

**A STUDY OF EFL TEACHERS' IMPLEMENTATION OF
TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK)
AT MAN 3 ACEH BESAR**

THESIS

Submitted by

RIZKILIA PARAMITA

220203138

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**

2026 M / 1448

APPROVAL LETTER

A STUDY OF EFL TEACHERS' IMPLEMENTATION OF TECHNOLOGICAL
PEDAGOGICAL AND CONTENT KNOWLEDGE (TPACK) AT MAN 3 ACEH BESAR

THESIS

Has Been Approved and Submitted to the Thesis *Munaqasyah* Defense as One
the Requirements to Obtain a Bachelor's Degree in the field of english
Language Education

By

Rizkilia Paramita

NIM. 220203138

Student of English Language Education Faculty of Tarbiyah and Teacher
Training Ar-Raniry State Islamic University Banda Aceh

Approved by:

Supervisor

Head of Department


Chamisah, M.Ed., Ph.D
NIP. 197002051999032004


Syarifah dahliana, S.Ag., M.Ed.,
Ph.D. NIP. 197504162000032001

EXAMINER APPROVAL

It has been defended in *Sidang Munaqasyah* in front of the board of the Examination for the working paper and has been accepted in partial fulfillment of the requirements for the Bachelor Degree of Education in English Language Teaching

On:

Thursday,

August, 13th 2026 M

29 Shafar, 1448 H

In Darussalam, Banda Aceh

Board of Examiners,

Chairperson

Chamisah, S.Ag., M. Ed

Secretary

Fera Busfina Zalha, MA.

Examiner 1

Rahmat Yusny, S.Pd.I., M.TESOL.,
Ph.D.

Examiner 2

Mulia, M.Ed

Certified by:

The Dean of Fakultas Tarbiyah dan Keguruan Universitas
Islam Negeri Saniry Banda Aceh



Prof. Safrul Mulu, S.E., M.A., M.Ed., Ph.D.

NIP. 197301021997031003

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertanda tangan dibawah ini

Nama : Rizkilia Paramita
NIM : 220203138
Tempat/Tanggal Lahir : Kedai Runding, 22 September 2004
Alamat : Dusun Ujung Tanah, Desa Kedai Runding, Kecamatan Kluct
Selatan, Kab. Aceh Selatan

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**A STUDY of EFL TEACHERS' IMPLEMENTATION of TECHNOLOGICAL
PEDAGOGICAL and CONTENT KNOWLEDGE (TPACK) at MAN 3 ACEH
BESAR**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya.
Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya jadi tanggung jawab
saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 30 Juli 2026

Saya yang membuat surat pernyataan



Rizkilia Paramita

ACKNOWLEDMENT

All praise and gratitude are first and foremost directed to Allah SWT, whose infinite mercy, guidance, and blessings have enabled the researcher to complete this thesis entitled “A Study of EFL Teachers’ Implementation of Technological Pedagogical and Content Knowledge (TPACK) at MAN 3 Aceh Besar.” Without His continuous grace and strength, this academic journey would not have reached its present stage.

The researcher would like to express her deepest appreciation and sincere gratitude to her academic advisor, Mr. Faishal Zakaria, S.Pd., M.A., Ph.D., for his continuous academic guidance, motivation, and wise counsel from the beginning of the study until the completion of this thesis. Equally profound thanks are extended to her thesis supervisor, Mrs. Chamisah, M.Ed., Ph.D., for her invaluable expertise, constructive feedback, patience, and dedicated support throughout the study and writing process. Their insightful comments and encouragement have greatly contributed to the improvement and successful completion of this work.

Heartfelt gratitude is also extended to the researcher’s beloved parents and the entire family for their endless love, prayers, sacrifices, and unwavering moral and material support. Their belief in the researcher’s abilities has been a constant source of strength and inspiration.

Sincere appreciation is further expressed to all friends who have consistently provided support, encouragement, and mutual strengthening in every circumstance. Their presence, understanding, and solidarity have offered comfort and motivation throughout the challenging process of completing this thesis.

Finally, the researcher would like to express her gratitude to everyone who has contributed to the completion of this thesis. May Allah SWT reward them with His endless blessings.

Banda Aceh, 30 July 2026

Rizkilia Paramita

ABSTRACT

Name : Rizkilia Paramita
Student ID : 220203138
Faculty : Tarbiyah and Teacher Training
Major : English Language Education
Title : A Study of EFL Teachers' Implementation of
Technological Pedagogical and Content
Knowledge (TPACK) at MAN 3 Aceh Besar
Supervisor : Chamisah, M.Ed., Ph.D
Keyword : TPACK, EFL teachers, technology integration,
pedagogical content knowledge, madrasah aliyah

This study investigates how EFL teachers implement Technological Pedagogical Content Knowledge (TPACK) in English language teaching at MAN 3 Aceh Besar. The study was guided by three questions: (1) how EFL teachers implement TPACK in English language teaching, (2) which aspects of TPACK are most frequently demonstrated, and (3) what challenges teachers face in the process. Employing a qualitative descriptive design, the study involved four EFL teachers selected through purposive sampling as participants. Data were collected through classroom observation and semi-structured interviews, analyzed using Miles and Huberman's thematic analysis approach. The findings reveal that the participants demonstrate a sound understanding of TPACK as the simultaneous integration of technological, pedagogical, and content knowledge and hold positive perceptions of its importance for enhancing student motivation and learning outcomes. In classroom practice, the participants purposefully combine accessible hardwares (e.g., laptops and projectors) with softwares (e.g., slideshows, online videos, and online quizzes) and student-centered classroom activities, including task-based learning, pair work, and other activities involving technology use. Pedagogical Knowledge (PK), Content Knowledge (CK), and Pedagogical Content Knowledge (PCK) emerged as the strongest components, while Technological Knowledge (TK), Technological Pedagogical Knowledge (TPK), and Technological Content Knowledge (TCK) appeared less consistently. Challenges identified were limited school infrastructure, centralized and restricted access to digital equipment, which hindered technology use in classrooms. The results indicate that teachers at MAN 3 Surabaya are TPACK-proficient, but limited access to technology prevents them from fully implementing their TPACK knowledge and skills. Strengthening infrastructural support and providing targeted professional development focused on TCK and TPK are therefore essential to enable more balanced and effective technology integration in EFL teaching at the research setting.

LIST OF CONTENT

APPROVAL LETTER	i
EXAMINER APPROVAL	ii
DECLARATION OF ORIGINALITY	iii
ACKNOWLEDMENT.....	iv
ABSTRACT	v
LIST OF CONTENT	vi
LIST OF APPENDICES	viii
CHAPTER I INTRODUCTION.....	1
A. Background of The Study	1
B. Research Questions	3
C. Research Aims	4
D. Significances of the Study.....	4
E. Research Terminology	5
F. Scope and limitation.....	6
CHAPTER II LITERATURE REVIEW.....	8
A. Existing Studies on TPACK in EFL Contexts	8
B. Theoretical Review	9
C. Technology in EFL Classroom	11
D. Strategies To Enhance TPACK Mastery.....	12
E. Theoretical / Conceptual Framework.....	12
F. Research Gap	15
CHAPTER III	16
RESEARCH METHODOLOGY	16
A. Research Design.....	16

B. Research Setting and Participants	17
A. Techniques of Data Collection.....	18
B. Instruments of Data Collection	18
C. Technigues of Data Analysis	19
D. Research Procedure	19
CHAPTER IV	20
RESULTS AND DISCUSSION	20
A. 20	
B. Discussion	28
CHAPTER V	30
CONCLUSIONS AND SUGGETIONS	30
A. Conclusions	30
B. Suggestions	31
REFERENCES	33
APPENDICES	
AUTOBIOGRAPHY	

LIST OF APPENDICES

Appendix A	Appointment Letter of Supervisor
Appendix B	Recommendation Letter from <i>Fakultas Tarbiyah dan Keguruan</i> to conduct the research
Appendix C	Confirmation Letter from English Language Education Department
Appendix D	Questions
Appendix E	Documentation of Research



CHAPTER I

INTRODUCTION

This chapter presents the background of the study on EFL teachers' implementation of Technological Pedagogical Content Knowledge (TPACK) at MAN 3 Aceh Besar. It begins by discussing the importance of technology integration in English language learning and teaching within the current technology driven educational landscape, introduces the TPACK framework as the theoretical foundation, describes the research context, and subsequently explains the significance of the study, research questions, aims, scope, limitations, and operational definitions of key terms.

