach to a lesson.	<p>BF : I recommend several applications for learning English to students such as my dictionary, hello basic and learning videos about English on youtube.</p> <p>SA : My students and I use several online platforms. Like whatsapp for discussion and google classroom for assignments</p> <p>AS : I often recommend education related apps to my students. I also usually distribute e-books and e-tests so that students can learn the material through their smartphones.</p> <p><i>(teachers use applications a lot to make teaching easier)</i></p>
12	What application do you think is effective for starting the English teaching and learning process?	<p>BF : Yes, I apply many techniques to make it easier for students to understand the material I convey, such as sending links to youtube videos and e-books to class groups and re-</p>

		<p>explaining the material if there are students who ask questions and do not understand the material.</p> <p>SA : I use classroom to record student attendance, and use whatsapp for collect assignments</p> <p>AS : Zoom Meeting, game question, whatsapp</p> <p><i>(An Effective Application That Is Whatsapp)</i></p>
13	<p>Can you teach lessons that appropriately combine language, technologies, and teaching approaches?</p>	<p>BF : I can integrate technology that helps improve online learning, but sometimes this is very difficult to implement in remote areas, most of our students don't have laptops or smartphones</p> <p>SA : The TPACK approach is suitable to be applied during this pandemic , but for now I'm still teacher centered, I will explain the material and give them some video examples so they can more easily understand what I'm saying.</p> <p>AS : Yes, teachers must be more</p>

		<p>creative following the times</p> <p><i>(All teachers say that tpack is very suitable for use during a pandemic)</i></p>
14	Does learning English online easier?	<p>BF : Yes , because the teacher can have many references from youtube about English and the students are happier</p> <p>SA : No because usually there are obstacles when the weather is not good your network will be difficult</p> <p>AS : there is hard, there is also easy</p> <p><i>(One Teacher Says There Are Obstacles When Learning Online Two Teachers Say Easy)</i></p>
15	Does it appropriate to use the TPACK approach to support online learning?	<p>BF : YES , Because easy use method the TPACK Understand About Technology</p> <p>SA : NO, because I feel not easy use TPACK</p> <p>AS : Yes, because it is simpler and according to the government's recommendations for online schools</p> <p><i>(One teacher disagrees with using the TPACK approach, two teachers say</i></p>

		<i>they agree with using the TPACK)</i>
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The Results of The Interview Above, it was concluded that In implementing teacher TPACK in: teaching EFL students at Minjahut Thullab Integral Vocational High School Pekalongan, there are two types of barriers. The first barrier is the teacher's lack of technological knowledge. When carrying out the online learning process. Teacher understanding of technological advances is critical. In fact, English teachers in Vocational High Schools continue to face technological challenges. Teachers, for example, are having difficulties using Google Classroom, scheduling Zoom meetings, and operating additional applications. The teacher stated during the interview that he could only deliver lessons via Whatsapp by sending course materials in the form of pdfs, videos, or YouTube video links.

Table 8
LIST OBSERVATION FOR THE TEACHERS

No	TPACK Observation Checklist	Not good	Good	Very Good	Excellent
1	The teacher explains the English material well through online learning				√
2	The teacher uses technology to support instructional strategies		√		
3	The teacher uses technology tools without any problems			√	
4	Able to follow various software developments, download and install programs			√	

5	English material delivered by the teacher through appropriate online learning with syllabus				√
6	The teacher provides a variety of references for the students to gain relevant content in EFL subject			√	
7	Favorable conditions during online learning is when the teacher deliver material			√	
8	Does online learning can foster student's motivation in learn English?	√			
9	The teacher conducts question and answer activities about English material in learn through online learning			√	
10	Teacher gives motivation before doing English learning by online				√
11	The teacher gives an example of material in the form of video or picture before doing learning English online				√
12	Can select effective teaching approaches to guide student thinking and learning			√	
13	Does the TPACK approach effective for learning methods during the pandemic	√			
14	The online assignments given by the teacher will there's an error			√	
15	Able to choose a special strategy suitable for teaching				√

	statistics boldly in the era COVID-19 pandemic				
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The results of the observations above, it can be concluded that the teacher has been very good at preparing the material, delivering the material, and giving the final task of learning English online, the teacher is as creative as possible in providing material so that students feel happy and not bored learning English, the teacher uses videos, games , pdf , power points to deliver material. some teachers say it's effective to use tpack and some say it's not effective.

