

**STUDENTS' PERCEPTION ON THE USE OF ICT TOOLS  
DURING TEACHING PRACTICUM**

**THESIS**

Submitted by

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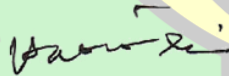
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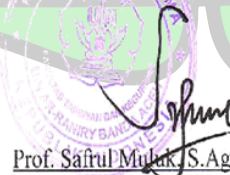
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**Students' Perception on The Using ICT Tools During Teaching Practicum**

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

Banda Aceh, 11 Desember 2023

A R - R A N Saya yang membuat pernyataan



Muhammad Zikri

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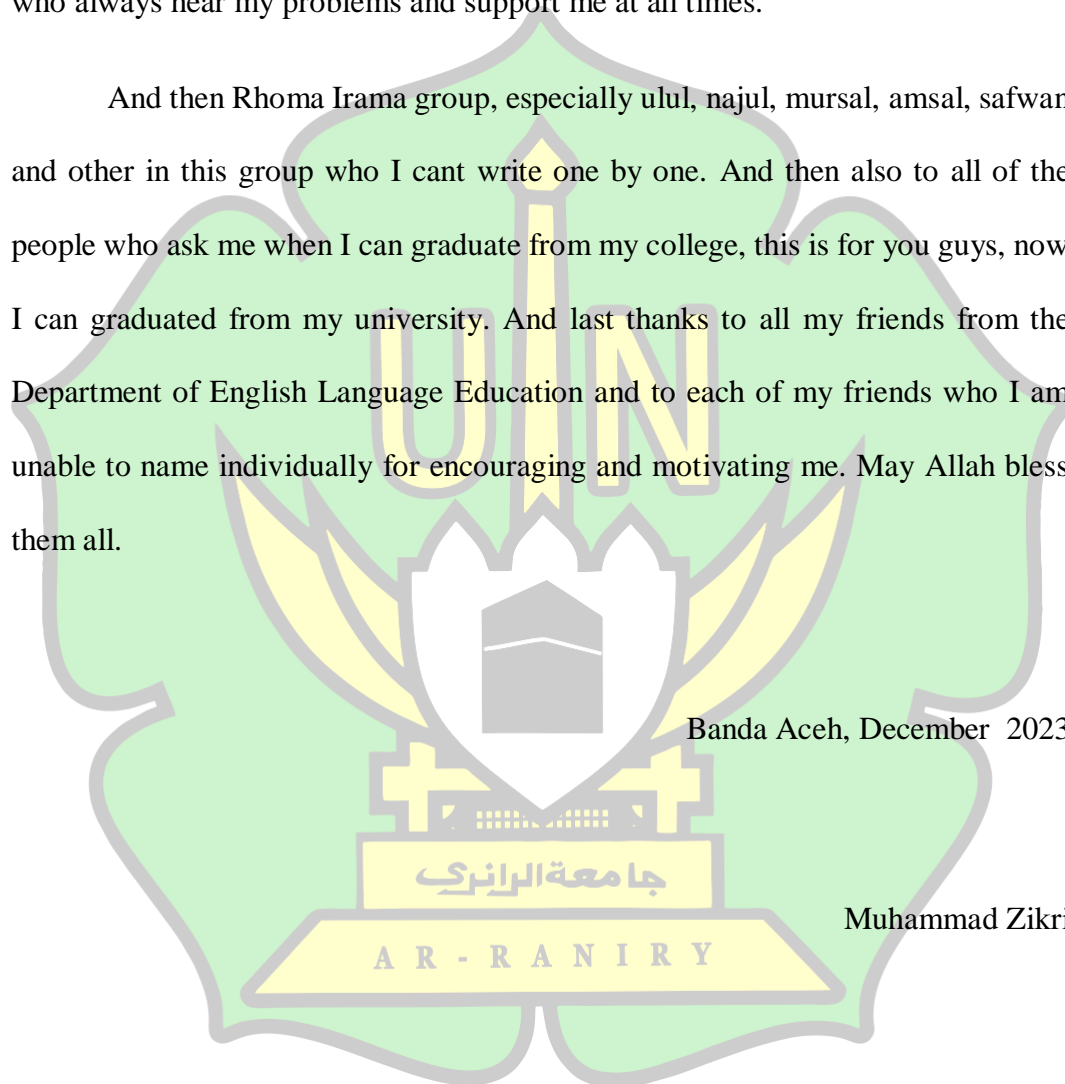
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## ABSTRACT

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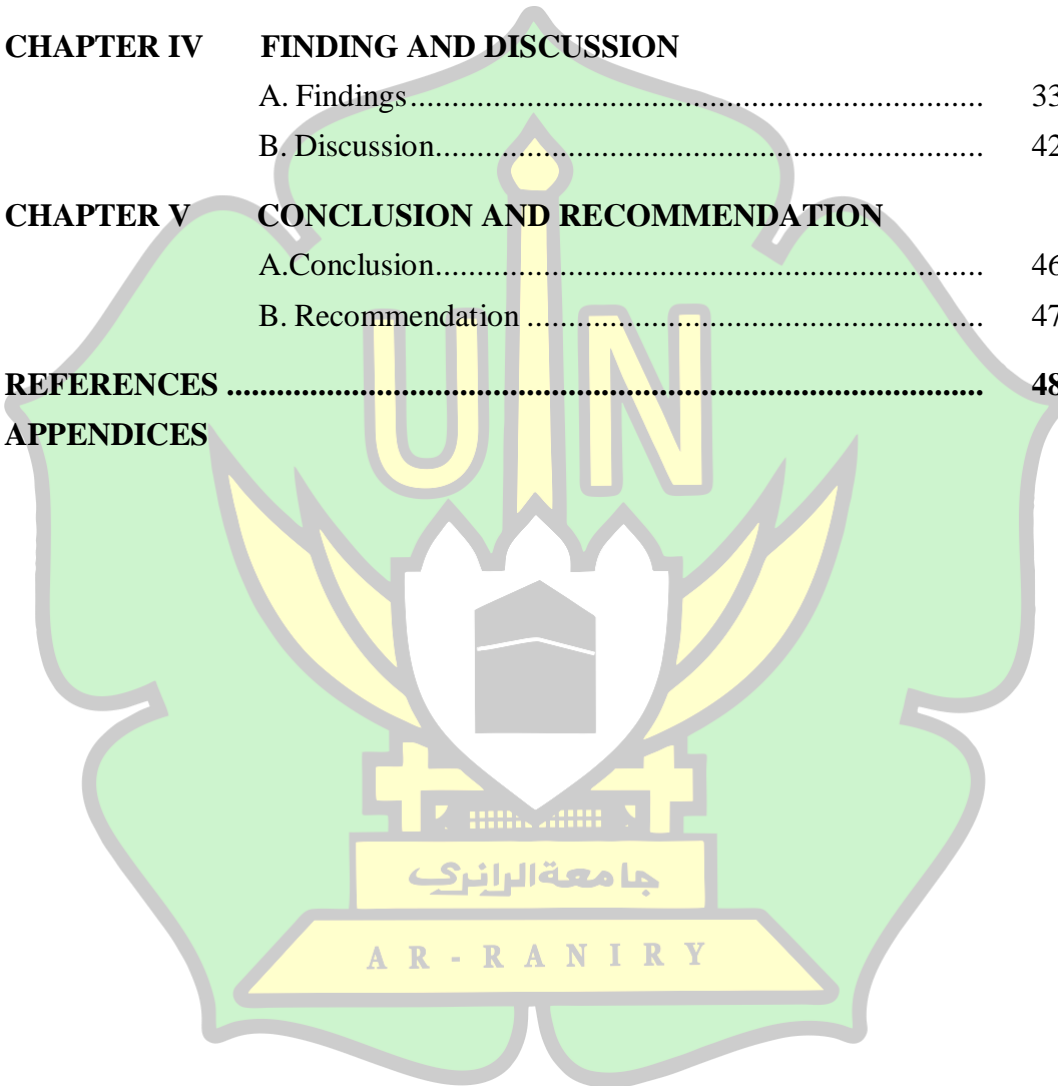
The use of ICT in teaching and learning activities provide teachers meaningful and effective assistance in the classroom. Several studies showed positive attitudes towards the potential advantages of using ICT in English teaching and learning activities. The purpose of this study to investigate students' perceptions on the use of ICT tools during their teaching practicum. The researcher used quantitative research method and questionnaire was used to collective the data. The participants of this research were 69 students from the 2018 and 31 students from 2019 bacht of English students at Islamic University of Ar-Raniry. They were chosen by using purposive sampling technique with the characteristic of having completed teaching practicum and used ICT tools. The data obtained were analyzed using SPSS software. The research found that about 85.77% of students felt that using ICT tools during their teaching practicum has been beneficial. It was very helpful in facilitating teaching activities in the classroom settings and giving teachers access to a variety of current learning resources.