A. Background of The Study

In today's technology driven educational landscape, the integration of technology in English as a Foreign Language (EFL) learning and teaching has become increasingly essential. Rapid technological advancements have significantly influenced various aspects of education, offering new opportunities to enhance instructional practices. Technology not only provides access to authentic learning resources but also facilitates more interactive, collaborative, and independent learning experiences. Mishra and Koehler (2006) highlight that the integration of technology in English language teaching yields numerous benefits. These include opportunities for students to engage in online quizzes or tests, improve response speed, enhance English test scores, promote collaborative and independent learning, and practice the four language skills (listening, speaking, reading, and writing) through various digital applications and platforms. This integration also enables access to online references, multimedia

presentations, and innovative teaching methods. Nevertheless, significant challenges persist, such as the types of technology employed, the rapid pace of technological change, large class sizes, costs, time constraints, and teachers' workload limited technological competence, and inadequate infrastructure.

One prominent framework that guides the effective integration of technology in learning and teaching is the Technological Pedagogical Content Knowledge (TPACK) model, developed by Mishra and Koehler (2006). TPACK is a conceptual framework that integrates three core domains of teacher knowledge, technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK) along with their intersections, namely technological pedagogical knowledge (TPK), technological content knowledge (TCK), and pedagogical content knowledge (PCK). According to Ulya et al. (2023), TPACK serves as a useful reference for educators who aim to design more effective learning experiences in the current educational landscape. The framework emphasizes that teachers must not only master technology and subject matter but also skillfully combine them with appropriate pedagogical strategies that suit students' characteristics and needs. Successful TPACK implementation therefore requires careful consideration of learners' contexts so that all components work together coherently. In line with this view, a systematic review of teachers' TPACK implementation by Jimenez Sierra et al. (2023) highlights the importance of developing teachers' TPACK, particularly through structured professional development that supports the meaningful integration of technology into classroom practices.

At MAN 3 Aceh Besar, EFL teachers show varying levels of technology use in their classrooms. As a public senior high school in Aceh Besar, the school is expected to improve the quality of English instruction in response to increasing demands for technology supported learning. While some teachers have started to incorporate digital

tools, the overall implementation of TPACK still faces several obstacles. These challenges are similar to those reported in many Indonesian schools, including limited access to technology, insufficient training, and difficulties in aligning pedagogical approaches with English language content.

The present study is relevant given the state of education after the COVID-19 pandemic and the growing use of digital technology in Indonesia. The pandemic has accelerated the adoption of digital learning, highlighting both the potential and limitations of technology in EFL instruction. Rintaningrum (2023) notes that technology played an important role in overcoming language learning barriers during the pandemic. While Indonesia continues to advance its digital use in education, implementation gaps remain evident, especially in regional contexts such as Aceh. Therefore, an investigation into EFL teachers' implementation of TPACK at MAN 3 Aceh Besar is necessary to understand current practices, identify existing challenges, and propose strategies for more effective technology use in English language classrooms.

B. Research Question

The study is guided by the following research questions:

1. How do EFL teachers implement Technological Pedagogical Content Knowledge (TPACK) in English language learning and teaching at MAN 3 Aceh Besar?
2. What aspects of TPACK are most frequently demonstrated by EFL teachers during classroom instruction?
3. What challenges do EFL teachers face in implementing TPACK in English language learning and teaching?

C. Research Aims

In accordance with the research questions, the research aims are to:

1. Investigate how EFL teachers implement Technological Pedagogical Content Knowledge (TPACK) in English language learning and teaching at MAN 3 Aceh Besar.
2. Identify the aspects of TPACK that are most frequently demonstrated by EFL teachers during classroom instruction.
3. Explore the challenges faced by EFL teachers in implementing TPACK in English language teaching.

D. Significances of the Study

The study contributes to the growing body of knowledge on Technological Pedagogical Content Knowledge (TPACK) by providing new insights into how EFL teachers in Indonesian senior high schools implement the framework in real classroom settings. Existing studies (e.g., Jimenez Sierra., 2023; Ulya et al, 2023) have emphasized the importance of integrating technological knowledge with pedagogical and content knowledge. By examining TPACK implementation in a specific educational context, this study addresses the gap between the theoretical TPACK framework and actual classroom practices, particularly in developing countries where local conditions strongly influence technology integration (Mukminin et al., 2020; Rintaningrum, 2023).

The findings of the study are expected to deepen the understanding of how TPACK is applied in everyday English language learning and teaching. Rather than treating TPACK as a simple combination of separate knowledge domains, the study explores how teachers actually combine technology, pedagogy, and content in their

classrooms. In doing so, it offers a more practical perspective on TPACK. The results of this study are also expected to offer valuable implications for several stakeholders. For EFL teachers, the study can provide a clearer picture of their current practices and suggest practical ways to strengthen the integration of technology, pedagogy, and content knowledge in English language instruction. For school administrators at MAN 3 Aceh Besar, the findings may inform the design of more targeted professional development programs and better infrastructure support to facilitate effective TPACK implementation. that is grounded in real teaching situations.

Finally, the study may serve as a useful reference for future researchers who are interested in examining TPACK implementation and related contextual factors in other educational settings. The findings presented here offer initial insights that can be adapted or further tested across different subject areas, grade levels, and institutional contexts, thereby broadening the applicability of the TPACK framework. Future studies could also build upon this research by employing larger and more diverse samples, incorporating longitudinal designs, or exploring additional variables that may influence teachers' technological, pedagogical, and content knowledge integration. In doing so, subsequent research can contribute to a more comprehensive understanding of how contextual factors shape TPACK development and implementation across varied educational environments.

E. Research Terminology

To ensure clarity, the following operational terminology are used in the study:

TPACK is a theoretical framework developed by Mishra and Koehler (2006) that describes the knowledge teachers need to effectively integrate technology into teaching. It consists of three core components: technological knowledge (TK),

pedagogical knowledge (PK), and content knowledge (CK) as well as their intersections (TPK, TCK, and PCK).

In the study, TPACK refers specifically to the ways EFL teachers at MAN 3 Aceh Besar combine technology, pedagogy, and English language content in their classroom practices. The framework is used as a lens to analyze teachers' implementation of technology during English language learning and teaching.

1. Contextual factors

Contextual factors refer to the environmental, institutional, and practical conditions that influence teaching and learning. In the study, contextual factors specifically include the availability of technological facilities at MAN 3 Aceh Besar, teachers' access to digital tools, class size, school support, and other local conditions that affect the implementation of TPACK in English language learning and teaching.

2. Implementation of TPACK

The implementation of TPACK refers to the actual practices, strategies, and competencies demonstrated by EFL teachers at MAN 3 Aceh Besar when they apply the TPACK framework in planning, delivering, and evaluating English language lessons. It includes how teachers use technology to support pedagogical approaches and English content delivery, the challenges they face, and the extent to which technological, pedagogical, and content knowledge are integrated in their daily learning and teaching activities.