Table 9
LIST INTERVIEW FOR THE STUDENTS

Hari/tanggal : 2 Agustus 2022
Narasumber : Ajeng Marsela
Student : Pbs X

No	Question	Yes	No
1	Are you easy to understand learning English online?		√
2	You are diligent in doing the English assignments given by the teacher through online learning during the covid-19 pandemic?	√	
3	Does internet data very influential in the process of learning English?	√	
4	You ask the teacher when having difficulty in learning the language English through online learning	√	

5	application do teachers use to explain lessons like zoom meetings, class meetings?	√	
6	You are taking language lessons English online is more active so that get good grades		√
7	Do whatsapp telegram, class room help the learning of English	√	
8	using grouping techniques to support learning development	√	
9	Do you think online-based learning English can be applied in the long term?		√
10	You are motivated and excited to learn english online learning during the covid-19 pandemic?	√	

Hari/tanggal : 2 Agustus 2022
 Narasumber : Kurnia Agustina
 Student : Pbs X

No	Question	Yes	No
1	Are you easy to understand learning English online?	√	
2	You are diligent in doing the English assignments given by the teacher through online learning during the covid-19 pandemic?	√	
3	Does internet data very influential in the process of learning English?		√

4	You ask the teacher when having difficulty in learning the language English through online learning	√	
5	application do teachers use to explain lessons like zoom meetings, class meetings?	√	
6	You are taking language lessons English online is more active so that get good grades	√	
7	Do whatsapp telegram, class room help the learning of English	√	
8	using grouping techniques to support learning development	√	
9	Do you think online-based learning English can be applied in the long term?	√	
10	You are motivated and excited to learn english online learning during the covid-19 pandemic?	√	

Hari/tanggal : 2 Agustus 2022
 Narasumber : Nova Riswati
 Student : Pbs XII

No	Question	Yes	No
1	Are you easy to understand learning English online?		√
2	You are diligent in doing the English assignments given by the teacher through online learning during the covid-19 pandemic?		√
3	Does internet data very influential in the process of learning English?		√
4	You ask the teacher when having difficulty in learning the language English through online learning	√	
5	application do teachers use to explain lessons like zoom meetings, class meetings?	√	
6	You are taking language lessons English online is more active so that get good grades		√
7	Do whatsapp telegram, class room help the learning of English	√	
8	using grouping techniques to support learning development	√	
9	Do you think online-based learning English can be applied in the long term?		√

10	You are motivated and excited to learn english online learning during the covid-19 pandemic?	√	
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Hari/tanggal : 2 Agustus 2022

Narasumber : Intan Pandini

Student : Pbs Xi

No	Question	Yes	No
1	Are you easy to understand learning English online?		√
2	You are diligent in doing the English assignments given by the teacher through online learning during the covid-19 pandemic?	√	
3	Does internet data very influential in the process of learning English?	√	
4	You ask the teacher when having difficulty in learning the language English through online learning	√	
5	application do teachers use to explain lessons like zoom meetings, class meetings?	√	
6	You are taking language lessons English online is more active so that get good grades		√
7	Do whatsapp telegram, class room help the learning of English	√	
8	using grouping techniques to support learning development	√	

9	Do you think online-based learning English can be applied in the long term?		√
10	You are motivated and excited to learn english online learning during the covid-19 pandemic?	√	

Hari/tanggal : 2 Agustus 2022

Narasumber : Angga Prabowo

Student : TKR XII

No	Question	Yes	No
1	Are you easy to understand learning English online?		√
2	You are diligent in doing the English assignments given by the teacher through online learning during the covid-19 pandemic?	√	
3	Does internet data very influential in the process of learning English?		√
4	You ask the teacher when having difficulty in learning the language English through online learning	√	
5	application do teachers use to explain lessons like zoom meetings, class meetings?	√	
6	You are taking language lessons English online is more active so that get good grades	√	

7	Do whatsapp telegram, class room help the learning of English	√	
8	using grouping techniques to support learning development	√	
9	Do you think online-based learning English can be applied in the long term?		√
10	You are motivated and excited to learn english online learning during the covid-19 pandemic?		√

The results of the interview above, it was concluded that from the five students there were several students who found it difficult in the online English learning process. One of the difficulties they experienced was signal constraints, students said the teacher often gave motivation before learning began, students said the teacher used the tpack approach method. in the learning process during the pandemic. but by using technology students get new challenges in the learning process. Complex learning content can be simplified with the help of technology. Can assist teachers in achieving competency development goals.