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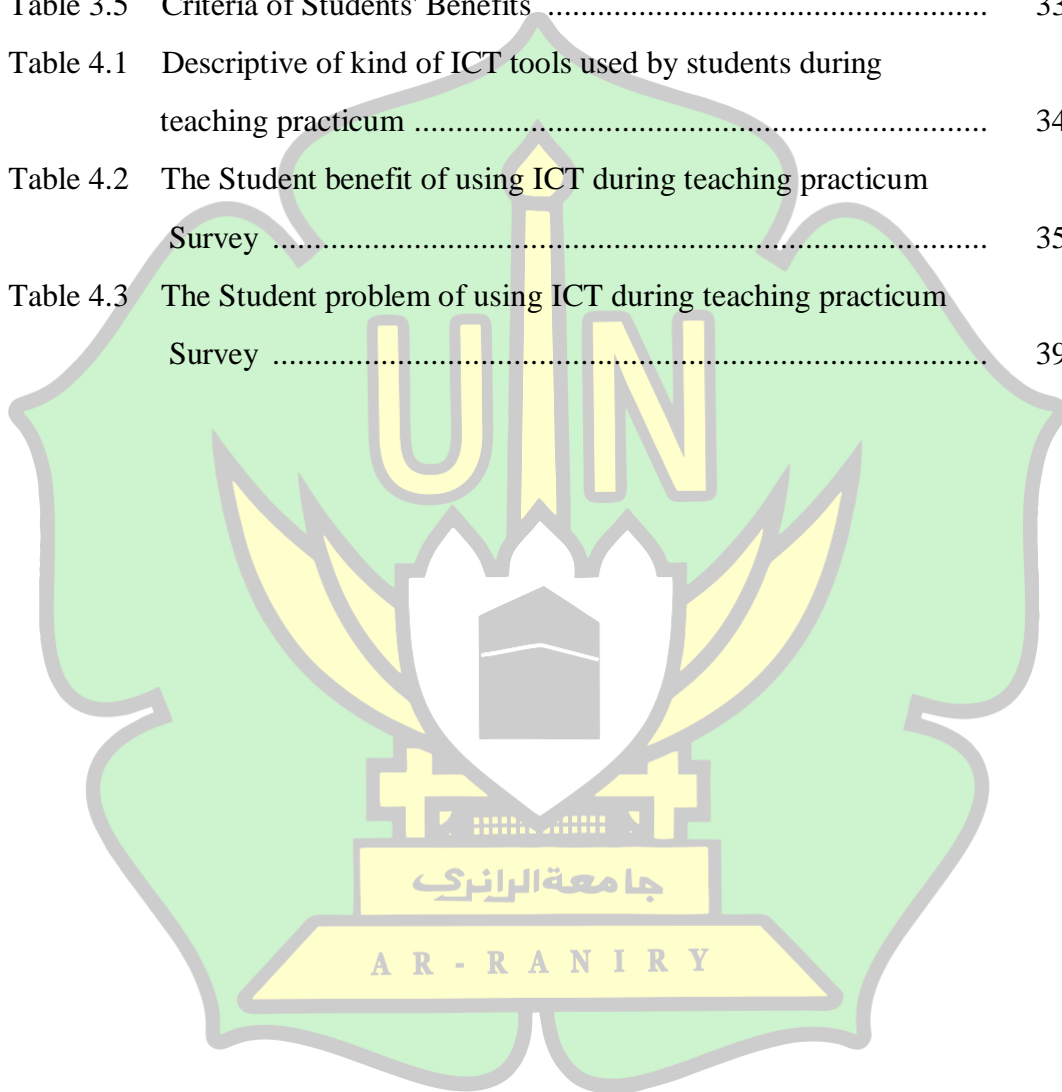


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# CHAPTER I

## INTRODUCTION

### A. Background of Study

In the present era of the 21st century, a notable feature is the escalating significance of information and technology, often referred to as IT. The evolution of information and communication technology (ICT) over the past thirty years has significantly transformed the way we engage in work, education, and interpersonal communication. According to UNESCO (2002) in Bhattacharjee (2016) state that Information and Communication Technology (ICT) is an interdisciplinary field including scientific, technological, and engineering principles, as well as management techniques. It involves processing, utilization, and integration of information, along with its application and connection to various social, economic, and cultural contexts. ICT plays a crucial role in facilitating social interactions and is widely recognized as an essential component of modern life (Daniel, 2002). In the same way, the field of Information and Communication Technology (ICT) has had a profound impact on the education sector, leading to a change in instructional methods towards more interactivity and productivity (Lin et al., 2017). This is achieved through the utilization of a wide range of tools that are employed in both traditional and online educational settings, thereby facilitating the creation of an exciting and involved environment in the classroom.

Incorporating ICT tools into the realm of education, particularly in language instruction has yielded highly positive effects on teaching. The utilization of ICT

technologies within language education has opened up a plethora of potential solutions aimed at enhancing the quality of teaching and learning across various aspects, such as content delivery, instructional processes, and overall educational outcomes (Pardede, 2012). Additionally, ICT offers educators a diverse range of resources to extend learning experiences beyond the confines of traditional classrooms (Haygood et al., 2012). Furthermore, it empowers teachers by granting them easy access to authentic learning environments, thereby facilitating the creation of more engaging, enjoyable, and stimulating lessons for their students (Elliot, 2009; Pardede, 2020). ICT use has a positive impact on teaching methods, educational innovations, and community services in addition to the learning environment (Mikre, 2011; Al-Munawwarah, 2014). It also improves the quality of learning process (Kandasami et al, 2013). Moreover, according to Ahmad (2012), the integration of ICT into the classroom has been shown to enhance students' engagement, foster a student-centered approach, and cultivate a positive learning environment. Besides that, the impact of internal factors, such as students' beliefs and perceptions, is significant in developing motivation among students to enhance academic performance (Muluk, 2021).

On the other hand, the utilization of ICT can also pose challenges to the teaching and learning process. The absence of hands-on learning experiences on traditional blackboards may lead to a weakening of students' foundational skills and motivation to actively participate. Additionally, issues prevalent in educational institutions, such as inadequate access to computers, a shortage of projectors, or

educators lacking proficiency in operating ICT equipment, can further exacerbate these difficulties (Negoescu et al., 2016).

However, the utilization of Information and Communication Technology (ICT) in English language teaching remains rarely in Indonesian institutions. According to the Curriculum 2013, the integration of Information and Communication Technology (ICT) is considered crucial and should be incorporated across all subjects, including English, particularly at the secondary education level. Given the increasing demand for the integration of Information and Communication Technology (ICT) across many academic disciplines, it can be inferred that educators are required to utilize ICT tools in the classroom environment to facilitate the development of effective English language skills among students. In order to do this, it is imperative for English educators to possess the ability to effectively employ ICT tools, as well as proficiency in conducting searches and effectively managing ICT-based resources (Al-Munawwarah, 2014).

Several studies have explored opinions regarding the incorporation of information and communication technology (ICT) and related tools within the realm of teaching and learning. For instance, Rejeki (2021) conducted a study titled "High School Teachers' and Students' Perceptions of ICT Use in Learning English," in which the respondents expressed positive attitudes towards the potential advantages of using ICT in English teaching and learning activities. Another research effort by Alkaromah et al. (2020) titled "Students' Perception on the Information and Communication Technology (ICT) Tools in English Language Teaching" found that students perceived the utility and accessibility of ICT in their

learning process. Furthermore, Al-Munawwarah (2014) conducted a study titled "Teachers' Perceptions on The Use of ICT in Indonesian EFL Learning Context," revealing three key advantages associated with integrating Information and Communication Technology (ICT) into the teaching and learning of English. These benefits encompassed the facilitation of engaging and enjoyable learning experiences for educators, the fostering of learner autonomy, and an elevation in student motivation to acquire knowledge.

Although there have been many experts who discuss research around perceptions on using ICT tools in the teaching process and certainly have similarities with previous research such as variables and research methods. However, the author will highlight the side of the difference between this study and previous studies. This research was conducted in different locations and also used student-teachers as research objects.

Therefore, with the above incident about the benefits and problems experienced by teachers in schools when teaching using ICT, the researchers are interested in taking the title of the study with the title "Students' Perception on The Using ICT Tool During Teaching Practicum". Researchers want to know the benefits and problems experienced by student-teachers when conducting teaching practicum in schools using ICT.



## **B. Research Question**

Building upon the earlier discussion, this study focuses on the following research question: “How are students’ perceptions of using ICT tools during teaching practicum?”

## **C. The aim of the study**

This study aims to investigate students' perceptions of the use of ICT tools during their teaching practicum.

## **D. Significance of study**

The outcomes of this study are anticipated to yield advantages for various stakeholders, including academic institutions, educators, researchers, and other interested parties. Specifically, this research is expected to offer valuable insights to the Department of English Education by shedding light on students' perceptions of the benefits and problems associated with the use of ICT tools during teaching practicums. Consequently, potential solutions to these issues can be proposed and implemented.

From a theoretical standpoint, this research carries significance by contributing additional information and serving as a valuable reference for future researchers interested in this field. It expands the body of knowledge in this area.

For practical purposes, this study is expected to enhance the understanding of how ICT tools are employed during teaching practicums, as perceived by students. This knowledge can benefit educators and practitioners in the field.

Moreover, the findings of this study can serve as a reference for other researchers who seek to explore students' perceptions of utilizing ICT tools during teaching practicums or similar contexts. It can serve as a foundational source for knowledge expansion and the development of new research ideas in this domain.

## **E. Terminologies**

To provide a clear understanding of the terminology employed in this study, we offer the following definitions of key terms relevant to this research:

### **1. Perception**

According to Aprianto (2017), perception can be defined as the cognitive process by which the human brain interprets and comprehends sensory information, resulting in the formation of subjective perspectives on various phenomena. This procedure encompasses multiple facets, encompassing emotions, requirements, motivation, educational history, past experiences, and more. Following this, the aforementioned steps are followed by a cognitive process in which an individual's mind gains a profound understanding of external stimuli. In the context of this research, the term "perception" pertains to how problems and benefits of using ICT tools during their teaching practicums, drawing from their personal experiences and knowledge.

### **2. Information Communication and Technology (ICT)**

According to Cakiki (2014), Information Communication and Technology (ICT) can be defined as a comprehensive framework that encompasses a wide range of tools, facilities, processes, and equipment. This framework facilitates the

generation, transmission, processing, storage, and distribution of information in diverse formats, including but not limited to voice, text, data, graphics, and video. This framework includes both the physical infrastructure and the services necessary to support these activities. In this study, ICT focus on tool commonly used by students when teaching practicum such as laptops, projectors, handphone, etc.