F. Scope and limitation

The study investigates how EFL teachers at MAN 3 Aceh Besar implement Technological Pedagogical Content Knowledge (TPACK) in their English language

learning and teaching. The participants are limited to EFL teachers at this school, and the study focuses only on their classroom practices in integrating technology, pedagogy, and content knowledge. This research does not measure the effect of TPACK implementation on students' learning outcomes.

The study is conducted in one school only (MAN 3 Aceh Besar). Therefore, the findings cannot be generalized to other schools or regions. In addition, the study relies primarily on teachers' self-reported practices and their perceptions of TPACK implementation, which may be subject to response bias. Response bias may occur when participants give answers that they believe are more acceptable or favorable rather than completely accurate. Time and resource constraints also limited the depth of classroom observation that could be conducted.



CHAPTER II

LITERATURE REVIEW

This chapter reviews the relevant theoretical foundations and existing literature related to EFL teachers' implementation of Technological Pedagogical Content Knowledge (TPACK). It discusses the concept and historical development of the TPACK framework, technology integration in English language learning and teaching, research findings at local and global levels, and identifies the research gap that this study aims to address. A conceptual framework adapted to the EFL context at MAN 3 Aceh Besar is also presented to guide the analysis of teachers' classroom practices.

A. Existing Studies on TPACK in EFL Contexts

Several studies have examined TPACK in EFL settings at both local and global levels. At the local level, Mukminin, et al. (2020) investigated Indonesian senior high school EFL teachers. Their research involved 375 EFL teachers in south Sumatra and found that the teachers possessed stronger traditional pedagogical and content knowledge than technological pedagogical and technological content knowledge. The findings revealed significant gaps in the teachers' ability to integrate technology effectively with pedagogy and content.

Rintaningrum (2023) explored technology integration in English language learning and teaching in Indonesia. Through qualitative interviews, their research identified various benefits, including the use of online quizzes, collaborative learning, independent learning, and multimedia. At the same time, it also highlighted several

challenges such as limited infrastructure, teacher workload, and rapid technological changes.

Jimenez Sierra et al. (2023) conducted a systematic review of TPACK development through Lesson Study. Their analysis of 16 studies from (2015 to 2021) showed that contextualized, collaborative professional development approaches are effective in strengthening teachers' TPACK, particularly in integrating technology with subject-specific pedagogy.

At the global level, Jimenez Sierra and colleagues (2023) conducted a systematic review of TPACK development through Lesson Study. Their analysis of 16 studies published between 2015 to 2021 showed that contextualized and collaborative professional development approaches are effective in strengthening teachers' TPACK, particularly in integrating technology with subject-specific pedagogy.

B. Theoretical Review

The TPACK framework was developed by Mishra and Koehler (2006). It emerged from the need to address the growing role of technology in education and the limitations of existing teacher knowledge models. Building upon Shulman's PCK, Mishra and Koehler introduced technology as a critical 9 component, recognizing that effective teaching with technology requires more than simply adding technological tools to existing practices (Halder., 2023; Koehler et al., 2013).

As one of the most popular frameworks for understanding technology integration, TPACK serves as a useful lens for examining how EFL teachers combine their knowledge of English language content, effective pedagogical approaches, and digital tools to select meaningful learning experiences. Ulya et al. (2023) emphasize that TPACK enables teachers to design technology-enhanced learning that aligns with

students' needs and characteristics in the current educational landscape, particularly in EFL contexts.

Since its introduction, the TPACK model has gained global (from international) recognition and has been applied across various disciplines and educational contexts. Researchers have explored its theoretical foundations, measurement, and practical applications, leading to refinements that highlight the importance of contextual factors (Mutiani et al., 2021; Li & Li, 2024). The framework continues to evolve as a guiding model for teacher professional development in technology integrated learning environments.

The strength of the TPACK framework lies in the dynamic interrelationships among its components. TK, PK, and CK do not exist in isolation; rather, they interact with and influence one another, creating new forms of knowledge that are essential for effective technology integration. For instance, TPK involves understanding how technology can enhance pedagogical strategies, while TCK focuses on how technology can transform subject matter into more accessible and engaging digital representations. The full TPACK construct emerges when teachers effectively synthesize all these domains (Mishra & Koehler, 2006; Koehler et al., 2013; Li & Li, 2024).

Recent studies (e.g., Li & Li, 2024) have highlighted the important role of Contextual Knowledge (XK) sometimes also referred to as Contextual Knowledge (CX) in strengthening these interrelationships, particularly in subject-specific teaching such as mathematics and language education. In the context of EFL teaching, these interrelationships determine how teachers adapt digital tools to

support language skill development while taking classroom realities into account.

C. Technology in EFL Classroom

The increasing use of digital tools has transformed English language teaching in EFL classrooms by providing access to more authentic materials, interactive activities, and opportunities for personalized learning. EFL teachers utilize various technologies such as online quizzes, multimedia presentations, video platforms, and communication applications to support the four language skills (Rintaningrum, 2023). These tools enable students to engage in collaborative learning, independent practice, and access to real-time feedback, moving beyond traditional classroom limitations.

In Indonesian EFL contexts, digital tools help address challenges such as limited exposure to native speakers and large class sizes by facilitating online practice and authentic language use (Mukminin et al., 2020; Rintaningrum, 2023). These tools allow students to engage in more interactive and meaningful language activities outside the traditional classroom setting. As a result, teachers can create richer learning opportunities that support the development of students' communicative competence despite existing contextual limitations.

Technology-enhanced strategies can also help EFL teachers shift from teacher-centered to student-centered approaches. Such strategies can help teachers design interactive lessons, incorporate gamification, and use digital platforms for differentiated instruction. These effective strategies involve aligning technological tools with pedagogical goals and English language content to create meaningful learning experiences (Ulya et al. 2023). However, successful implementation depends on teachers' TPACK competencies, as mere access to technology does not guarantee effective teaching (Mukminin et al., 2020).

D. Strategies To Enhance TPACK Mastery

Effective strategies for EFL teachers include integrating technology in ways that suit local classroom conditions and student needs. Interactive methods and collaborative activities using available digital tools can support student engagement and language practice (Rintaningrum, 2023; Dash, 2022). Lesson Study (LS) has been shown to promote collaborative planning, reflection, and the development of teachers' TPACK, enabling them to construct more effective technology-integrated teaching practices (Jimenez Sierra et al., 2023). In addition, structured online professional training programs can help in-service EFL teachers improve their TPACK competencies through continuous practice and feedback (Budianto et al., 2023). Ongoing professional development with follow-up support is therefore important to address differences in teachers' ability to integrate technology effectively in EFL classrooms (Kristiawan et al., 2022; Mukminin et al., 2020).

E. Theoretical/Conceptual Framework

The study is grounded in the TPACK framework developed by Mishra and Koehler (2006). The framework illustrates the integration of Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK) within the specific context of EFL teaching at MAN 3 Aceh Besar. Contextual factors such as school environment, infrastructure, and regional educational policies are considered as influencing elements that shape TPACK implementation.

The TPACK framework consists of seven interrelated domains of teacher knowledge. In this study, the framework is adapted to the specific context of EFL

teaching at MAN 3 Aceh Besar. The three core domains and their intersections are conceptualized as follows.

Figure 1.

