

**PERCEPTIONS OF SECONDARY SCHOOL ENGLISH
TEACHERS IN EAST TEGAL DISTRICT ON
TECHNOLOGICAL PEDAGOGICAL CONTENT
KNOWLEDGE (TPACK) IN ONLINE LEARNING IN
PANDEMIC ERA**



A THESIS

**Submitted to English Education Department as a Partial Fullfilment of the
Requirements for S.Pd Degree**

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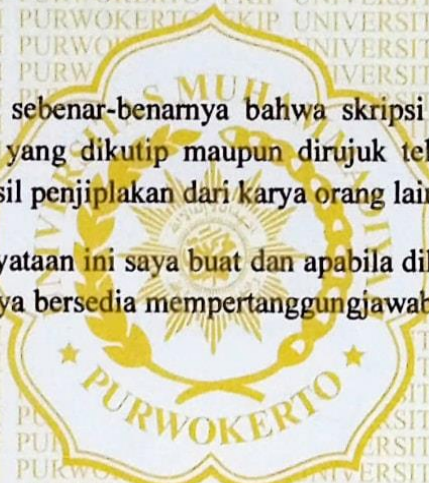
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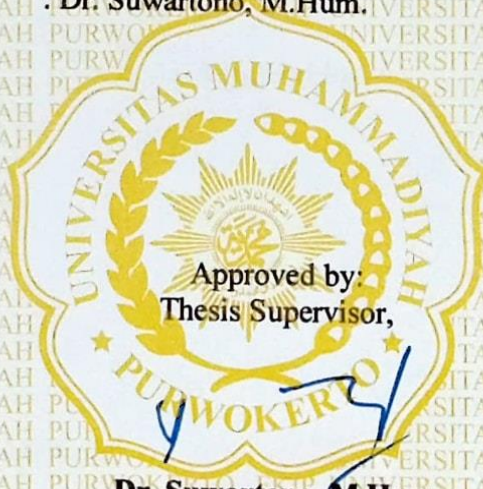
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Telah berhasil dipertahankan di hadapan Dewan Penguji dan diterima sebagai bagian persyaratan yang diperlukan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Purwokerto.

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MOTTO

“Tidaklah mungkin bagi matahari mengejar bulan dan malam pun tidak dapat mendahului siang. Masing-masing beredar pada garis edarnya.”

(QS. Yaasin Ayat 40)



DEDICATION

In the name of Allah the Beneficent and Merciful, this final project is dedicated to:

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2. My beloved parents, Ayah Sutarman and Ibu Eka Andriani and also my sisters Maulia Egi Isnaini and Destiara Maharani for giving me incredible support, prayer, cares, love, money and everything, so the researcher can finish the thesis.
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The writer wishes to express great appreciation and special thanks to:

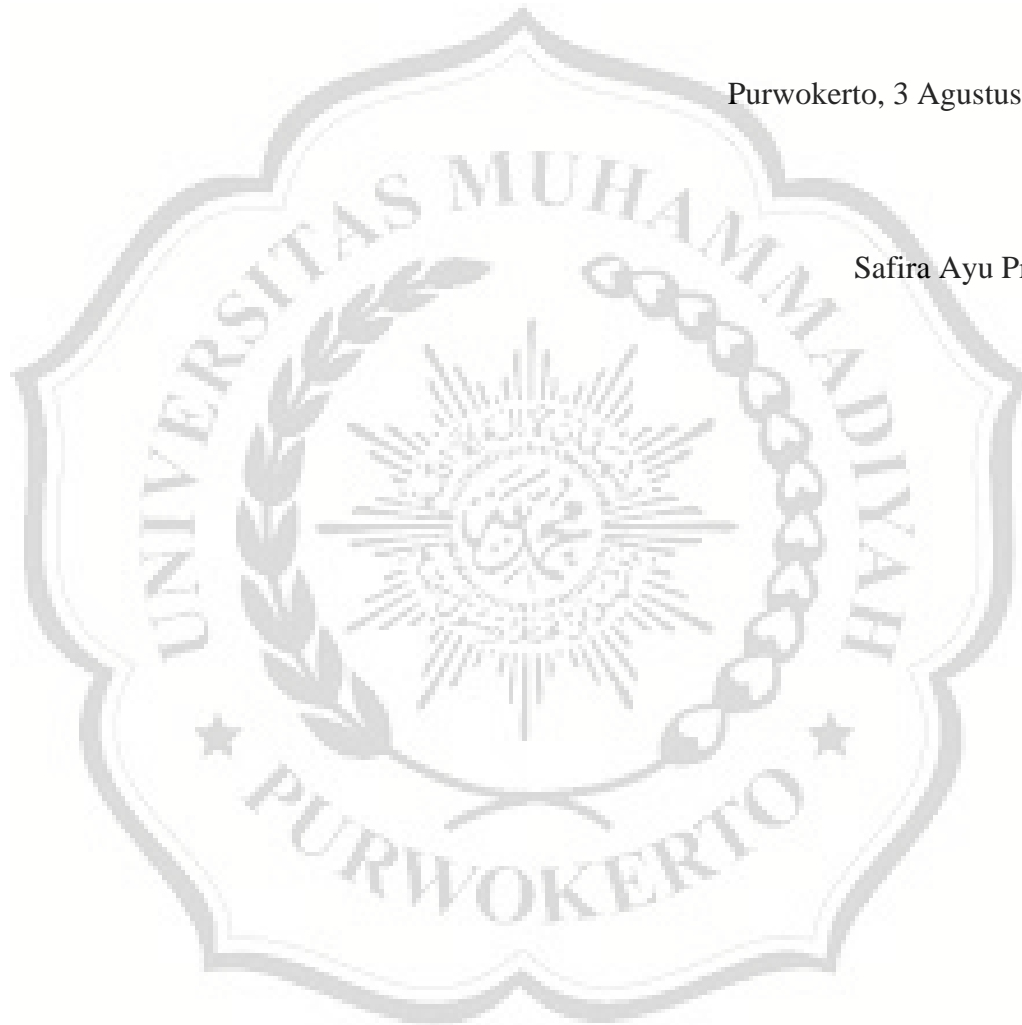
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This thesis is far from perfect, but it is expected that it will be useful not only for the researcher but also for the readers. For this reason, constructive thoughtful suggestions and comments are welcomed.

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ABSTRACT

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This study sought to understand secondary school English teachers' perceptions of the existence of TPACK in the East Tegal district, specifically (technology, pedagogy, and content knowledge). Additionally, they used three TPACK bodies throughout the pandemic era when they were teaching and learning. This study used descriptive qualitative research, and there are two different types of data sources used: primary data gained through extensive semi-structured interviews and secondary data acquired through documentation. The theoretical bases are provided by the theory of perception, the TPACK framework, and online learning. The study's conclusions suggest that teachers' opinions of recent innovations in education are well supported. One of these is their familiarity with the TPACK methodology. They used the three essential knowledge (technology, pedagogy, and content) that comprise the TPACK framework's body. The combination of various bodies of knowledge, both theoretically and practically, results in the types of flexible knowledge required to successfully embrace technology into education.

Keywords: perceptions, TPACK framework, Covid-19 pandemic, online learning.

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ABSTRAK

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Penelitian ini berusaha untuk memahami persepsi guru bahasa Inggris sekolah menengah tentang keberadaan TPACK di Kabupaten Tegal Timur, khususnya (teknologi, pedagogi, dan pengetahuan konten). Selain itu, mereka menggunakan tiga badan TPACK selama masa pandemi ketika mereka mengajar dan belajar. Penelitian ini menggunakan penelitian kualitatif deskriptif, dan ada dua jenis sumber data yang digunakan: data primer diperoleh melalui wawancara semi-terstruktur ekstensif dan data sekunder diperoleh melalui dokumentasi. Landasan teori disediakan oleh teori persepsi, kerangka TPACK, dan pembelajaran online. Kesimpulan penelitian menunjukkan bahwa pendapat guru tentang inovasi terbaru dalam pendidikan didukung dengan baik. Salah satunya adalah keakraban mereka dengan metodologi TPACK. Mereka menggunakan tiga pengetahuan penting (teknologi, pedagogi, dan konten) yang membentuk tubuh kerangka TPACK. Kombinasi dari berbagai badan pengetahuan, baik secara teoritis maupun praktis, menghasilkan jenis pengetahuan yang fleksibel yang dibutuhkan untuk berhasil merangkul teknologi ke dalam pendidikan.

Kata kunci: persepsi, kerangka TPACK, pandemi Covid-19, pembelajaran online.

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