Based on the results of researchers through observations, it can be said that teachers and students have implemented the learning process with the TPACK approach in the classroom. Here the teacher's role is quite good in using and utilizing technology as a learning aid, although there are some specific obstacles, the learning objectives can still be achieved. Likewise, the role of students who are considered very good at using the technology taught by their teachers in the learning process, moreover the learning situation is still brave, students can

actually use technology easily because students can operate the hardware that is applied at home.

Based on the results of researchers through interviews with students, stated that students more easily understand learning by using technology. The reason is, in a bold learning situation, it takes media to support the learning process, such as sound animations, videos, pictures, etc. Because it is considered easier to remember and difficult than just a direct explanation from the teacher. Students can also directly operate technology that can be used in the learning process, such as the internet, Google Meet, Zoom Meeting, etc.

1. How to teachers use TPACK for teaching and learning process.

Based on the results of the research and the conclusions of the answers to student and teacher interviews, it was found that teachers and students had different perceptions, including:

(a) The teacher immediately improves and evaluates deficiencies during online teaching, this is so that students can understand the material and enjoy online school happily, don't forget to always review the previous meeting lesson before today's lesson starts

(b) Teachers must be able to increase knowledge about technology and more deeply what is the tpack approach so that it is easy to apply the material easily because if the lack of knowledge about technology is very influential in the learning process..

(a) Students must be creative to always look for materials and references for independent study at home and use study time as well as possible.

(b) Online class is very fun because you can do the learning process wherever you are, the TPACK approach is very suitable to be chosen as an effective method for carrying out the teaching and learning process during the pandemic. In addition ; Students can also ask directly to the teacher if there is material that is not understood, they can ask at any time, via WhatsApp or others without having to find it difficult to find the teacher.

C. Discussion

Based on the findings and discussion, the Conclusion of this study was that the result of the perception of the teachers at the school. Positive regarding the use of technological pedagogical content knowledge in teaching in learning. It was indicated by high qualification of the mean score that showed technological knowledge categorized in very high scale which means the perception of the teachers was very positive and for the other dimensions of TPACK categorized in high scale which mean the perception of the teachers was positive. The subject of the study makes this present study differs fro the previous study. The subjectsof this study are English teachers.

Similarities of this present study with previous studies are the teachers agree and have a positive perception toward the use of TPACK framework in the learning process and Teachers agree that the use of technology in the learning process is important and give many advantages for them.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After observing and interviewing teachers in using the TPACK based teaching approach in English subjects, each teacher has a different perception. how teachers perceive the use of TPACK based teaching approaches in English subjects, and to find out how teachers use TPACK for teaching and learning processes in teaching English. researchers reached the following conclusions:

One English teachers at SMK Integral Minhajut Thullab Pekalongan have an approach Insufficient TPACK. The teacher does not have sufficient knowledge about advances in technology for online learning, they still face problems in implement an online learning system because they have never done anything like this learning system in the previous school year. two English teachers at SMK Integral Minjahut Thullab Pekalongan have a good TPACK approach. Teacher have a good knowledge of technological advances for online learning, they did not find difficulties or obstacles in carrying out online learning system even though they have never done this kind of learning system in the previous school year.

Application of teacher TPACK in the teaching and learning process of EFL students during the Covid-19 pandemic in The high school has been very well executed, but the teachers faced a bit of a problem.

There are two types of barriers in implementing teacher TPACK in: teaching EFL students at Minjahut Thullab Integral Vocational High School Pekalongan. The first obstacle is the teacher's knowledge of technology. In conducting the online learning process. Teacher knowledge about technological advances is very important. In fact, English teachers in Vocational High Schools still face some problems related to technology. For example, teachers are having problems using Google Classroom, setting up zoom meetings, and operating more application. During the interview, the teacher stated that he could only use Whatsapp to deliver lessons, by sending course materials in the form of pdfs, videos, or YouTube video links.