TPACK Framework Adapted for EFL Teaching at MAN 3 Aceh Besar

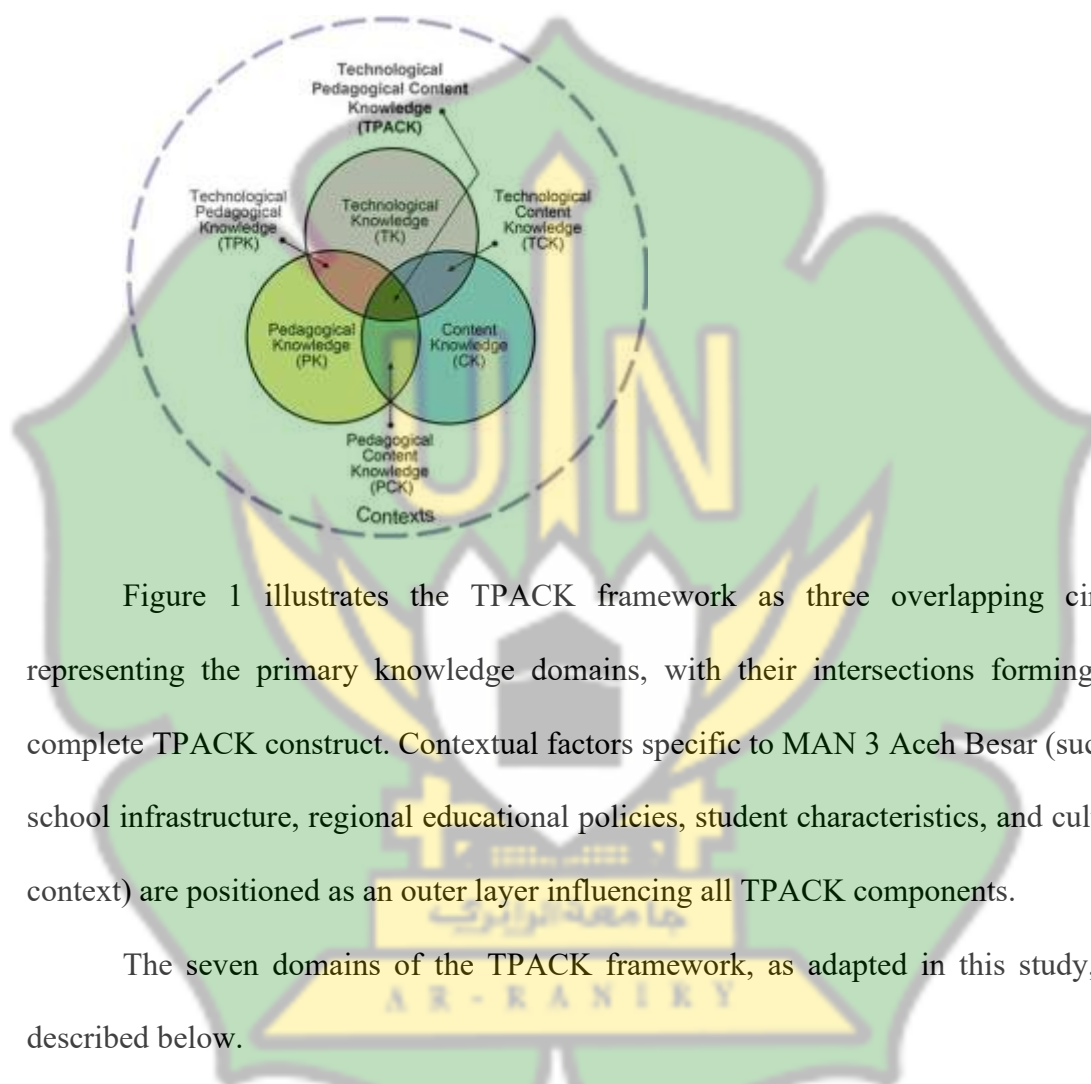


Figure 1 illustrates the TPACK framework as three overlapping circles representing the primary knowledge domains, with their intersections forming the complete TPACK construct. Contextual factors specific to MAN 3 Aceh Besar (such as school infrastructure, regional educational policies, student characteristics, and cultural context) are positioned as an outer layer influencing all TPACK components.

The seven domains of the TPACK framework, as adapted in this study, are described below.

- a. Technological Knowledge (TK): Teachers' knowledge and skills in using digital tools and resources for language practice, such as language learning applications, online quizzes, video platforms (e.g., YouTube (<https://Youtube.com>)), digital dictionaries, and communication tools (e.g., Google Classroom or Zoom (<https://classroom.google.com>)).

- b. Pedagogical Knowledge (PK): Teachers' understanding of effective teaching strategies in EFL classrooms, including communicative language teaching, task-based learning, differentiated instruction, and student-centered approaches.
- c. Content Knowledge (CK): Teachers' mastery of English language content, including grammar, vocabulary, pronunciation, listening, speaking, reading, and writing skills.
- d. Technological Pedagogical Knowledge (TPK): Knowledge of how specific technologies can support and enhance EFL pedagogical strategies (e.g., using interactive digital games to promote speaking practice).
- e. Technological Content Knowledge (TCK): Understanding of how technology can transform the representation and delivery of English language content (e.g., using authentic video materials to teach listening and cultural awareness).
- f. Pedagogical Content Knowledge (PCK): The integration of pedagogy and English language content to make learning more comprehensible and engaging for students.
- g. Technological Pedagogical Content Knowledge (TPACK): The core of the framework, representing teachers' ability to integrate technology, pedagogy, and English language content simultaneously to create effective, context-appropriate learning experiences in the EFL classroom at MAN 3 Aceh Besar.

Drawing on the original TPACK framework developed by Mishra and Koehler (2006), the study employs an adapted version that incorporates contextual factors relevant to Indonesian Islamic senior high schools. This adapted framework guides the analysis of how EFL teachers at MAN 3 Aceh Besar apply their knowledge in actual classroom practices. It also considers contextual constraints and opportunities unique to the research context, such as infrastructure limitations and the post-pandemic shift toward digital learning. The framework emphasizes that effective technology integration

in EFL teaching requires a dynamic and holistic understanding of all TPACK components rather than isolated knowledge domains.

F. Research Gap

Previous studies (e.g., Jimenez Sierra et al., 2023; Mukminin et al., 2020; Rintaningrum, 2023) have provided important insights into TPACK and technology integration in EFL contexts. However, most of these studies have focused on general senior high schools (SMA) or broader national settings. Limited attention has been given to the actual classroom implementation of TPACK by EFL teachers in madrasah aliyah, particularly in regional areas of Aceh such as MAN 3 Aceh Besar.

In addition, many existing studies relied mainly on self-reported data rather than observing how teachers apply the seven TPACK components in real teaching situations. Therefore, this study aims to fill these gaps by investigating the real classroom practices of EFL teachers at MAN 3 Aceh Besar, the TPACK aspects they most frequently demonstrate, and the challenges they face in a madrasah setting

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodological procedures employed in the study. It explains the research design, research setting and time, participants, research instruments, data collection techniques, data analysis techniques and the research procedures. The section ensures the systematic and trustworthy process of investigating EFL teachers' TPACK implementation at MAN 3 Aceh Besar.

A. Research Design

The study employs a qualitative approach with a descriptive qualitative design. The qualitative approach is considered appropriate because the research aims to explore and understand how EFL teachers implement Technological Pedagogical Content Knowledge (TPACK) in a natural classroom setting. A descriptive qualitative design allows the researcher to provide a rich and detailed description of how EFL teachers at MAN 3 Aceh Besar apply the interplay of TPACK components (TK, PK, CK, and their intersections) in their classroom practices.

This design is in line with the theoretical framework presented in Chapter II, particularly the complex and context-bound nature of TPACK as emphasized by Mishra and Koehler (2006) and Koehler et al. (2013). The qualitative descriptive design is suitable for capturing the dynamic interplay of technological, pedagogical, and content knowledge in real classroom situations. It also allows the researcher to explore teachers' actual practices, experiences, and challenges in integrating technology into EFL teaching at MAN 3 Aceh Besar.