### **3. Teaching Practicum**

According to Msuya (2022), the teaching practicum serves as a crucial element in evaluating student-teachers, as it facilitates their development of knowledge, abilities, and values pertinent to the teaching profession. The typical practice is to provide student-teachers with opportunities to actively participate and cultivate the necessary abilities essential for their achievement in the field of teaching. Gebhard (2019) claims that the author refers to the acquisition of practical experience through participation in a teaching practicum. Depending on the specific terminology employed, this refers to individuals who are actively engaged in educational programs with the aim of honing their skills and knowledge for the purpose of pursuing a career in teaching. They seek to effectively apply the information they have acquired. This research investigates the significance of teaching practicum as a platform for student-teachers to apply their experiential knowledge in a genuine teaching and learning environment.

## CHAPTER II

### LITERATURE REVIEW

#### A. Perception

##### 1. Definition of Perception.

Perception serves as fundamental cognitive mechanism via which individuals engage with and make sense of the external environment in their vicinity. The process of perception begins with the employment of the five senses to get a stimulus, which is then structured and assessed in order to comprehend the information that has been sensed (Nugroho, 2012). Perception, as described by Kotler (2009), is the cognitive process through which individuals actively participate in the discernment, organization, and interpretation of incoming information in order to produce a unified and significant depiction of the external environment. As stated by Asrori (2009), perception refers to the cognitive process through which individuals interpret, organize, and assign significance to stimuli originating from their surrounding environment. This procedure is shaped by an individual's previous learning and life experiences. According to Fadila et al (2013), perception encompasses the entirety of the cognitive processes involved in the selection, organization, and interpretation of sensory information acquired through various modalities such as sight, touch, hearing, smell, and taste, with the ultimate goal of generating meaningful understanding. According to Jacobs et al (2004) in Afnidar (2022), perception is a fundamental element that plays a critical role in facilitating effective teaching and learning. The process of learning is

contingent upon the exposure to stimuli, whereby individuals encounter diverse types of stimuli that elicit sensory responses in their daily lives.

Based on the outlined criteria, it can be deduced that perception involves an individual's comprehension of a given situation, rather than a simple observation of it. In simpler terms, perception is a intricate cognitive process that generates a unique interpretation of the external world, which may vary to some degree from an objective reality. Perception is susceptible to influence not only by physical stimuli but also by contextual elements and individual characteristics present in the environment.

## **2. Process of Perception**

According to Walgito (2010), the sequence of events in the generation of perception can be delineated as follows:

1. Natural (physical) process: It commences with the creation of a stimulus by the object causing it. This stimulus subsequently impinges upon the sensory organs or receptors.
2. Physiological process: The sensory organs receive these sensory inputs, which are then conveyed to the brain via the sensory nerves.
3. Psychological process: This phase unfolds within the brain or the center of consciousness. The human brain harbors a cognitive mechanism that enables individuals to consciously perceive the sensory information received through their sensory receptors..

The perceptual process encompasses several stages, beginning with the selection of stimuli. These stimuli are then subjected to filters, allowing only certain information to pass through. After that, the selected stimuli are organised within our pre-existing structures and patterns. Finally, the interpreted stimuli are understood and assigned meaning based on prior experiences. During the final phase of the perceptual process, individuals attain consciousness of the sensory information received through the receptors.

### 3. Factors Affecting Perception

According to Rahmatullah (2014), a person's perception is influenced by two distinct categories of factors:

#### a. Internal Factors

These factors emanate from within the individual. They are rooted in psychological aspects, encompassing elements such as intentions, emotions, willpower, needs, motivation, and gender. Each person possesses a unique and individual temperament that is shaped by familial and environmental factors.

#### b. External Factors

These factors are external to the individual and are not under their direct control. Various external elements can impact an individual's perception, while the stimulus itself is considered an internal aspect of the perceptual process. The process of receiving stimuli involves the interplay of sensory organs or receptors, including those responsible for visual, auditory, and tactile perception. It can be inferred that an individual's sensory faculties act as the

bridge connecting them to the external elements present in their surrounding environment.

## **B. Information Communication and Technology (ICT)**

### **1. Theory of Information and Communication Technology (ICT)**

The term "Information and Communication Technology" (ICT), as defined by UNESCO (2002), represents the fusion of information technology with communication technology and related technologies. According to Rahim et al. (2016), information technology encompasses the utilization of both hardware and software components to facilitate various data processing tasks. This suggests that technology comprises both physical devices and computer programs, serving as a means for transmitting and exchanging information. Examples of communication technology include telephones, email, Facebook, Twitter, and other similar platforms.

The use of Information and Communication Technology (ICT) holds the potential to enhance the flexibility of educational delivery, allowing students to access knowledge at their convenience and from various locations around the world. With the advent of computers and the internet, both learners and educators can engage in innovative educational pursuits. The integration of Information and Communication Technology (ICT) can offer students opportunities to access authentic and challenging knowledge, thereby enriching their interactive learning experiences through the incorporation of features like radio-like sound effects, songs, cartoons, and other engaging mediums.

Rahim et al. (2016) demonstrate a comprehensive interest in various aspects of learning technology within educational institutions, encompassing hardware, software, and human resources. As mentioned in Auliyah et al (2022), the term "ICT" encompasses a broad range of electronic devices, including personal computers (PCs), websites on the internet, smartphones, and other wireless networks. However, despite the well-intentioned efforts of ICT innovators, its impact on education may be limited compared to traditional teaching methods.

According to Latheef et al. (2019), the concept of information and communication technology (ICT) in education encompasses a wide range of tools that effectively support instructional and learning processes, as well as other educational activities. The integration of ICT is crucial for enabling students to actively engage in the educational processes of instruction and knowledge acquisition. This description highlights that Information and Communication Technology (ICT) encompasses both tangible elements, such as hardware devices, and intangible components like software systems, which include operating systems and applications, along with communication capabilities. The field of information and communications technology (ICT) includes a variety of technological tools, such as computers, digital cameras, and software applications like Excel.

Information and communication technology (ICT) is being utilized in numerous educational contexts and across various academic disciplines in many countries. A significant number of educators hold a positive attitude and strong belief in the advantages of integrating ICT into English language teaching (ELT) instructional environments. However, the implementation process has encountered



numerous challenges arising from inadequate ICT infrastructure, insufficient teacher training, and limited technical support provided by schools. Additionally, teachers' lack of confidence in effectively using ICT has compounded these challenges. The incorporation of ICT into educational policies and curricula may also present several obstacles.

Drawing from a substantial body of research, it is evident that educators generally hold a favorable view of the integration of ICT in education. The perspectives of instructors have been analyzed from multiple dimensions, including institutional, social, facility-related, belief-based, cognitive, attitudinal, and technical aspects of their teaching practices. Numerous studies have demonstrated that Information and Communication Technology (ICT) has the potential to serve as a significant tool for facilitating foreign language instruction and acquisition. Therefore, educators should engage in ICT training to enhance their readiness for instructional delivery in the current digital era of the twenty-first century.

## **2. Kind of Information and Communication Technology (ICT)**

### **a. SmartPhones**

According to Firmansyah et al. (2020), Smartphones can provide access to a wide range of educational resources and tools, allowing students and teachers to enhance their learning and teaching experiences.

### **b. Computer/Laptop**

According to Hartoyo in Auliyah et al. (2022), a computer or Laptop is one or more devices that can receive, process, and transmit information in the form of

communication or signals, guided by a set of predetermined yet adaptable procedural instructions.

#### c. Sound System

Hartoyo in Auliyah et al. (2022) notes that a computer's sound system is often situated in a separate compartment. Laptops are used to consolidate multiple sound systems into a single unit, and there are specific devices designed for this purpose.

#### d. LCD Projector

As per Latheef et al. (2019), employing video teaching presentations through an LCD projector is crucial for students as it adds a dynamic element to the learning process. The use of a multimedia projector to showcase videos has been shown to significantly improve presentation and oral communication skills among students, leading to increased satisfaction and enjoyment.

#### e. PowerPoint

According to Pribadi (2017), the ARCS (attention, relevance, confidence, satisfaction) model can serve as an inspiration for creating captivating presentation programs. The use of projector media as an educational tool is a common practice across various educational settings. Knowledge sharing is facilitated through the utilization of computer software like PowerPoint, enabling the projection of English language content onto an LCD screen. While creating presentation media, various elements like text, images, and videos can be seamlessly integrated.

### 3. Information and Communication Technology (ICT) in Teaching

#### English Learning

As per Umar's argument in Auliyah et al. (2022), the adoption of Information and Communication Technology (ICT) within the Ministry of Education and Culture in Indonesia has resulted in an improvement in educational standards. Schools are now expected to equip students with a wide range of ICT skills, ranging from basic tasks like word processing and data manipulation using software applications such as Microsoft Word and Excel to more advanced abilities like creating presentations using PowerPoint and developing websites for e-learning purposes.

Ahmadi (2018) asserts that the establishment of a meticulously structured classroom setting facilitates enhanced learning outcomes by cultivating students' ability to acquire knowledge more efficiently. Educators ought to explore strategies for enhancing the efficiency and engagement of English instruction within the classroom through the use of a structured and pre-established lesson plan. The presence of a teacher and the use of teaching media play vital roles in addressing two crucial aspects of language instruction. Teaching media serves as a valuable tool for students to grasp the linguistic concepts conveyed by their English instructor during the language acquisition process.

Proficiency in English is inherently linked to the mastery of four essential skills: Listening, Speaking, Writing, and Reading. Information and Communication Technology (ICT) can be effectively employed to facilitate and enhance these four skills.

### a. Listening

According to Auliah et al. (2022), utilizing Computer Assisted Language Learning (CALL) can be an effective way to motivate language learners to take an active role in their learning, even when they are essentially passive listeners. There are various options for enhancing listening skills using multimedia tools such as digital stories, Mp3 files, recordings, music, or podcasts.

### b. Speaking

ICT is instrumental in improving speaking skills in the classroom, especially through distance learning methods like teleconferencing or the use of platforms like Zoom, Google Meet, and others. Specific activities can be incorporated into lessons, such as teachers recording students' dialogues and then playing them back for comments or feedback from other participants.

