

CHAPTER I

INTRODUCTION

A. Research Background

The potential of digital technology to improve student learning is well accepted. Much enthusiasm has also been accompanied by the development of digital technology along with an increasingly personalized, distant, adaptable, data-driven path (Selwyn, 2015). In recent years with the rapid growth of technology, the educational field in Indonesia has many facilities that can be done with technology development. The development of technology has benefited many things, one of which has been since the beginning of the pandemic, which has made many changes in the education system in Indonesia.

Industrial revolution is the stage in creating information, according to Schwab (2016), although there is a border between physical and sophisticated universes. In the 21st century, we are living in the fourth industrial revolution, and today's young must be able to keep up with the current societal changes in order to be considered serious. Social changes are significant because digitization in education is a new paradigm of high-tech development. Various factors imply such advances in quality and related experience in this area.

The Covid-19 pandemic encourages Indonesian students to learn through digital devices and demands teachers to keep up with the flow of change in education. Therefore, the purpose of this study is to determine secondary school English teachers' perceptions of technology and pedagogy for the learning process during the pandemic. However, the Indonesian Ministry of Education has changed to a Covid emergency curriculum. With the change in the curriculum of education, which primarily uses technology, this is in line with Kohler (2015) 's state that as technology-centric curriculum changes, a framework for the development of technology, pedagogy, and learning materials has been needed to improve the quality of learning. Teachers must be able to combine technology, pedagogy, and content-related knowledge. Similarly, Mishra (2006) stated that various knowledge systems underpin teaching, including knowledge of students' thinking and learning as well as subject information. According to Mishra and Koehler (2006), Technological Pedagogical and Content Knowledge (TPACK) is an educational framework used to assist teachers in connecting Technology, Pedagogy, and Content Knowledge in their teaching process; this framework is the understanding that teaching is a highly complex activity that draws on many different types of knowledge. The framework, as the name implies, concentrates on three domains of knowledge: (1) Knowledge of Content (CK), (2) Knowledge of Pedagogy (PK), and (3) Knowledge of Technology (TK).

Using the TPACK framework, teachers transformed the original lesson plan into a better one by focusing on the domain of TPACK and

demonstrating the quality of lesson plan learning activities. The supporting materials cover the integrated TPACK domain of technology, pedagogy, and content knowledge (Mishra & Koehler, 2006). One more reason for supporting the distance learning measure is that online learning aims at distance learning between teachers and students. Furthermore, both experienced and inexperienced teachers require academic updates with fresh knowledge and insights through professional development (Hartono, 2016 in Nazari et al., 2019). Learning online is not an issue for teachers and students who have executed an e-learning framework or blended learning, both the framework, the specialized, and the learning society.

Technology has evolved and continues to impact our lives and the way information and communication technologies transform education. The study's primary focus is on e-learning because that's where the actual potential of ICT lies. TPACK is the focus of this study, which examines instructors' views on its utilization. The perceptions are needed to measure the understanding of English teachers in secondary schools towards three essential pieces of knowledge that play a significant role in online learning in the pandemic: technology, pedagogy, and learning content. By the same, their perceptions about the existence of the TPACK framework also the implementation in the lesson plan and learning process.

B. Research Question

Based on the statement of the research above, the researcher formulates the research questions:

1. What are the perceptions of English teachers in secondary school towards TPACK in online learning?
2. What are teachers' perceptions about TPACK implemented in the lesson plan?
3. How do the teachers' methods harmonize each TPACK domain in online learning?

C. Research Objectives

Based on research questions, this study aims to:

1. Investigate the perceptions of English teachers in secondary school towards TPACK in online learning.
2. Investigate teachers' perceptions with its implementation applied on the lesson plan.
3. Describe teachers' method to harmonize from each TPACK domain in online learning.

D. Significance of Research

Technology has contributed to the advancement of learning worldwide. With the increasing quality and accessibility of the internet and Internet-based technologies, alongside the necessity for various scholars to possess different suggestions to finish their education. This study surveyed a sample of online teachers across the country. It measured their views and knowledge on the three key areas described in the TPACK framework: technology, pedagogy, content, and combinations of each of these areas.