B. Research Setting and Participants

The study was conducted at MAN 3 Aceh Besar, a public Islamic secondary school in Aceh Besar Regency, Aceh Province, Indonesia. The school was chosen because it represents a typical regional Islamic secondary school where EFL teaching occurs within the national curriculum framework, yet it is constrained by limited technological resources and the need for post-pandemic digital adaptation. A total of 4 EFL teachers were selected using purposive sampling technique. The criteria for selecting participants were:

1. Having at least two years of teaching experience in EFL.
2. Actively teaching English at MAN 3 Aceh Besar during the research period.
3. Willingness to participate and share their experiences openly.

Purposive sampling was chosen to ensure that the participants could provide rich and relevant information regarding their technology use in relation to TPACK. To present clear demographic information, the profiles of the four participants are summarized in the following table.

Tabel 4 1participants profiles

Code	Gender	Teaching experience
NF = Participant 1 (P1)	Female	More than 10 years
ZR = Participant 2 (P2)	Female	More than 10 years
AM = Participant 3 (P3)	Female	More than 10 years
CR = Participant 4 (P4)	Female	3 years

C. Techniques of Data Collection

Data were collected through three main techniques. First, non-participant classroom observation was carried out. The researcher observed the participants during their regular English classes to document the actual implementation of TPACK in practice. The observations focused on the use of digital tools, pedagogical approaches, and the way English content was delivered. Second, individual semi-structured interviews were conducted with each participant after the classroom observations. The interviews explored the participants' understanding of TPACK components, their decision-making processes, the challenges they faced, and the strategies they used to overcome those challenges. Third, relevant documents such as lesson plans and teaching materials were collected to support the data from observation and interviews. All data collection activities were conducted by following ethical procedures, including obtaining informed consent from the participants and permission from the school authorities.

D. Instruments of Data Collection

The primary instruments used in this study were classroom observation, semi-structured interview, and documentation. Classroom observation was conducted using a structured observation protocol to record how the participants integrated technology with pedagogical strategies and English language content during their teaching. The semi-structured interview protocol consisted of open-ended questions developed based on the TPACK framework (Mishra & Koehler, 2006). This instrument was used to explore the participants' knowledge, classroom practices, challenges, and strategies in implementing TPACK. In addition, documentation was used to collect supporting data such as lesson plans and teaching materials. These instruments were adapted from

previous TPACK studies and adjusted to suit the EFL teaching context at MAN 3 Aceh Besar.

E. Techniques of Data Analysis

Data analysis followed the thematic analysis approach suggested by Miles and Huberman (1994). The process consisted of three interconnected stages. First, the raw data were condensed through transcription of the interviews, careful review of the observation notes, coding, and selection of information that was directly relevant to the teachers' TPACK implementation. Second, the condensed data were arranged into matrices, categories, and emerging themes that were guided by the TPACK framework, focusing on technological knowledge, pedagogical knowledge, content knowledge, and the ways these components were integrated. Third, patterns within the organized data were interpreted, conclusions were drawn, and the interpretations were verified through triangulation of interview and observation findings.

F. Research Procedure

The study was carried out through several interconnected stages. Preparation began with obtaining a research permit from the Faculty of Tarbiyah and Teacher Training at UIN Ar-Raniry as well as permission from the participating school. Data collection was then conducted through interviews and subsequent classroom observations. Data analysis took place concurrently with data collection, the raw data were progressively condensed, organized into themes guided by the TPACK framework, and interpreted, with the final comprehensive analysis completed only after all data had been gathered. The process concluded with the writing of the findings, discussion, and conclusion.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the results of the study and the discussion of the findings. The data were collected through semi-structured interviews with four EFL teachers (NF, ZR, AM, and CR) and classroom observation at MAN 3 Aceh Besar. The results are organized according to the four main themes that emerged from the thematic analysis.

A. Results

1. Data from the Semi-structured Interviews

Teachers' Understanding of TPACK

The four participants showed a consistent understanding of TPACK. They described it as the integration of technological, pedagogical, and content knowledge rather than the simple use of technology.

Participant 1 stated:

“In my opinion, TPACK is a comprehensive framework that integrates technological knowledge, pedagogical knowledge, and content knowledge, which must be applied simultaneously” (P1).

Participant 2 explained:

“I think TPACK is a harmonious integration of the ability to use technology, appropriate teaching methods, and solid mastery of English language content.”(P2)

Participant 3 described it as:

“a holistic approach that connects technology with pedagogical strategies and subject-matter content.”(P3)

Participant 4 added:

“TPACK is a model that emphasizes the importance of fully integrating technology, pedagogy, and content knowledge.”(P4)

Perceived Importance of TPACK Integration

All participants considered the integration of technology, pedagogy, and content knowledge as highly important for English teaching.

Participant 1 said:

“The TPACK integration is extremely important as it increases student motivation and makes learning more interactive.”(P1)

Participant 2 stated:

“If we don’t incorporate TPACK into classroom instruction, the class will feel boring and the students won’t be enthusiastic about participating.”(P2)

Participant 3 explained:

“The integration is essential for achieving optimal EFL learning outcomes.”(P3)

Participant 4 commented:

“TPACK integration is vital to prevent English lessons from becoming monotonous. When implemented well, it encourages students to be more active.”(P4)

Digital Tools Commonly Used - RANIRY

The participants mainly used basic and accessible digital tools.

Participant 1 said:

“I usually use laptops, projectors, YouTube, and PowerPoint.”(P1)

Participant 2 stated:

“I frequently use projectors, laptops, YouTube for videos, and PowerPoint with animations.”(P2)

Participan 3 explained:

“I typically use projectors and speakers to play YouTube videos featuring dialogues by native speakers, and I also occasionally use PowerPoint.”(P3)

Participan 4 added:

“I usually use PowerPoint, YouTube, and the projector, and sometimes Kahoot to assess students’ understanding.”(P4)

Combining Technology with Teaching Methods

The participants combined technology with student-centered approaches.

Participan 1 said:

“I combine technology with student-centered and task-based learning. For example, after playing a YouTube video, I ask students to engage in pair work to discuss the content.”(P1)

Participan 2 explained:

“I usually use technology to support the communicative approach. I use PowerPoint slides and videos to introduce materials, followed by group activities or discussions.”(P2)

Participant 3 stated:

“I incorporate technology into task-based activities. Videos and PowerPoint slides serve as stimuli for subsequent discussions or dialogues.”(P3)

Participant 4 said:

“I integrate the digital tools with interactive strategies such as pair work and discussions. I find Kahoot and Mentimeter particularly helpful for increasing student participation.”(P4)

Using Technology for Specific English Content

The participants used technology to present grammar, vocabulary, listening, and speaking in context.

Participant 1 said :

“I use PowerPoint animations and YouTube videos featuring native speakers for grammar topics such as Present Continuous. This helps students understand the structure in context.”(P1)

Participant 2 stated:

“I use YouTube videos for listening and speaking practice, followed by students creating dialogues supported by PowerPoint slides.”(P2)

Participant 3 explained:

“I present vocabulary and grammar through images and animations on PowerPoint, while supporting listening and speaking via videos and pair-work activities.”(P3)

Participant 4 added:

“I use YouTube videos to present authentic examples for listening and grammar, followed by paired speaking practice.”(P4)

Successful Lessons Integrating TPACK

The participants shared examples of lessons they considered successful.

Participant 1 said:

“When I taught Present Continuous, I played a YouTube video, explained the material using PowerPoint, and had students create dialogues in pairs. Students remained highly active and enthusiastic.”(P1)

Participant 2 stated:

“I taught an ‘Offering Help’ lesson using videos, PowerPoint slides, and pair-work

activities, which helped students understand and practice the material effectively.”(P2)

Participan 3 explained:

“I taught an ‘Asking and Giving Opinion’ lesson combining YouTube videos, PowerPoint animations, and group discussions, resulting in strong student understanding and participation.”(P3)

Participant 4 said:

“I felt successful when integrating YouTube videos, grammar explanation, and paired speaking activities, leading to better understanding and higher motivation.”(P4)

Strongest and Challenging TPACK Components

All participants felt most confident in Pedagogical Content Knowledge (PCK).