Students that learning English online during the Covid-19 pandemic is easier and students can ask lessons anytime via whatsapp, students explain that learning English online has a good effect on them, such as being independent in learning English and increasing their motivation in learning the language English

B. Suggestion

Based on the research finding, the researcher tries to give some suggestions after finishing this study. The suggestions are listed below.

1. For English Teacher Learning

Will be effective if there is interaction between teacher and student.

Learning will also be effective if student learning outcomes are assessed or evaluated, the goal is to measure how successful a teacher is in teaching

his student, in addition to measuring how much the percentage of the student understand the material that has been taught by the teacher. English teachers should continue to learn more about TPACK at order to improve the quality of the educational process. and increase creativity so that students do not get bored of online learning, and always provide motivation to always be enthusiastic about learning.

2. For Students

You can ask the teacher if you have difficulty when learning online, don't delay work because you postpone one task, there will be more other tasks. Download the application you need, stay motivated and listen carefully during the teaching and learning process and always listen to suggestions and motivation from the teacher.

3. For Other Researchers

For future researcher can discuss the use of online media specifically, with a large population, and with different types of the research. The future researcher can correlations the perception with learning objectives, and can also focus on knowing whether learning media are effectively used in online learning. The future researcher can also make questions related to the application used, direct or delay learning and also related to skills in learning English.

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APPENDICES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Nomor : B-2766/In.28/D.1/TL.00/06/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK INTEGRAL
MINHAJUT THULLAB
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2765/In.28/D.1/TL.01/06/2022, tanggal 17 Juni 2022 atas nama saudara:

Nama : **LATIFATUL MUTOHAROH**
NPM : 1801071027
Semester : 8 (Delapan)
Jurusan : Tadrīs Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK INTEGRAL MINHAJUT THULLAB, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "TEACHERS PERCEPTION UPON TECHNOLOGICAL PEDAGOGICAL AND CONTENT KNOWLEDGE TPACK APPROACH IN TEACHING ENGLISH DURING PANDEMIC".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 Juni 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



**YAYASAN PONDOK PESANTREN MINHAJUTH THULLAB
SMK INTEGRAL MINHAJUTH THULLAB 02 PEKALONGAN
PROGRAM KEAHLIAN : TEKNIK DAN BISNIS SEPEDA MOTOR
PERBANKAN SYARIAH**

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Nomor : 015/YPP.MT.PPHI/IV/2022
Lampiran : 1 Berkas
Perihal : Surat Balasan PRASURVEY

Pekalongan, 21 April 2022

Kepada YTH,
Ketua Jurusan Tadris Bahasa Inggris IAIN Metro
Di- tempat

Dengan Hormat,

Menindaklanjuti surat Izin Prasurvey dari IAIN Metro, dengan ini saya selaku Kepala SMK Integral Minhajuth Thullab Pekalongan memberikan izin kepada:

Nama : LATIFATUL MUTOHAROH
NPM : 1801071027
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris
Judul : TEACHERS PERCEPTION UPON TECHNOLOGICAL PEDAGOGICAL AND CONTENT KNOWLEDGE TPACK APPROACH IN TEACHING ENGLISH DURING PANDEMIC

Untuk melakukan Prasurvey dan segala yang diutuhkan dalam proses kegiatan tersebut.

Demikian surat ini kami buat dan dapat digunakan sebagaimana mestinya, atas perhatiannya kami ucapkan terimakasih.

Kepala Sekolah,

MIPTAHUL SODRI, S.Sy

Nomor : B-3766/In.28.1/J/TL.00/08/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Syahreni Siregar (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : Laifatul Mutoharoh
NPM : 1801071027
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : THEAHERS PERCEPTION UPON TECHNOLOGICAL PEDAGOGICAL AND CONTENT KNOWLEDGE (TPACK) APPROACH TEACHING ENGLISH DURING PANDEMIC

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 05 Agustus 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2766/ln.28/D.1/TL.00/06/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK INTEGRAL
MINHAJUT THULLAB
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2765/ln.28/D.1/TL.01/06/2022, tanggal 17 Juni 2022 atas nama saudara:

Nama : **LATIFATUL MUTOHAROH**
NPM : 1801071027
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK INTEGRAL MINHAJUT THULLAB, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "TEACHERS PERCEPTION UPON TECHNOLOGICAL PEDAGOGICAL AND CONTENT KNOWLEDGE TPACK APPROACH IN TEACHING ENGLISH DURING PANDEMIC".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 Juni 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2765/In.28/D.1/TL.01/06/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **LATIFATUL MUTOHAROH**
NPM : 1801071027
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK INTEGRAL MINHAJUT THULLAB, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "TEACHERS PERCEPTION UPON TECHNOLOGICAL PEDAGOGICAL AND CONTENT KNOWLEDGE TPACK APPROACH IN TEACHING ENGLISH DURING PANDEMIC".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 17 Juni 2022

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



**YAYASAN PONDOK PESANTREN MINHAJUT THULLAB
SMK INTEGRAL MINHAJUT THULLAB PEKALONGAN**

NPSN : 69795843

NSS : 402120810057

NIS : 400570

Alamat : Jl. Swadaya KM 3 Gondangrejo 32 A Pekalongan Lampung Timur HP. 085227516682

Nomor : 17/B/SMK-MT/PKL/VI/2022

Pekalongan, 18-Juni-2022

Lampiran : -

Prihal : Surat balasan izin research

Kepada YTH,
Wakil Dekan Akademik dan Kelembagaan Tarbiyah IAIN Metro
Di tempat

Dengan Hormat

Menindaklanjuti surat Reseach dari IAIN Metro No: B-2766/ln.28/D.1/TL.00/06/2022, dengan ini saya selaku Kepala sekolah SMK Integral Minhajuth Thullab Pekalongan Memberikan izin kepada

Nama : LATIFATUL MUTUHAROH
NPM : 1801071027
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Untuk Melakukan Reasech dan segala yang di butuhkan dalam proses kegiatan tersebut.

Demikian surat ini kami buat dan dapat di gunakan sebagaimana mestinya, atas perintahnya kami ucxapkan terimakasih

Kepala Sekolah

HUL SODRI, S.Sv





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS SYARIAH

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI

Nama : Latifatul Mutoharoh
NPM : 1801071027

Fakultas/Jurusan : Tarbiyah/TBI
Semester/TA : 9/2022

No	Hari/ Tanggal	Pembimbing I	Hal Yang Dibicarakan	TandaTangan
1	12/09/2022		1. Setiap table di beri kesimpulan	
2			2. Batasi masalah 3. Rapihkan penulisan 4. Bab 4 bahan mentah	

Ketua Jurusan TBI

Andianto, M.Pd

NIP.19871102 201503 1 004

Dosen Pembimbing I,

Syahreni Siregar, M.Hum

NIP. 197608142009122004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.mctrouniv.ac.id; e-mail: iainmetro@mctrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Latifatul Mutoharoh
NPM : 1801071027

Fakultas/Jurusan : Tarbiyah/TBI
Semester/TA : VIII/2022

No	Hari/ Tanggal	Pembimbing I	Hal Yang Dibicarakan	TandaTangan
1	4/04/2022		1. tell me how many teachers did you study? 2. Acc	

Dosen Pembimbing I,

Svahreni Siregar M. Hum
NIP. 197608142009122004

Mahasiswa Ybs,

Latifatul Mutoharoh
NPM. 1801071027



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Latifatul Mutoharoh
NPM : 18010710217

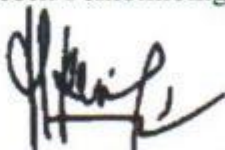
Jurusan : TBI
Semester : 8

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
	4/04/2022			<ol style="list-style-type: none">1. tell me how many teachers did you study?2. Acc to seminar proposal	

Mengetahui
Ketua Jurusan TBI


Andiarto, M.Pd
NIP.198711022015031004

Dosen Pembimbing I


Syahreni Siregar M.Hum
NIP.197608142009122004



KEMENTRIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI

Nama : Latifatul Mutoharoh
NPM : 1801071027

Fakultas/Jurusan : Tarbiyah/TBI
Semester/TA : 9/2022

N o	Hari/ Tanggal	Pembimbing I	Hal Yang Dibicarakan	TandaTangan
1	12/09/2022	✓	Complete your Appendix	
2	19/09/2022	✓	Ace for sidang	

Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871022015031004

Dosen Pembimbing I,

Svahreni Siregar M.Hum
NIP. 197608142009122004

Table 1**LIST TEACHERS AS PARTICIPANT**

1.	Agus Suahandi S.Pd
2.	Sulia Assyifa S.Pd
3.	Bela Fransisaka S.Pd

Table 2**LIST INTERVIEW FOR THE TEACHERS**

Hari/tanggal : Senin, 01 Agustus 2022

Narasumber : Bela Fransiska S.Pd

No	Question	Answer
1	Can you learn technology easily?	- At the beginning of online learning I was very nervous because I couldn't use my Android phone, the students were smarter than me
2	Are you easy to understand learning English online?	- Learning English online is not easy, offline learning is easy because it is easy to understand
3	Do you frequently try out different technologies to use in the teaching process?	- My difficulty in learning technology makes me only use applications or programs that I have mastered.
4	What difficulties did you experience during the teaching and learning process in the pandemic era?	- the signal at home is difficult especially when it rains
5	What needs to be installed software to support learning?	- Whatsapp, Zoom Meeting, Class Room , link , youtube, game quiz

6	Since when at this SMK Integral Minhajut thullab school I using online learning methods ?	- Since the uproar of the Indonesian Covid 19
7	Do you have various ways and strategies to develop English learning?	- Yes, I apply various techniques with certain media to help students understand English material such as sending links to games about English
8	How to prepare learning materials what will be taught?	- I will study the material first, look for references and prepare the material using power point so that it is easy for students to understand
9	In your opinion, is it effective to do online learning?	- NO
10	How do you give assessments practical lessons in speaking English while studying online	- I see from how much students use vocab, the fluency
11	What technologies enhance the teaching approach to a lesson.	- I recommend several applications for learning English to students such as my dictionary, hello basic and learning videos about English on youtube.
12	What application do you think is effective for starting the English	- Yes, I apply many

	teaching and learning process?	techniques to make it easier for students to understand the material I convey, such as sending links to youtube videos and e-books to class groups and re-explaining the material if there are students who ask questions and do not understand the material.
13	Can you teach lessons that appropriately combine language, technologies, and teaching approaches?	- I can integrate technology that helps improve online learning, but sometimes this is very difficult to implement in remote areas, most of our students don't have laptops or smartphones
14	Does learning English online easier?	- Yes , because the teacher can have many references from youtube about English and the students are happier
15	Does it appropriate to use the TPACK approach to support online learning?	- Yes

Table 3
LIST INTERVIEW FOR THE TEACHERS

Hari/tanggal : Senin, 01 Agustus 2022

Narasumber : Sulis Asyifa S.Pd

No	Question	Answer
1	Can you learn technology easily?	- yes , I understand what applications are suitable for the online teaching and learning process
2	Are you easy to understand learning English online?	- I think learning English online is not easy, because it does not interact directly with students
3	Do you frequently try out different technologies to use in the teaching process?	- I lack sufficient knowledge of how to use technology. During online learning, I can only use a few programs. For example, in the learning process, I only use the YouTube and Whatsapp applications
4	What difficulties did you experience during the teaching and learning process in the pandemic era?	- the teacher sees that students are not eager to learn because they prefer to play other cellphones like games
5	What needs to be installed software to support learning?	- Whatsapp, google Meeting
6	Since when at this SMK Integral Minhajut thullab school l using online learning methods ?	- Since the ministry of education announced to act boldly

7	Do you have various ways and strategies to develop English learning?	<ul style="list-style-type: none"> - Watching Hollywood movies or movie trailers on Youtube can be a fun learning activity. Students can learn new vocabulary and pay attention to the use of various types of English in everyday life.
8	How to prepare learning materials what will be taught?	<ul style="list-style-type: none"> - I will search youtube according to the material, then analyze and share videos to students via whatsapp groups
9	In your opinion, is it effective to do online learning?	<ul style="list-style-type: none"> - YES
10	How do you give assessments practical lessons in speaking English while studying online	<ul style="list-style-type: none"> - Yes, I will give assignments by the way students make news, then the video will be sent via youtube and the students give me the youtube link
11	What technologies enhance the teaching approach to a lesson.	<ul style="list-style-type: none"> - My students and I use several online platforms. Like whatsapp for discussion and google classroom for assignments
12	What application do you think is effective for starting the English teaching and learning process?	<ul style="list-style-type: none"> - I use classroom to record student attendance