### c. Writing

Students can express their ideas by writing in personal blogs or submitting articles to the school website if a dedicated space is available for them to share their thoughts. Additionally, they can send or upload their writings through email or various social media applications such as Instagram, Twitter, Facebook, and others.

### d. Reading

In a classroom setting, the development of reading skills can involve displaying text using an LCD projector and then asking students to read it.

Furthermore, teachers can assign students to individually read news articles online in English, encouraging independent reading and comprehension.

#### 4. The Benefits of Implementation of Information and Communication

##### Technology (ICT)

According to Ahmadi (2018), the use of Information and Communication Technology (ICT) offers numerous advantages in the realm of English language learning. Students take on greater responsibility for their own education and gain access to materials that might not be readily available through traditional teaching methods. ICT plays a pivotal role in boosting student engagement and significantly influences the instructional strategies employed by teachers. The impact of information and communication technologies on learning programs, including online, blended, and distance education, has been substantial. As noted by Cakici (2016), the inclusion of multimedia resources such as graphics, animations, music, and video in language learning greatly facilitates the acquisition process for both educators and learners. The Internet and ICT serve as flexible bridges for communication and coordination between professors and students (Habiburrahim, 2015).

Additionally, as mentioned by Avisteva (2020), ICT has a wide range of uses and effects that can be categorized into four areas: access to learning resources, opportunities for communication, feedback mechanisms, and motivation.

The advantages of using ICT can be summarized as follows:

- a) Access to Learning Materials

ICT provides more efficient access to multimedia technologies, making learning materials more accessible. The use of video and the internet adds authenticity to the learning process, and learners have greater control and the ability to make multimedia annotations, enhancing comprehension.

#### b) Opportunities for Communication

ICT offers communication options through various forms of interaction with computers.

#### c) Feedback

ICT enables pedagogically relevant feedback through tools such as grammar checkers, spell checkers, pronunciation correctors, and more. These tools use automatic speech recognition and error tracking to analyze students' responses and provide valuable feedback.

#### d) Learner Motivation

ICT is a crucial tool that can transform education in numerous ways, from simplifying the creation of instructional materials for teachers to offering new avenues for people to work and learn, ultimately enhancing motivation for both educators and learners.

## **C. Teaching Practicum**

### **1. Definitions of Teaching Practicum**

Teaching practicum is a compulsory program instituted by educational institutions to offer student-teachers practical training experiences in genuine educational environments. This allows them to put their theoretical knowledge into practice. Komaruddin (2006) emphasizes the importance of applying theoretical concepts in real-world situations. From this definition, it can be deduced that practice entails the application of theoretical concepts in practical settings. The demonstration of teaching skills becomes evident during the execution of teaching practicum, and these skills are honed through deliberate practice. The more teaching experience a student-teacher accumulates, the more proficient they become in acquiring teaching skills. Consequently, student-teachers often exhibit heightened enthusiasm as they transition into the role of a full-fledged educator.

The teaching practicum is a structured program designed for students enrolled in LPTK (Teacher Education Institutions) programs. It encompasses a combination of instructional training and hands-on experience in a real-world educational setting outside the traditional classroom. This program serves as a platform for nurturing and developing essential professional skills required for educators and other educational professionals. Its ultimate goal is to foster the well-rounded development of aspiring educators, including a comprehensive range of knowledge, skills, values, attitudes, and behavioral patterns essential for their profession. This holistic development equips them to effectively and appropriately

apply these attributes in the management of education and teaching, both within and beyond the school environment.

Typically, the teaching practicum begins with a mentorship component. During this observation period, the student-teacher takes on the responsibility of conducting classes independently for a specified duration (as noted by Bacharach et al., 2010). Additionally, the mentor plays a pivotal role in the process by offering assistance and guidance through clinical supervision and feedback, as outlined by Ambrosetti et al. (2010).

## **2. The Aims of Teaching Practicum**

The primary objective of a teaching practicum is to offer students pursuing a career in education the chance to acquire practical experience and improve their pedagogical and academic skills by actively participating in educational environments within schools or other relevant institutions. According to Dwi (2013), the purpose of the teaching practicum is to provide students with an opportunity to apply the theoretical knowledge they have received in the previous semester. This practical exercise is designed to meet certain standards and aims to enable students to obtain valuable experience and develop the necessary abilities for teaching in school settings. The program is designed with a structured framework to provide support to students and enhance their teaching skills, thereby preparing them for new academic positions upon completion of their studies. Furthermore, it is customary for the teaching practicum to be undertaken towards the conclusion of teacher education programs.



According to Nguyen (2014), It is imperative for individuals to enhance their teaching abilities and accumulate practical experiences to enhance their professional expertise. The teaching practicum is designed to enable student-teachers to achieve mastery and application of various concepts, principles, skills, and values essential for their development as professional educators.

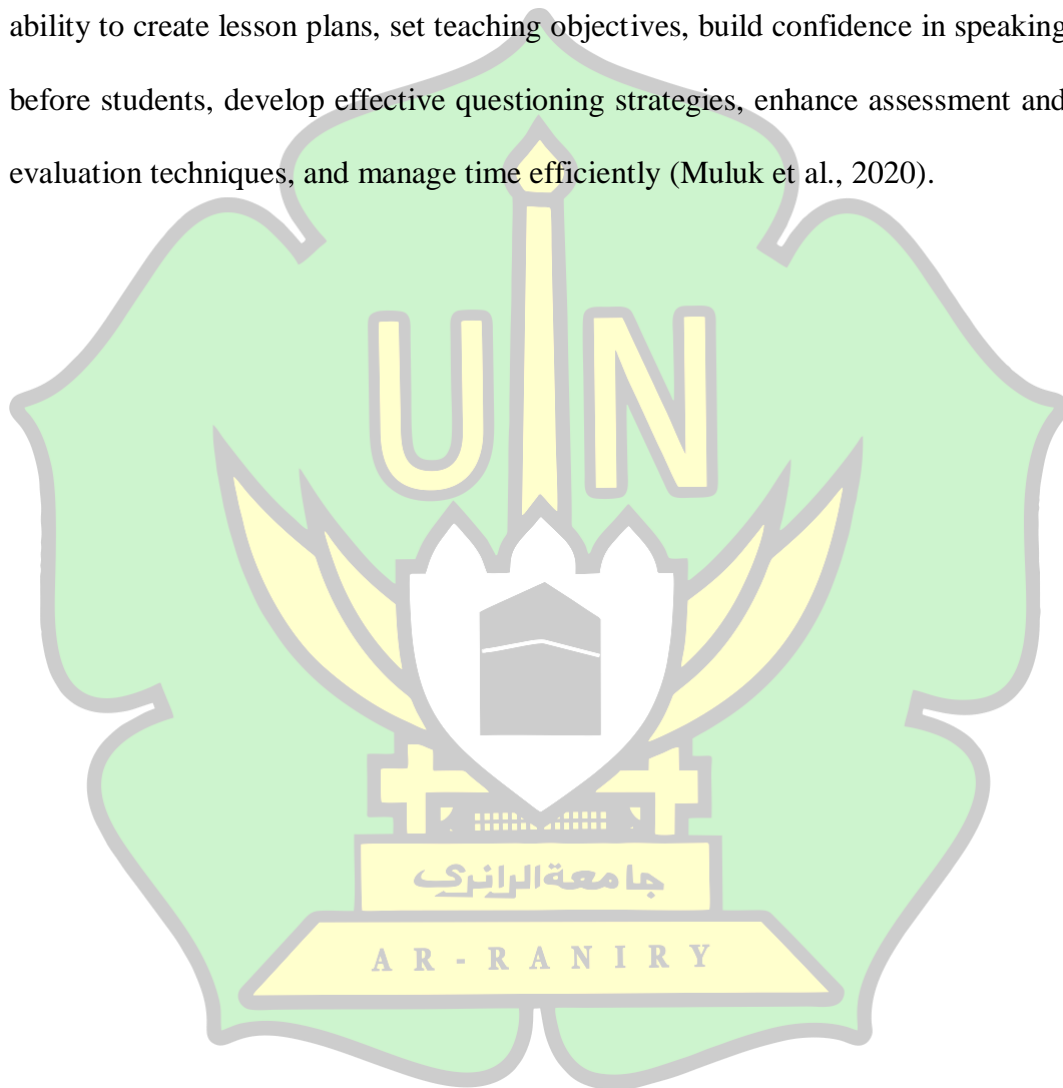
### **3. Advantages of Teaching Practicum**

Several academics have observed the benefits of implementing school-based practice. Hobson et al. (2006) highlight the significance of school-based practice in giving student teachers the opportunity to engage in real classroom settings, consequently facilitating their acquisition of skills in effectively addressing diverse conditions. The school placement of student-teachers will additionally facilitate the application of the principles they have acquired via their experiential learning with specific tactics (Rahmi, 2020). The practicum plays a significant role in facilitating the profession by offering a sponsored admission. The primary factor that significantly influences retention rates is typically the quality of the initial teaching experiences.

These early encounters shape student teachers' perceptions of the teaching profession during their practical training. Therefore, it is essential to provide student teachers with high-quality practice placements to ensure positive outcomes. An essential aspect of acquiring knowledge involves examining and reconstructing field experiences, involving interactions among subjects, objects, and other

individuals. This approach equips individuals with the necessary skills and knowledge to navigate and excel in future endeavors effectively.

Additionally, prospective teachers can derive several benefits from Micro Teaching classes or teaching practicum experiences. These benefits include the ability to create lesson plans, set teaching objectives, build confidence in speaking before students, develop effective questioning strategies, enhance assessment and evaluation techniques, and manage time efficiently (Muluk et al., 2020).