Participant 1 said:

“I was most confident in Pedagogical Content Knowledge (PCK) because I could effectively adapt materials to students’ difficulties, particularly in pronunciation and grammar.”(P1)

Participant 2 stated:

“My strongest areas were Pedagogical Knowledge (PK) and PCK.”(P2)

Participant 3 explained :

“I felt most confident in Content Knowledge (CK) and PCK because I have a strong command of the subject matter and can adapt it according to students’ needs.”(P3)

Participant 4 added:

“PCK is my main strength. I am skilled at adjusting lesson content to accommodate students with varying ability levels.”(P4)

Regarding challenging components, the participants pointed to technology-related areas.

Participant 1 said:

“I still need to improve my Technological Content Knowledge (TCK) to be more creative in using technology to deliver English language content.”(P1)

Participant 2 stated :

“Technological Pedagogical Knowledge (TPK) is somewhat challenging, especially in optimizing technology to support various teaching strategies.”(P2)

Participant 3 explained:

“I have difficulties with overall TPACK integration, particularly in maximizing the use of technology in every lesson.”(P3)

Participant 4 said :

“TCK and the use of new applications continue to be challenges for me in making lessons more varied.”(P4)

Challenges in Implementing TPACK

All participants identified limited school infrastructure as the main challenge.

Participant 1 said:

“The main challenge is the school’s very limited infrastructure. Digital equipment is only available in the computer laboratory and must be borrowed in advance.”(P1)

Participant 2 stated:

“Restricted access to technology facilities, which are only located in the computer lab and require prior reservation, hinders consistent TPACK implementation.”(P2)

Participan 3 explained :

“Implementing TPACK is mainly challenged by inadequate school infrastructure, as technological resources are centralized in the computer laboratory.”(P3)

Participan 4 added :

“The limited availability of technological infrastructure, which exists solely in the computer lab and requires borrowing for each use, makes it difficult to apply TPACK effectively.”(P4)

Influence of Contextual Factors

The participants explained that school infrastructure and student characteristics affect their use of technology.

Participan 1 said :

“The school’s inadequate infrastructure forces me to be more selective in using technology, especially videos and interactive applications.”(P1)

Participan 2 stated:

“School infrastructure and policies significantly affect how often I use technology. I have to adapt my approach according to students’ abilities.”(P2)

Participan 3 explained :

“Contextual factors such as facilities and students’ backgrounds make me more cautious when designing technology-based lessons.”(P3)

Participant 4 said :

“The students’ characteristics and the school’s infrastructure limitations require me to be more creative and less dependent on internet connectivity.”(P4)

Support Needed to Improve TPACK Implementation

The participants expressed clear needs for support.

Participant 1 said:

“I need regular TPACK training, more adequate equipment, and ready-to-use digital tools.”(P1)

Participant 2 stated:

“I hope for TPACK workshops, ready-to-use digital materials, and collaboration among teachers.”(P2)

Participant 3 explained:

“I hope for more intensive training and additional devices so that we can better integrate technology in every class.”(P3)

Participant said:

“I need proper support from the school. With such support, TPACK implementation could have a significant positive impact on students’ English language proficiency.”(P4)

2. Data from the Classroom Observation

The observation was conducted during a lesson on the Present Continuous Tense. The teacher used a laptop and projector to display YouTube videos as an introduction to the topic. PowerPoint slides with animations were used to present vocabulary and grammar in context. After the explanation, Kahoot was used as an interactive quiz to check students’ understanding.

The teacher applied student-centered approaches through pair work and group

discussions. When students experienced difficulty with pronunciation, the teacher immediately provided additional drilling and simplified explanations. Overall, the combination of digital tools, interactive activities, and English content kept the students actively engaged throughout the lesson. Google Classroom was not used during the observed session.

B. Discussion

The findings from the interviews and classroom observation are discussed according to the four main themes that emerged from the thematic analysis.

1. Teachers' Conceptual Understanding and Perceived Importance of TPACK

The participants demonstrated a solid understanding of TPACK as the simultaneous integration of technological, pedagogical, and content knowledge. This understanding is consistent with the original TPACK framework proposed by Mishra and Koehler (2006), who emphasized that the three knowledge domains should not be treated in isolation. The teachers also viewed the integration as essential for increasing student motivation and making lessons more interactive. These positive perceptions align with the findings of Rintaningrum (2023), who reported similar attitudes among Indonesian EFL teachers regarding the motivational benefits of technology integration.

2. Actual Classroom Implementation of TPACK

In practice, the participants used accessible tools such as laptops, projectors, PowerPoint, YouTube, and occasionally Kahoot. These tools were deliberately combined with student-centered strategies, including pair work, group discussion, and task-based learning. The classroom observation confirmed this pattern of purposeful integration. However, the range of technological tools remained limited, and more advanced platforms were rarely used. This adaptive but constrained implementation is

commonly found in Indonesian secondary schools with limited infrastructure, as reported by Mukminin et al. (2020) and Rintaningrum (2023).

3. Dominant and Weaker TPACK Domains

The data consistently showed that Pedagogical Knowledge (PK), Content Knowledge (CK), and especially Pedagogical Content Knowledge (PCK) were the strongest domains among the participants. In contrast, the technology-related components (TK, TPK, and TCK) remained areas of challenge. This imbalance between strong pedagogical-content knowledge and weaker technological knowledge reflects a pattern previously identified by Mukminin et al. (2020) among senior high school EFL teachers in Indonesia. The present study extends that finding to the context of a madrasah aliyah in a regional area.

4. Contextual Challenges and Support Needs

Limited school infrastructure emerged as the most significant barrier to effective TPACK implementation. Digital equipment was centralized in the computer laboratory and had to be borrowed in advance, which made regular integration difficult. As a result, the participants requested regular TPACK training, better access to equipment, and opportunities for teacher collaboration. These needs support the recommendation of Jiménez Sierra et al. (2023), who concluded that contextualized and collaborative professional development approaches are effective in strengthening teachers' TPACK.

Overall, TPACK implementation at MAN 3 Aceh Besar can be described as emerging and pedagogy-strong, yet still constrained by limited technological resources and infrastructure. The teachers have a good conceptual foundation and positive attitudes toward technology integration. However, fuller and more consistent implementation requires stronger institutional support in both infrastructure and professional development.



CHAPTER V

CONCLUSIONS AND SUGGETIONS

This chapter presents the conclusions of the study and offers suggestions for relevant stakeholders. The conclusions are drawn from the results of classroom observation and semi-structured interviews with four EFL teachers at MAN 3 Aceh Besar. Suggestions are then provided to improve the implementation of TPACK in English language teaching.

A. Conclusions

The EFL teachers at MAN 3 Aceh Besar demonstrated a solid conceptual understanding of TPACK. They viewed it as the simultaneous integration of technological, pedagogical, and content knowledge rather than the mere use of digital tools. They also held positive perceptions of its importance for increasing student motivation and making lessons more interactive.

In classroom practice, the teachers combined accessible tools such as laptops, projectors, PowerPoint, YouTube, and occasionally Kahoot with student-centered approaches. These approaches included pair work, group discussion, and task-based learning. As a result, the teachers were able to create relatively engaging learning experiences for their students.

The strongest components observed were Pedagogical Knowledge (PK), Content Knowledge (CK), and especially Pedagogical Content Knowledge (PCK). In contrast, the technology-related components (TK, TPK, and TCK) remained areas of challenge. This imbalance indicates that the teachers have a strong pedagogical foundation but still need further development in creative technology integration.