13	Can you teach lessons that appropriately combine language, technologies, and teaching approaches?	<ul style="list-style-type: none"> - I haven't found a suitable approach to apply during this pandemic, but for now I'm still teacher centered, I will explain the material and give them some video examples so they can more easily understand what I'm saying.
14	Does learning English online easier?	<ul style="list-style-type: none"> - No because usually there are obstacles when the weather is not good your network will be difficult
15	Does it appropriate to use the TPACK approach to support online learning?	<ul style="list-style-type: none"> - No , Because I Don't Understand About Technology

Table 4
LIST INTERVIEW FOR THE TEACHERS

Hari/tanggal : Senin, 01 Agustus 2022

Narasumber : Agus Suahandi S,Pd

No	Question	Answer
1	Can you learn technology easily?	<ul style="list-style-type: none"> - My knowledge of the use of technology is limited, during this online learning I, such as Whatsapp class groups and YouTube, before class starts I usually make videos on YouTube that are related to the topic of the lesson at that time.
2	Are you easy to understand learning English online?	<ul style="list-style-type: none"> - Harder understand learning English online rather than offline because English also requires practice
3	Do you frequently try out different technologies to use in the teaching process?	<ul style="list-style-type: none"> - I often try various methods and teaching strategies in my class, I often try new strategies when I see the grades of students who don't get a significant increase in each weekly assignment
4	What difficulties did you experience during the teaching and learning process in the pandemic era?	<ul style="list-style-type: none"> - It's hard to find references that are easy to understand and don't bore the student
5	What needs to be installed software to support learning?	<ul style="list-style-type: none"> - Whatsapp, youtube , link

6	Since when at this SMK Integral Minhajut thullab school I using online learning methods ?	- Since late 2019
7	Do you have various ways and strategies to develop English learning?	- Yes, I provide many variants in the process of learning English, namely by watching English YouTube
8	How to prepare learning materials what will be taught?	- the teacher always repeats the lesson from the previous meeting before today's lesson starts through the google meeting and the teacher gives a quiz game to measure and evaluate student understanding
9	In your opinion, is it effective to do online learning?	- NO
10	How do you give assessments practical lessons in speaking English while studying online	- I often use story telling for them to analyze what the story means and train them to speak
11	What technologies enhance the teaching approach to a lesson.	- I often recommend education related apps to my students. I also usually distribute e-books and e-tests so that students can learn the material through their smartphones

12	What application do you think is effective for starting the English teaching and learning process?	- Zoom meeting
13	Can you teach lessons that appropriately combine language, technologies, and teaching approaches?	- Yes, teachers must be more creative following the times
14	Does learning English online easier?	- there is hard, there is also easy
15	Does it appropriate to use the TPACK approach to support online learning?	- Yes, because it is simpler and according to the government's recommendations for online schools

Table 5

LIST STUDENTS AS PARTICIPANT

1.	Angga Prabowo	Tehnik kendaraan ringan
2.	Intan Pandini	Perbankan syariah
3.	Nova Riswati	Perbankan syariah
4.	Kurnia Agustina	Perbankan syariah
5.	Ajeng Marsela	Perbankan syariah

Table 6

LIST INTERVIEW FOR THE STUDENTS

Hari/tanggal : 2 Agustus 2022

Narasumber : Ajeng Marsela

Student : Pbs X

No	Question	Yes	No
1	Are you easy to understand learning English online?		√
2	You are diligent in doing the English assignments given by the teacher through online learning during the covid-19 pandemic?	√	
3	Does internet data very influential in the process of learning English?	√	
4	You ask the teacher when having difficulty in learning the language English through online learning	√	
5	application do teachers use to explain lessons like zoom meetings, class meetings?	√	
6	You are taking language lessons English online is more active so that get good grades		√
7	Do whatsapp telegram, class room help the learning of English	√	
8	using grouping techniques to support learning development	√	