## CHAPTER III

### RESEARCH METHODOLOGY

#### **A. Research Design**

This study employed a quantitative research design, which involves explaining a particular issue or phenomenon by collecting numerical data and subsequently analyzing it using mathematical techniques (Apuke, 2017). The research methodology used in this study was based on a survey approach. According to Sugiyono (2018), the survey method is a quantitative research approach used to collect data related to past or present phenomena, including factors such as beliefs, opinions, characteristics, and behavior. This approach also allows for the examination of various hypotheses related to social and psychological factors, using samples obtained from a specific population. In line with this study's objectives, the survey methodology was chosen to assess students' perceptions of using information and communication technology (ICT) tools during their teaching practicum in educational institutions.

#### **B. Research Participants**

Participants are representative samples or small units of a much bigger population that researchers require in order to conduct research. According to Creswell (2017), a population refers to a collective group of individuals who share similar characteristics. This study specifically focused on a particular group, namely students enrolled in the English Education Department at UIN Ar-Raniry

during the academic year 2018-2019. These students had completed the teaching practicum course and had utilized ICT tools in their educational experiences.

In this study, the researcher employed purposive sampling. As defined by Palinkas et al. (2015), purposive sampling is a frequently used technique in quantitative research for the purpose of identifying and selecting examples that possess a substantial amount of information related to the specific area of interest. Purposive sampling is an intentional approach where the researcher defines specific criteria for selecting the sample.

In this case, the criteria included students who had successfully completed teaching practicum courses in either the seventh or eighth semester and had used ICT tools during their teaching practicum. Based on this sampling technique and the defined criteria, The researcher selected the sample by dividing the questionnaire into two WhatsApp groups, specifically the 2018 and 2019 batches, and obtained 103 responses; however, the researcher could only use 100 data samples from these responses, because 3 of the data error. Based on 100 data sample, the researcher obtain the data from 69 student English batch 2018 and 31 from students English batch 2019. The researchers chose batches 2018 and 2019 as samples in this study to ensure a more diverse perspective. This is because students from batches 2018 and 2019 completed their teaching practicum in different eras and periods, potentially leading to variations. For more detail can be found in table 3.1.

**Table 3.1**  
*Descriptive of Respondents by Batch*

Batch	Frequency	Percentase
2018	69	69%
2019	31	31%
Total	100	100%

### C. Method of Data Collection

This study use questionnaire to collect the data. According to Sugiyono (2015), a questionnaire is a tool for collecting data that presents respondents with a series of questions or statements. Questionnaires are a commonly used method for data collection and typically involve a set of written inquiries on a specific topic. Questionnaires can be broadly categorized into two types: open questionnaires and closed questionnaires. Closed questionnaires consist of concise questions with predetermined response options, limiting respondents to select from a predefined set of choices when answering. In contrast, open questionnaires allow respondents to freely express their thoughts without imposed restrictions (Annum, 2017).

In this study, the researcher employed a Likert Scale questionnaire. The Likert Scale is a method used to collect original data on a scale with quantified categories. As described by Arikunto (2006), the Likert Scale presents a statement followed by a range of response options. It is a suitable tool for assessing attitudes, opinions, and perceptions of individuals or groups regarding a particular educational subject. The data in this study were collected using a questionnaire that

utilized a Likert scale with four levels of agreement, the questionnaire was adapted from Ghavifekr et al (2016). The response options following:

1. Strongly Agree (Score = 4)
2. Agree (Score = 3)
3. Disagree (Score = 2),
4. Strongly Disagree (Score = 1).

Respondents were asked to indicate their degree of agreement based on their personal opinions. The questionnaire used in this research comprised a combination of questions from existing studies and those specifically developed by the researcher.

To administer the questionnaire, the researcher shared a Google Form link through the WhatsApp messaging platform with students, who, in turn, shared it within their respective groups. Subsequently, the collected data were analyzed using the Statistical Package for the Social Sciences (SPSS).

#### **D. Method of Data Analysis**

Data analysis, as outlined by Kawulich (2004), is the process of condensing large amounts of collected data to extract meaningful insights. It is a systematic approach that helps researchers understand and interpret their data. In accordance with the study conducted by Ramadhan et al. (2020), a reliable instrument is characterized by both high validity and reliability, with minimal potential for data collection errors. However, it is not uncommon to come across instruments that lack

validity and reliability, yet are still used for measurement purposes (Sugiharni, 2017). To ensure the development of a robust instrument, it is crucial to assess both validity and reliability. As stated by Ramadhan (2019), a test can be considered valid when it accurately measures students' actual abilities as demonstrated through their participation in learning activities.

#### a. Validity Test

Validity refers to the extent to which an instrument accurately measures the intended objectives it is designed to assess and aligns with the specified criteria (Hatch and Farhady, 1982). In essence, the validity of a test is Determining whether or not an item is valid is usually done by comparing  $R_{count}$  with  $R_{table}$ , with a significance level of 0.05, which means the item can be said valid if the  $R_{count}$  is bigger than the  $R_{table}$ . The formula of validity tes is :

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2] \times [n(\sum y^2) - (\sum y)^2]}}$$

Description:

$r$  = product-moment correlation

$n$  = number of respondents

$x$  = question score (respondent's answer)

$y$  = total score of all questions

$xy$  = question score multiplied by total score

$x^2$  = square of the question score (respondent's answer)

$y^2$  = square of the total score of all questions

The results of validity test of each question item on 100 respondents' answers can be seen in table 3.2.

**Table 3.2.**  
*Validity Test Results*

Item	Value of R- count Correlation Coefficient	Value of R- table 5% (N=100)	Description
1	0,640	0,195	valid
2	0,675	0,195	Valid
3	0,665	0,195	Valid
4	0,587	0,195	Valid
5	0,531	0,195	Valid
6	0,526	0,195	Valid
7	0,535	0,195	Valid
8	0,486	0,195	Valid
9	0,551	0,195	Valid
10	0,435	0,195	Valid
11	0,556	0,195	Valid
12	0,384	0,195	Valid
13	0,509	0,195	Valid
14	0,473	0,195	Valid
15	0,319	0,195	Valid
16	0,319	0,195	Valid
17	0,464	0,195	Valid
18	0,540	0,195	valid



Based on the data contained in table 3.2, it can be seen that all the question items in the research questionnaire are valid. This can be proven by looking at the corrected item total correlation which is greater than the Rtable value of 0.195, thus because all statement items are valid, they can be used for research.

#### b. Reliability Test

The concept of "reliability" relates to the consistency of measurements, particularly the ability to compare test scores or other assessment results across different instances of measurement (Bruton, 2000). This implies that a test lacks reliability when it yields inconsistent results when administered under consistent conditions multiple times. In this research, the researcher employed the Cronbach Alpha method to evaluate the reliability of the measurements, using the following formula:

$$\alpha = \left( \frac{k}{k-1} \right) \left( \frac{s_r^2 - \sum s_i^2}{s_x^2} \right)$$

Description:

$\alpha$  = Cronbach's alpha reliability coefficient

K = Total number of question items being tested

$\sum S_i^2$  = Total of item score variances

$s_x^2$  = Variance of test scores (all K items)

In its application, reliability is measured using a reliability coefficient that ranges from 0 to 1.00. A higher reliability coefficient approaching the number 1.00

indicates higher reliability, while a lower coefficient approaching 0 indicates lower reliability (Azwar, 2015). The reliability norms described by Guilford include:

**Table 3.3**  
*Reliability Criteria (Azwar, 2015)*

Reliability Coefficient	Criteria
> 0,9	Very reliable
0,8 - 0,9	reliable
0,5 - 0,7	Quite reliable
0,2 - 0,4	Less reliable
<0,2	Unreliable

The reliability test was carried out on 18 questions which were statistically tested using Cronbach's Alpha coefficient values using the SPSS application program. A variable is said to be reliable (acceptable) if the coefficient value of Cronbach's Alpha > 0.837. The results of the reliability test using Cronbach's Alpha can be seen in table 3.4.

**Table 3.4.**  
*Results of Reliability Test*

Number of Items	Cronbach Alpha	Description
18	0,837	Reliable

Based on the data contained in figure 4.4, it can be seen that the value of the Cronbach's Alpha coefficient for each variable is above 0.837 so it can be said to be reliable and can be used to achieve research objectives.

### c.Indicator for benefit

The validity and reliability of the instrument from the questionnaire were analyzed using SPSS by the researcher. The quantitative analysis of the data collected from the questionnaire in the Google Form was conducted. This study aims to investigate students' perceptions of both benefits and problems experienced when using information and communication technology (ICT) tools in the context of teaching practicum. Ultimately, the findings of the study are synthesized by examining students' perceptions of the benefits and problems related to using information and communication technology (ICT) tools during their teaching practicum.