The main challenge identified in this study was limited school infrastructure.

Digital equipment was centralized in the computer laboratory and had to be borrowed in advance. Consequently, regular and spontaneous use of technology in ordinary classrooms became difficult, and full TPACK implementation across daily lessons has not yet been fully achieved.

B. Suggestions

Based on the findings of this study, several pedagogical implications can be drawn for different stakeholders involved in English language education at MAN 3 Aceh Besar and beyond.

1. For EFL Teachers at MAN 3 Aceh Besar

Teachers are encouraged to continue developing their Technological Content Knowledge (TCK) and Technological Pedagogical Knowledge (TPK). They should gradually explore a wider range of digital tools beyond PowerPoint and YouTube while adapting to the existing school facilities. In addition, collaborative activities such as sharing lesson plans and conducting peer observation can help improve the consistency of TPACK implementation in the classroom.

2. For Future Researchers

Future researchers are encouraged to conduct similar studies in other madrasah aliyah in different regions of Aceh. Such studies would allow for broader comparison of TPACK implementation across different school contexts. Longitudinal research that examines the impact of TPACK training on teachers' classroom practices would also provide valuable insights for both theory and practice.

REFERENCES

- Abubakir, H., & Alshaboul, Y. (2023). Unravelling EFL teachers' mastery of TPACK: Technological pedagogical and content knowledge in writing classes. *Heliyon*, 9(6), Article e16704. <https://doi.org/10.1016/j.heliyon.2023.e16704>
- Aryati, S. N. (2021). *Teachers' technological pedagogical content knowledge (TPACK) in teaching EFL learners during Covid-19 pandemic (A comparative study between rural and urban teachers)* [Doctoral dissertation, UIN Fatmawati Sukarno Bengkulu].
- Bostancı, D., & Şener, S. (2021). The role of technological pedagogical content knowledge (TPACK) of English teachers on high school learners' acceptance of mobile learning tools. *Shanlax International Journal of Education*, 9, 42–52.
- Budianto, L., Arifani, Y., Wardhono, A., & Poedjiastutie, D. (2023). The TPACK level of in-service EFL teacher online professional training: The perspectives of teachers, students, and trainers. *Journal of Digital Learning in Teacher Education*, 39(2), 87–101. <https://doi.org/10.1080/21532974.2023.2166187>
- Dash, B. B. (2022). Digital tools for teaching and learning English language in 21st century. *International Journal of English and Studies*.
- Farhadi, S., & Öztürk, G. (2023). Technological pedagogical content knowledge (TPACK) level and needs of pre-service English as a foreign language (EFL) teachers: Evidence from Turkey. *Revista Educación*, 47(1), 187–203.
- Halder, T. K. (2023). Historical development of technology integration in teaching learning: From PCK to TPACK. *International Journal of Multidisciplinary Research and Growth Evaluation*.
- Ismail, S., Kasriyati, D., Herdi, H., & Andriani, R. (2023). Teachers' perception of technological pedagogical content knowledge (TPACK) in teaching at senior high school in Pekanbaru. *ELT-Lectura*, 10(2), 75–82.
- Jiménez Sierra, Á. A., Ortega Iglesias, J. M., Cabero-Almenara, J., & Palacios-Rodríguez, A. (2023). Development of the teacher's technological pedagogical content knowledge (TPACK) from the Lesson Study: A systematic review. *Frontiers in Education*, 8, Article 1078913. <https://doi.org/10.3389/educ.2023.1078913>
- Koehler, M. J., Mishra, P., & Cain, W. (2013). What is technological pedagogical content knowledge (TPACK)? *Journal of Education*, 193(3), 13–19. <https://doi.org/10.1177/002205741319300303>
- Kristiawan, D., Carter, C., & Picard, M. (2022). Impact of CALL professional development for EFL materials on teacher agency and technological pedagogical content knowledge (TPACK) in Indonesian Islamic schools. *Teaching English with Technology*, 22, 20–42.

- Lestari, F. R. A., & Syarifah, E. F. (2023). Exploring the implementation of technological pedagogical and content knowledge (TPACK) in teaching English at senior high school. *Papanda Journal of English Education*, 2(2), 55–63.
- Mukminin, A., Habibi, A., & Fridiyanto. (2020). Technology in the classroom: EFL teachers' technological pedagogical and content knowledge. *Informatologia*, 53(1–2), 24–36. <https://doi.org/10.32914/i.53.1-2.3>
- Rintaningrum, R. (2023). Technology integration in English language teaching and learning: Benefits and challenges. *Cogent Education*, 10(1), Article 2164690. <https://doi.org/10.1080/2331186X.2022.2164690>
- Sochabat, A. (2025). *Investigating the Technological Pedagogical Content Knowledge (TPACK) of EFL Teachers Based on School Status and Teachers Status at SMA/MA of Pangkep Regency* (Doctoral dissertation, IAIN PAREPARE).
- Ulya, A. R., Lubis, I., & Sukiman. (2023). Konsep technological pedagogical and content knowledge dan analisis kebutuhan dalam pengembangan perangkat pembelajaran. *Ideguru: Jurnal Karya Ilmiah Guru*.



APPENDICES

Rappendix A: Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : 835 TAHUN 2026

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: 1704 TAHUN 2025
KEDUA : Menunjuk Saudara:
Chamisah, M.Ed., Ph.D

Untuk membimbing Skripsi

Nama : Rizkilia Paramita
NIM : 220203138
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : A Study of EFL Teachers' Application of Technological Pedagogical and Content Knowledge (TPACK) in rural areas in Aceh

KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 02 Desember 2024 Tahun Anggaran 2025;

KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 08 Juli 2026
Dekan,

Saiful Muluk

Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Pemendakhasan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Arsip.



**Appendix B: Recommendation Letter from Fakultas Tarbiyah dan Keguruan
to conduct the research**





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-4900/Un.08/FTK.1/TL.00/7/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Kepala MAN 3 Kabupaten Aceh Besar

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203138

Nama : RIZKILIA PARAMITA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jln Medan-Banda aceh, kedai runding kandang Ujung tanah Kedai runding

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***A STUDY OF EFL TEACHERS' IMPLEMENTATION OF TECHNOLOGICAL PEDAGOGICAL AND CONTENT KNOWLEDGE (TPACK) AT MAN 3 ACEH BESAR***

Banda Aceh, 10 Juli 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Berlaku sampai : 21 Agustus 2026

Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

جامعة الرانيري
AR - RANIRY

Appendix C: Confirmation Letter from English Language Education Department

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln. Syekh Abdur Rauf Kapelma Darussalam Banda Aceh
Email : pbi.ila@ar-raniry.ac.id, Website : https://ar-raniry.ac.id

SURAT KETERANGAN
Nomor: D-448/Un.06/PB/IKp.01.2/7/2026

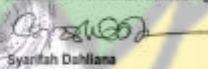
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Rizkila pernita
NIM : 220203136
Prodi : Pendidikan Bahasa Inggris
Alamat : batoh, lung beto, banda aceh

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"A STUDY of EFL TEACHERS' IMPLEMENTATION of TECHNOLOGICAL PEDAGOGICAL and CONTENT KNOWLEDGE (TPACK) at MAN 3 ACEH BESAR"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan sepenuhnya.