9	Do you think online-based learning English can be applied in the long term?		√
10	You are motivated and excited to learn english online learning during the covid-19 pandemic?	√	

Hari/tanggal : 2 Agustus 2022
 Narasumber : Kurnia Agustina
 Student : Pbs X

No	Question	Yes	No
1	Are you easy to understand learning English online?	√	
2	You are diligent in doing the English assignments given by the teacher through online learning during the covid-19 pandemic?	√	
3	Does internet data very influential in the process of learning English?		√
4	You ask the teacher when having difficulty in learning the language English through online learning	√	
5	application do teachers use to explain lessons like zoom meetings, class meetings?	√	
6	You are taking language lessons English online is more active so that get good grades	√	

7	Do whatsapp telegram, class room help the learning of English	√	
8	using grouping techniques to support learning development	√	
9	Do you think online-based learning English can be applied in the long term?	√	
10	You are motivated and excited to learn english online learning during the covid-19 pandemic?	√	

Hari/tanggal : 2 Agustus 2022
 Narasumber : Nova Riswati
 Student : Pbs XII

No	Question	Yes	No
1	Are you easy to understand learning English online?		√
2	You are diligent in doing the English assignments given by the teacher through online learning during the covid-19 pandemic?		√
3	Does internet data very influential in the process of learning English?		√
4	You ask the teacher when having difficulty in learning the language English through online learning	√	
5	application do teachers use to explain lessons like zoom meetings, class	√	

	meetings?		
6	You are taking language lessons English online is more active so that get good grades		√
7	Do whatsapp telegram, class room help the learning of English	√	
8	using grouping techniques to support learning development	√	
9	Do you think online-based learning English can be applied in the long term?		√
10	You are motivated and excited to learn english online learning during the covid-19 pandemic?	√	

Hari/tanggal : 2 Agustus 2022
Narasumber : Intan Pandini
Student : Pbs Xi

No	Question	Yes	No
1	Are you easy to understand learning English online?		√
2	You are diligent in doing the English assignments given by the teacher through online learning during the covid-19 pandemic?	√	
3	Does internet data very influential in the process of learning English?	√	

4	You ask the teacher when having difficulty in learning the language English through online learning	√	
5	application do teachers use to explain lessons like zoom meetings, class meetings?	√	
6	You are taking language lessons English online is more active so that get good grades		√
7	Do whatsapp telegram, class room help the learning of English	√	
8	using grouping techniques to support learning development	√	
9	Do you think online-based learning English can be applied in the long term?		√
10	You are motivated and excited to learn english online learning during the covid-19 pandemic?	√	

Hari/tanggal : 2 Agustus 2022

Narasumber : Angga Prabowo

Student : TKR XII

No	Question	Yes	No
1	Are you easy to understand learning English online?		√
2	You are diligent in doing the English assignments given by the teacher through online learning during the covid-19 pandemic?	√	

3	Does internet data very influential in the process of learning English?		√
4	You ask the teacher when having difficulty in learning the language English through online learning	√	
5	application do teachers use to explain lessons like zoom meetings, class meetings?	√	
6	You are taking language lessons English online is more active so that get good grades	√	
7	Do whatsapp telegram, class room help the learning of English	√	
8	using grouping techniques to support learning development	√	
9	Do you think online-based learning English can be applied in the long term?		√
10	You are motivated and excited to learn english online learning during the covid-19 pandemic?		√

DOCUMENTATION

Interview With Teachers





Interview With Students









IAIN

M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1237/In.28/S/U.1/OT.01/10/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Latifatul Mutoharoh
NPM : 1801071027
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801071027

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 19 Oktober 2022

Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H.

NIP. 19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Latifatul Mutoharoh
NPM : 1801071027
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 20 Oktober 2022

Ketua Prodi TBI

Andianto, M.Pd

NIP. 1987 1102 201503 1 004

TEACHERS' PERCEPTION UPON TECHNOLOGICAL PEDAGOGICAL AND CONTENT KNOWLEDGE (TPACK) APPROACH IN TEACHING ENGLISH DURING PANDEMIC

by Latifatul Mutoharoh

submission date: 17-Oct-2022 03:38PM (UTC+0700)

submission ID: 1927524255

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The Name of the writer is Latifatul Mutoharoh .

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