In order to conduct an analysis of the data acquired from the questionnaire, the researcher used a simple statistical formula, as outlined below:

$$P = \frac{F}{N} \times 100\%$$

Descriptions:

P = Percentage

F = Frequency

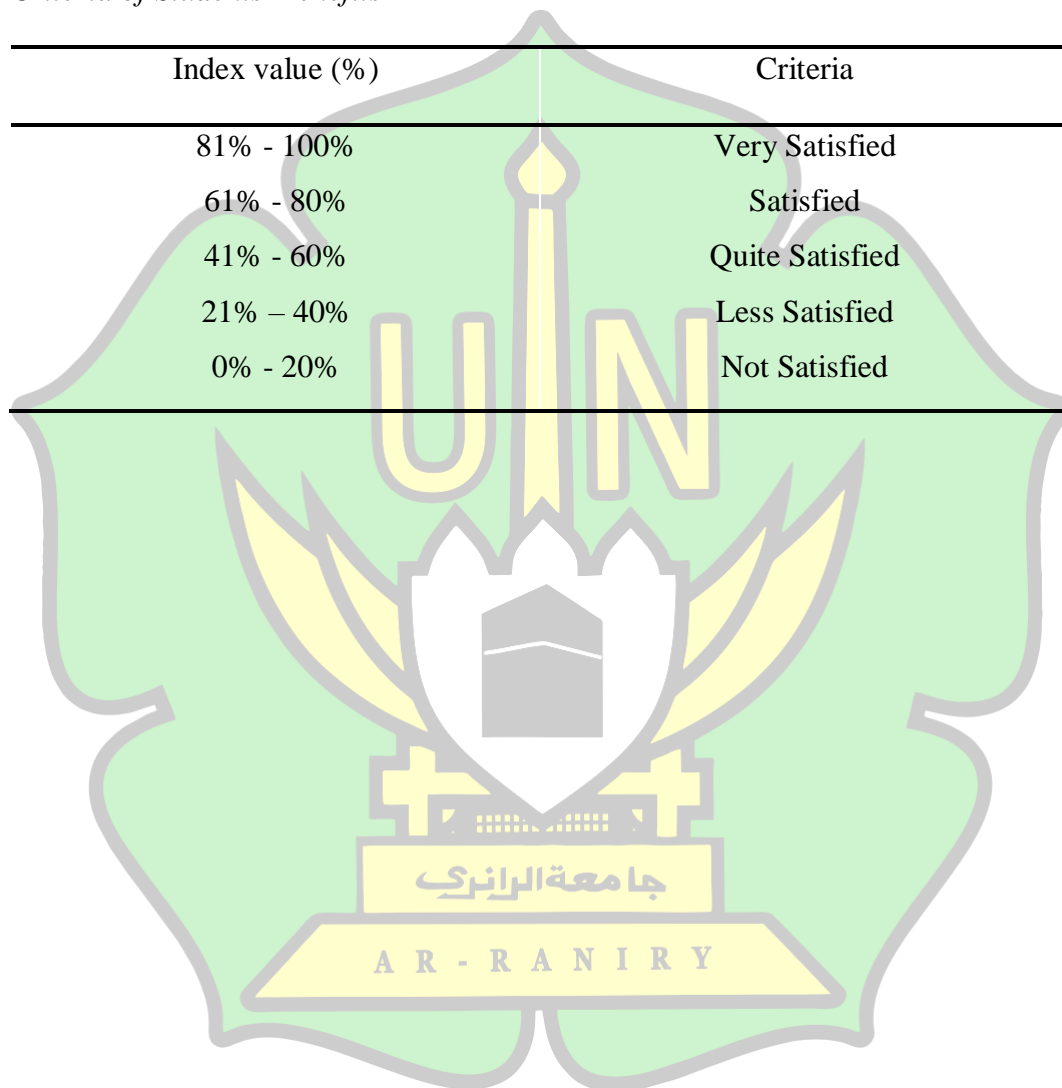
N = Number of samples

100% = Constant value

Based on this formula, whether the results are beneficial or not can be shown using the index interval category according to Arikunto (2010) shown in the table below :

**Table 3.5**  
*Criteria of Students' Benefits*

Index value (%)	Criteria
81% - 100%	Very Satisfied
61% - 80%	Satisfied
41% - 60%	Quite Satisfied
21% - 40%	Less Satisfied
0% - 20%	Not Satisfied



## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, the researcher presents the result of the data presentation and findings in the study itself. This presents the results obtained by using questionnaire.

#### A. Findings

The information gathered is of the primary data type. The findings of distributing questionnaires to students provided the core data for this investigation. Following each respondent's completion of the questionnaire, the results were tallied using Microsoft Excel 2016 and analyzed using SPSS version 28. The researcher received 100 questionnaires back

**Table 4.1**  
*Descriptive of kind of ICT tools used by students during teaching practicum*

ICT Tools	Frequency
Smartphone	57
Computer/Laptop	75
Sound System	33
LCD Projector	56
Power Point	56

Table 4.2 showed that the ICT tool most widely used by students in their teaching practicum is the computer/laptop. Meanwhile, the least used ICT tool is sound system.

The questionnaire's 18 question items can be divided into two main categories. The first section, which includes a statement, focuses on the students' benefit on the use of ICT during teaching practicum survey. The second half of the

statement focuses on the students problem on the use of ICT during teaching practicum Survey.

### 1. Students benefits on the use of ICT during teaching practicum Survey

Based on students' answer to the questionnaire that has been distributed, the results of students benefits on the use of ICT during teaching practicum can be seen in table 4.2. below:

**Table 4.2.**

*The Student benefit of using ICT during teaching practicum Survey*

NO	Question	Strongly agree		Agree		Disagree		Strongly Disagree		Index Percentage
		F	%	F	%	F	%	F	%	
		1	I find it easier to teach by using ICT	59	59	31	31	4	4	
2	I think that ICT supported teaching makes learning more effective	51	51	40	40	3	3	6	6	84
3	The use of ICT helps teachers to improve teaching with more updated materials	66	66	25	25	7	7	2	2	88.75
4	I think the use of ICT improves the quality of teaching	43	43	46	46	9	9	2	2	82.5

5	I have more time to cater to students' need if ICT is used in teaching.	24	24	59	59	16	16	1	1	76.5
6	ICT tools help me develop critical thinking and problem-solving skills.	24	24	61	61	12	12	3	3	77.25
7	The use of ICT increases students' confidence to participate actively in the class.	25	25	52	52	20	20	3	3	69.25
8	ICT tools make learning more interactive and engaging	44	44	39	39	14	14	3	3	81
9	ICT tools help me stay organized and manage my time effectively.	42	42	41	41	14	14	3	3	81.25

There were 59 out of the total number of students (59%) chose strongly agree, 31 (31%) students chose agree that they find it easier to teach using ICT in practice.

Meanwhile, 4 (4%) other students chose disagree and 6 (6%) students chose strongly disagree.

There were 51 out of the total number of students (51%) chose strongly agree, 40 (40%) students chose agree that teaching supported by ICT would make learning more effective. Meanwhile, 3 (3%) other students disagreed and 6 (6%) students chose strongly disagree.

Then, there were 66 (66%) of the total students chose strongly agree, and 25 (25%) chose agree that the use of ICT can help teachers improve teaching by incorporating more updated materials. Meanwhile, 7 (7%) other students disagreed and 2 (2%) students chose strongly disagree.

There were 43 (43%) of the students chose strongly agree that the use of ICT can enhance the quality of their teaching and 46 (46%) students chose agree about that statement, while (9%) other students disagree and 2 (2%) student chose strongly disagree.

There were 24 (24%) students chose strongly agree, 59 (59%) students chose agree, expressing their agreement that they have more time to meet students' needs when ICT is used in the learning process. Meanwhile, 16 (16%) other students disagreed with this statement and 1 (1%) student chose strongly disagree.

There were 24 (24%) students chose strongly agree, and 61 (61%) students chose agree, indicating their agreement that using ICT will help them develop students' critical thinking and problem-solving skills. Meanwhile, 12 (12%) other students disagreed and 3 (3%) students chose strongly disagree.



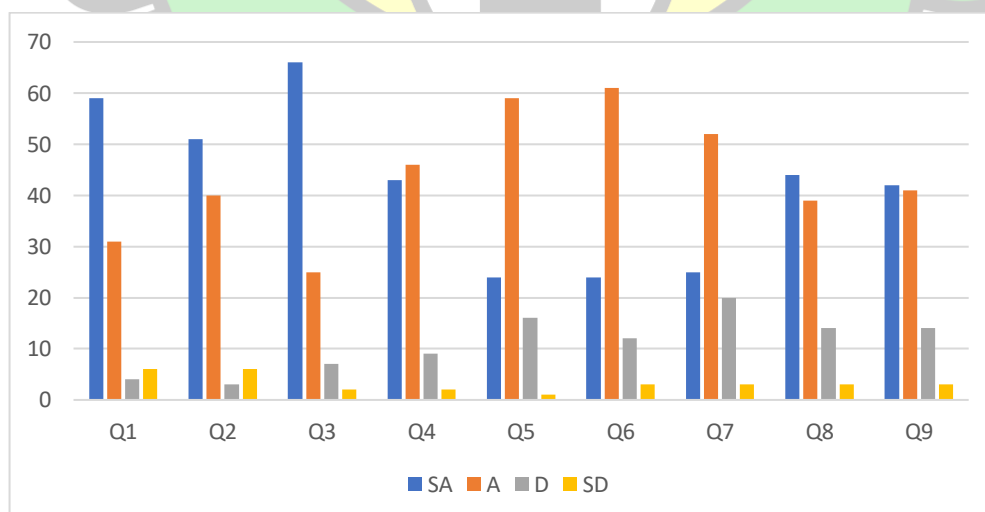
Furthermore, there were 25 (25%) of students chose strongly agree that the use of ICT can boost students' confidence to actively participate in class and 52 (52%) other students chose agree, while 20 (20%) of other students disagree with this statement and 3 (3%) chose strongly disagree.

There were 44 (44%) of students strongly agree that ICT tools make learning more interactive and engaging and 39 (39%) others chose agree, while 14 (14%) of other students disagree and 3 (3%) students chose strongly disagree with this statement.

There were 42 (42%) students chose strongly agree, and 41 (41%) students chose agree that ICT tools help them stay organized and manage their time effectively. Meanwhile, 14 (14%) other students disagreed with this statement and 3 (3%) chose strongly disagree.