Banda Aceh, 29 Juli 2026
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahlana



جامعة الرانيري
AR - RANIRY

Dikipidat dengan CamScanner

Appendix D: Interview Questions and Observation Table

A. Semi-structured Interview Questions

1. How do you understand the concept of Technological Pedagogical Content Knowledge (TPACK) in EFL teaching?
2. In your opinion, how important is the integration of technology, pedagogy, and content knowledge in teaching English?
3. What digital tools or technologies do you commonly use in your English classes? Can you give examples?
4. How do you combine technology with your teaching methods (pedagogy)?
5. How do you use technology to teach specific English content (e.g., grammar, speaking, listening)?
6. Can you describe a lesson where you felt you successfully integrated technology, pedagogy, and content knowledge?
7. Which TPACK components do you feel most confident in? Why?
8. Which components are still challenging for you?
9. What are the main challenges you face when implementing TPACK at MAN 3 Aceh Besar?
10. How do contextual factors (school infrastructure, policies, student characteristics, etc.) influence your use of technology?
11. What support or resources do you need to improve your TPACK implementation?

B. Classroom Observation protocol

No	TPACK Component	Observation Indicators	Key / Notes
1	Technological Knowledge (TK)	The teacher uses digital tools	Laptop, projector, and YouTube videos
2	Pedagogical Knowledge (PK)	The teacher applies effective teaching strategies	Student-centered, task-based learning, pair & group work
3	Content Knowledge (CK)	The teacher demonstrates clear mastery of English content	Strong mastery of Present Continuous tense
4	Technological Pedagogical Knowledge (TPK)	The teacher uses technology to support pedagogical strategies	Kahoot for interactive quiz
5	Technological Content Knowledge (TCK)	The teacher uses technology to present or enhance English language content	PowerPoint animations and authentic YouTube videos
6	Pedagogical Content Knowledge (PCK)	The teacher adapts content to students' needs and difficulties	Additional drilling and simplified explanations
7	TPACK (Overall Integration)	The teacher effectively integrates technology, pedagogy, and content simultaneously	Good integration with active student engagement



Appendix E: Documentation of Research



Supporting data from lesson plan

BCOOL AJAR DEEP LEARNING MATA PELAJARAN : BAHASA INGGRIS UNIT : 1 NARRATIVE TEXT: THE STORY OF A FRIENDLY FUTURE	
A. IDENTITAS MODUL Nama Sekolah : MAN 3 Aceh Besar Nama Penyusun : Mata Pelajaran : Bahasa Inggris Fase / Kelas / Semester : F / XI / Ganjil Alokasi Waktu : 2 Pertemuan (4 JP x 45 menit) Tahun Pelajaran : 2020 / 2021	
B. IDENTIFIKASI KEDAPAN PESERTA DIDIK Peserta didik di Kota XI umumnya memiliki pengetahuan dasar yang cukup tentang struktur teks naratif dan unsur kebahasaan yang terkait (past tense, action verbs, adverbs of time), namun, variasi tingkat penguasaan kosakata dan pemahaman teks mungkin beragam. Oleh karena itu, perlu diperhatikan bahwa ada yang memiliki cerita fiksi, ada pula yang lebih terampil pada konteks aplikasi. Untuk membantu mereka dan penerapan bahasa Inggris, guru perlu memastikan bahwa mereka memahami konsep-konsep tersebut. Hal ini dapat dilakukan melalui diskusi dan pengajaran langsung.	
C. KARAKTERISTIK MATERI PELAJARAN Materi "Narrative Text: The Story of a Friendly Future" mencakup jenis pengetahuan konseptual (struktur teks naratif, unsur kebahasaan) dan prosedural (mengidentifikasi elemen naratif, menulis teks naratif). Penemuannya dengan kehidupan masa peserta didik sangat tinggi karena membaca dan memahami cerita fiksi (narrative text) adalah bagian dari literasi sehari-hari, serta membantu mengembangkan imajinasi, empati, dan penalaran moral. Tujuan kesulitan materi ini sedang, melibatkan pemahaman teks yang agak panjang dan prosedur tulisan. Struktur materi meliputi: Social Function, Generic Structure (Orientation, Complication, Resolution, Coda), dan Language Features (Past Tense, Adverbs of Time, Action Verbs). Integrasi nilai-nilai karakter dapat meliputi: kolaborasi, kreatif, mandiri, peduli lingkungan (jika berkaitan berkaitan dengan masa depan dan teknologi), serta berpikir kritis.	
D. DIMENSI LULUSAN PEMBELAJARAN Berdasarkan tujuan pembelajaran, dimensi profil lulusan yang akan dicapai adalah: Penalaran Kritis: Peserta didik akan menganalisis pesan moral, sosial, dan budaya dalam teks naratif. Kreativitas: Peserta didik diharapkan dapat mengembangkan ide-ide baru untuk menulis teks naratif dengan tema masa depan. Kolaborasi: Melalui kegiatan diskusi kelompok, peserta didik akan bekerja sama dalam menganalisis dan memproduksi teks. Kemandirian: Peserta didik akan dapat secara mandiri memahami teks dan menyusun ide-ide tulisan mereka.	
E. KEMAMPUAN Peserta didik akan menunjukkan ketertarikan membaca, berbicara, menulis, dan mendengarkan dalam bahasa Inggris.	

- Cerita tentang inovasi yang memecahkan masalah global.
- Kehidupan di komunitas yang menjunjung tinggi keharmonisan dan kolaborasi.

E. KERANGKA PEMBELAJARAN

1. PRAKTIK PEDAGOGIK:

- **Model Pembelajaran:** Cooperative Learning (Group Investigation, Jigsaw) dikombinasikan dengan Project-Based Learning (PBL). Cooperative Learning mendorong interaksi dan saling bantu antarpeserta didik, sedangkan PBL memungkinkan peserta didik menghasilkan produk nyata (teks naratif) dari pembelajaran mereka.
- **Strategi Pembelajaran:** Scaffolding, Think-Pair-Share, Guided Writing.
- **Metode Pembelajaran:** Diskusi Kelompok, Analisis Teks, Brainstorming, Penulisan Berpemandu (Guided Writing), Presentasi.

2. KEMITRAAN PEMBELAJARAN:

- **Lingkungan Sekolah:** Kolaborasi dengan guru Bahasa Indonesia untuk memperkaya pemahaman tentang struktur cerita, atau guru TIK untuk pemanfaatan alat digital dalam penulisan.
- **Lingkungan Luar Sekolah/Masyarakat:** Jika memungkinkan, mengundang penulis cerita fiksi ilmiah atau pegiat literasi untuk berbagi pengalaman dan wawasan.

3. LINGKUNGAN BELAJAR:

- **Ruang Fisik:** Kelas yang kondusif untuk diskusi kelompok, dilengkapi dengan proyektor untuk menampilkan materi dan ruang yang cukup untuk presentasi.
- **Ruang Virtual:** Pemanfaatan Google Classroom untuk berbagi materi, tautan video, mengumpulkan tugas, dan memberikan umpan balik. Grup obrolan (misalnya WhatsApp Group kelas) untuk komunikasi cepat dan kolaborasi.
- **Budaya Belajar:** Mendorong budaya membaca, berpikir imajinatif, berani berekspres dalam bahasa Inggris, saling menghargai ide, dan memberikan umpan balik yang konstruktif. Mempromosikan *mindful learning* dengan menciptakan suasana tenang, *meaningful learning* dengan menghubungkan fiksi ke realitas, dan *joyful learning* melalui cerita menarik dan aktivitas interaktif.

4. PEMANFAATAN DIGITAL:

- Pemanfaatan perpustakaan digital (e-book, artikel online) untuk menemukan contoh teks naratif atau inspirasi cerita.
- Forum diskusi daring (Google Classroom) untuk berbagi ide kerangka tulisan atau draft awal.
- **Kahoot** atau **Mentimeter** untuk kuis kosakata, pemahaman teks, atau survei minat sebelum dan sesudah pembelajaran.
- Penggunaan aplikasi pengolah kata (Google Docs, Microsoft Word) untuk penulisan teks naratif.
- Video atau film pendek fiksi ilmiah sebagai stimulus awal.