**Figure 4.1**

*The recapitulation of student benefit of using ICT during teaching practicum Survey*



## 2. Students problems on the use of ICT during teaching practicum Survey

Based on students' answer to the questionnaire that has been distributed, the results of students problems on the use of ICT during teaching practicum can be seen in table 4.2. below:

**Table 4.3**

*The Student problem of using ICT during teaching practicum Survey*

No	Question	Strongly agree		Agree		Disagree		Strongly Disagree		Index Percentage
		F	%	F	%	F	%	F	%	
1	My school have limited ICT tool such as LCD Projector	31	31	34	34	23	23	12	12	71
2	At my school the computer lab room cannot be used	23	23	24	24	30	30	23	23	61.75
3	My school has limited electricity	8	8	24	24	33	33	35	35	51.25
4	The use of ICT tools sometimes caused distractions	10	10	48	48	38	38	4	4	66
5	Lack of proper training and guidance to use ICT tools is a challenge for me	10	10	38	38	35	35	17	17	60.25

6	I feel overwhelmed by the number of ICT tools used in the classroom.	4	4	27	27	54	54	15	15	54.25
7	ICT tools can be a distraction during class	12	12	35	35	43	43	10	10	62.25
8	ICT tools may not be suitable for all types of learning activities	19	19	49	49	21	21	11	11	69
9	Students may become too dependent on ICT tools and neglect traditional learning methods	14	14	43	43	35	35	8	8	65.75

There were 31 (31%) students chose strongly agree, and 34 (34%) students chose agree regarding the inadequacy of ICT equipment such as an LCD projector in the school where they conduct teaching practice. Meanwhile, 23 (23%) other students disagree with this statement and 12 (12%) others chose strongly disagree.

There were 23 (23%) students chose strongly agree, and 24 (24%) students chose agree that the computer lab in their school cannot be used. This is in contrast to 30 (30%) other students whose school computer labs can be used effectively as learning facilities and there were 23 (23%) students chose strongly disagree.

Then, there were 8 (8%) students strongly agree that the school where they undergo practical training lacks sufficient electricity and 24 (24%) student chose agree. On the other hand, 33 (33%) other students disagree with this statement and 35 (35%) chose strongly disagree, indicating that they do not have issues with the provision of electricity in their school.

There were 8 (8%) chose strongly agree that they students cannot operate ICT tools such as an LCD projector and laptop and 13 (13%) chose agree. Meanwhile, 25 (25%) other students do not experience any issues in this regard and also 52 (54%) students strongly disagree with this statement.

There were 10 (10%) students who feel that the use of ICT tools in the learning process would disrupt the process itself and 48 (48%) students chose agree. Meanwhile, 38 (38%) other students feel that ICT tools do not disrupt learning at all and also 4 (4%) students chose strongly disagree.

There were 10 (10%) students strongly agree that they lack training and guidance in using ICT tools, making it a challenge for them, and 38 (38%) students chose agree. On the other hand, 35 (35%) students other students do not face challenges due to a lack of guidance in using ICT tools and 17 (17%) students chose strongly disagree.

Furthermore, there were 4 (4%) strongly agree that they feel overwhelmed in determining the quantity of ICT tools to be used in the classroom and 27 (27%) others chose agree. Meanwhile, 54 (54%) other students do not feel overwhelmed in making such determinations and also 15 (15%) of students strongly disagree with the statement.

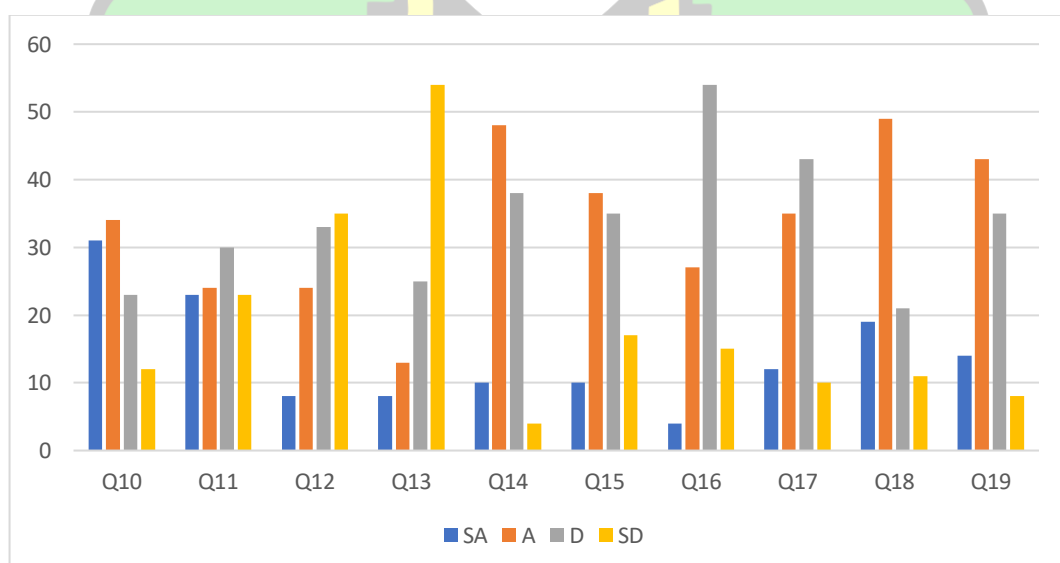
There were 12 (12%) students strongly agree that the use of ICT tools can be a disturbance during the learning process and 35 (35%) students chose agree, while 43 (43%) other students do not consider ICT tools as a disturbance and 10 (10%) others chose strongly disagree.

There were 19 (19%) students strongly agree that ICT tools may not be suitable for all types of activities in the learning process and 49 (49%) students chose agree, while 21 (21%) other students disagree with this statement and 11(11%) others chose strongly disagree.

Then, there were 14 (14%) students strongly agree that the students they teach become overly dependent on ICT tools and become negligent and 43 (43%) students chose agree, while 35 (35%) other students disagree with this statement and 8 (8%) chose strongly disagree.

**Figure 4.2**

*The recapitulation of student problem of using ICT during teaching practicum Survey*



## B. Discussion

This study focuses on one research question, namely how are students' perceptions of using ICT tools during teaching practicum? Questionnaire is conducted to answer the research question. The questionnaire consists of two indicators, first, student benefit of using ICT during teaching practicum, second, student problem of using ICT during teaching practicum.

According to the data gathered from the questionnaire, about 85.77% of students felt that using ICT tools during their teaching practicum has been beneficial. The use of ICT facilitates learning and supports more effective teaching by giving teachers access to a variety of current learning resources, which guarantees that the curriculum is varied and never gets boring. ICT can offer a wealth of resources that educators require for their instruction, such as activities, media, materials, and other easily accessible resources.

Teachers believe they can improve the caliber of their instruction if they have unrestricted access to a multitude of resources. In this sense, ICT is crucial for determining the needs of students before the learning process even begins and for setting up the resources that are required. To make sure that the material is exactly targeted, teachers might conduct a more thorough analysis and consideration of the aims and needs of their students.

ICT tools also help teachers improve their ability to think critically and solve problems. Not only do teachers gain, but students also gain from this. As they study, students gain self-assurance and become more involved in the process. Through their ICT gadgets, they have access to a multitude of information that helps

them comprehend the topic that is being presented. Because they are interested in ICT, which can present visuals, graphs, and a variety of other information, making the learning process more pleasant and less tedious, using ICT tools also increases students' involvement and interaction in the classroom.

Furthermore, teachers will also be better organized and able to efficiently manage their time by utilizing ICT technologies. ICT facilitates learning in various ways by enabling the use of ICT to complete tasks that would otherwise need to be completed by hand. As a result, teachers can prepare lesson plans more quickly and effectively.

This result is similar to the results of the study by Nowfeek, M. R. M., & Mahrool, F. (2021), which showed that professional knowledge in subject, pedagogy, and technology must be acquired by all teachers. With the use of technology, educators can further their professional development. In the current educational era, teacher preparation programs need to establish the ideal setting so that instructors can design relevant learning experiences for students.

While the majority of students believe that using ICT tools in the classroom has benefits, 14.22% of students do not think that there are any benefits. The use of ICT does not always help students learn, based on their experiences during teaching practice at school. Additionally, it doesn't help educators create lesson plans or improve the efficiency of the learning process, which makes educators feel as though their instruction isn't getting any better.

Moreover, teachers' critical thinking and problem-solving abilities do not improve when they use ICT in the classroom. The lack of confidence and lack of

active engagement on the part of the students also contributes to a non-interactive learning environment in the classroom. Teachers also find it challenging to save time on preparation because they do not believe that ICT plays a big role in gathering resources and information.

Regarding to the difficulties that students have when completing their school-based teaching practicum, 52.6% of students report that they have no problems utilizing ICT resources for learning. This is because sufficient ICT resources, including computers and laptops, are available to assist the educational process. students also have access to a computer lab that students can utilize whenever necessary to improve their educational experience.

In addition, the school has enough electricity to run its operations without any problems, so that students can continue using ICT for instruction. Additionally, they are proficient in using ICT tools, which reduces their burden and keeps the classroom quiet. Regarding the number of ICT tools required for the learning process, they are clear.

Although the majority of students do not encounter issues in using ICT tools in the learning process, 47.4% of other students find it challenging and face difficulties with ICT tools. This can be attributed to two factors, internal and external. Internally, it may stem from the students themselves, where they may not be proficient in operating the available ICT tools. Externally, the limited availability of ICT tools in the school and insufficient electricity capacity contribute to suboptimal utilization of ICT in the learning process.



Additionally, not all learning activities are suitable for using ICT tools, and sometimes students become more dependent and neglectful in the classroom. This result is similar to the results of study by Kaur, K. (2023) which stated that ICT integration for teaching and learning faces obstacles. Lack of time, resources, access, and technological help are some of the external obstacles that teachers must overcome.



## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter is divided into two parts, conclusion and recommendation. The first part explains about the summary of the finding. The second part describes several benefits for student, lecturer, and future researcher. This research was conducted to find out students' perceptions of using ICT tools during teaching practicum. The research question was answered through a questionnaire conducted on students of English education Department at the Ar-raniry State Islamic University.

#### **A. Conclusion**

This study indicates that all students involved as respondents use ICT tools in the learning process during their teaching practicum at school. The majority of students benefit from the use of ICT tools, finding that the learning process becomes easier. They can access a variety of new and updated learning materials. ICT aids them in preparing and determining the needs of students, assists teachers in developing critical thinking and problem-solving skills, makes learning more interactive, and engages students actively, fostering increased confidence. Additionally, teachers become more organized in managing their time, leading them to perceive an improvement in the quality of their instruction through the use of ICT.

Although many students feel the benefits of using ICT, however, there are students who face issues and challenges in using ICT tools. The majority of these

challenges and issues stem from external factors. This occurs due to inadequate availability of ICT tools in the school, occasional inaccessibility of computer labs, and, at times, the use of ICT tools causing disruptions in the classroom. Additionally, they perceive that not all types of activities in the class are suitable for using ICT tools, and sometimes, their usage can make students less independent and neglectful in the classroom.

### **B. Recommendation**

This research is focused on the use of ICT tools by students during their teaching practicum. According to the findings, the researcher offers some recommendations for English students and future researchers.

For students, ICT tools can be used during teaching practicum to create a more interactive class and actively involve participants in the classroom. Furthermore, the use of ICT also facilitates the preparation of materials and provides learning media for students, thus enhancing the quality of the teacher's instruction.

Finally, the researcher hopes that other researchers will be able to perform superior research in the future and will be able to utilize this work as a reference for similar research. Future research can be conducted using in-depth interviews to gain a deeper and more comprehensive understanding of students' perceptions in using ICT tools during teaching practicum. This approach would strengthen and enrich the data obtained.

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## Appendix A : Appointment Letter Of Supervisors



**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B-2287/UN.08/FTK/KP.07.6/01/2023**

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

**Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;  
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

**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 Pemerintah 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 RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;  
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;  
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;  
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;  
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;  
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

**Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, tanggal 03 Januari 2023

**Menetapkan**  
**PERTAMA** : Menunjuk Saudara:  
1. Prof. Dr. Safrul Muluk, M.Ed. Sebagai Pembimbing Pertama  
2. Fithriyah, S.Ag.,MPd. Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :  
Nama : **Muhammad Zikri**  
NIM : **180203054**  
Program Studi : **Pendidikan Bahasa Inggris**  
Judul Skripsi : **Students' Perception on The using ICT Tools During Teaching Practicum**

**KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor/SP.DIPA. 025.04.2.423925.2023, tanggal 30 November 2022.

**KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023

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

**MEMUTUSKAN**

**AR - RANIRY**

Ditetapkan di: Banda Aceh  
Pada Tanggal: 30 Januari 2023  
Dekan

  
**Safrul Muluk**

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

## Appendix B: Recommendation Letter To Conduct Filed Research

12/8/23, 11:01 AM

Document



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-12540/Un.08/FTK.1/TL.00/12/2023  
Lamp : -  
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,  
Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry  
Assalamu'alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MUHAMMAD ZIKRI / 180203054**  
Semester/Jurusan : XI / Pendidikan Bahasa Inggris  
Alamat sekarang : Rukoh

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 ***Students' Perception on The Using ICT Tools During Teaching Practicum***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 07 Desember 2023  
an. Dekan  
Wakil Dekan Bidang Akademik dan Kelembagaan,



Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Berlaku sampai : 29 Desember 2023

جامعة الرانيري

A R - R A N I R Y

## Appendix C: Questionnaire

### Questionnaire

#### A. Participant Identity:

1. Name
2. Student ID
3. Teaching Practicum school name

#### B. The ICT what they have used

Please choose the answer according to your previous experience during teaching practicum

##### 1. Do you use ICT during teaching practicum?

- Yes
- No

##### 2. What ICT have you used during teaching practicum? (you can choose more than one)

- SmartPhones
- Computer/Laptop
- Sound System
- LCD Projector
- PowerPoint
- Google Classroom
- YouTube

#### C. The Student benefit and problem using ICT Survey Instruction:

Please choose the answer according to your level agreement based on the statement below. Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

##### Direction:

1. Read the following statement carefully
2. Please choose the most appropriate response that applies to your experience using ICT tools during teaching practicum

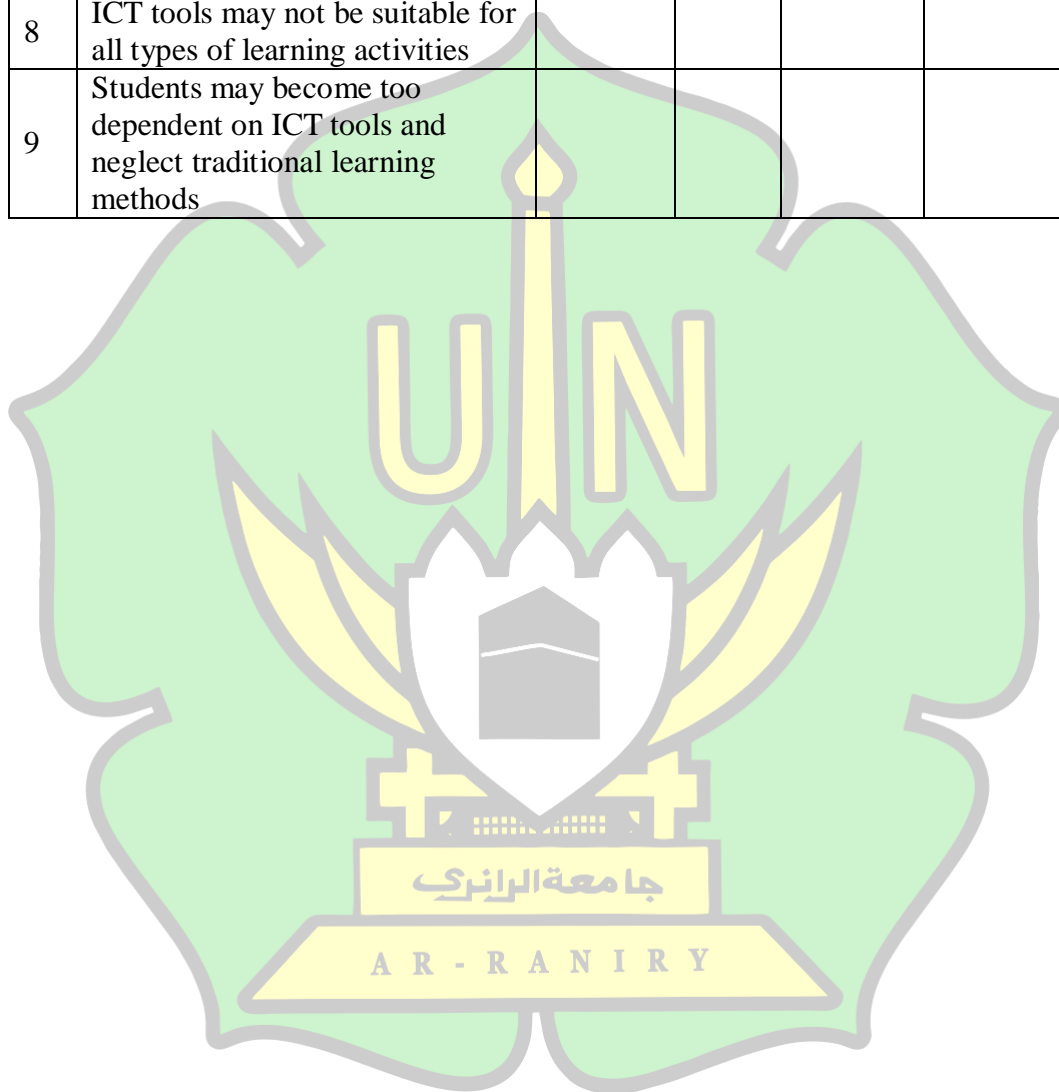
## a. The Student benefit of using ICT during teaching practicum Survey

No	Statement	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
1	I find it easier to teach by using ICT				
2	I think that ICT supported teaching makes learning more effective				
3	The use of ICT helps teachers to improve teaching with more updated materials				
4	I think the use of ICT improves the quality of teaching				
5	I have more time to cater to students' need if ICT is used in teaching.				
6	ICT tools help me develop critical thinking and problem-solving skills.				
7	The use of ICT increases students' confidence to participate actively in the class.				
8	ICT tools make learning more interactive and engaging				
9	ICT tools help me stay organized and manage my time effectively.				

## b. The Student problem of using ICT during teaching practicum Survey

No	Statement	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
1	My school have limited ICT tool such as LCD Projector				
2	At my school the computer lab room cannot be used				
3	My school has limited electricity				
4	The use of ICT tools sometimes caused distractions				

5	Lack of proper training and guidance to use ICT tools is a challenge for me				
6	I feel overwhelmed by the number of ICT tools used in the classroom.				
7	ICT tools can be a distraction during class				
8	ICT tools may not be suitable for all types of learning activities				
9	Students may become too dependent on ICT tools and neglect traditional learning methods				



### Appendix D: Output Data of SPSS

The Student benefit of using ICT during teaching practicum Survey

Questionnaire	Strongly agree		Agree		Disagree		Strongly Disagree		Index Percentage
	F	%	F	%	F	%	F	%	
1	59	59	31	31	4	4	6	6	85.75
2	51	51	40	40	3	3	6	6	84
3	66	66	25	25	7	7	2	2	88.75
4	43	43	46	46	9	9	2	2	82.5
5	24	24	59	59	16	16	1	1	76.5
6	24	24	61	61	12	12	3	3	77.25
7	25	25	52	52	20	20	3	3	69.25
8	44	44	39	39	14	14	3	3	81
9	42	42	41	41	14	14	3	3	81.25

The Student problem of using ICT during teaching practicum Survey

Question	Strongly agree		Agree		Disagree		Strongly Disagree		Index Percentage
	F	%	F	%	F	%	F	%	
1	31	31	34	34	23	23	12	12	71
2	23	23	24	24	30	30	23	23	61.75
3	8	8	24	24	33	33	35	35	51.25
5	10	10	48	48	38	38	4	4	66
6	10	10	38	38	35	35	17	17	60.25
7	4	4	27	27	54	54	15	15	54.25
8	12	12	35	35	43	43	10	10	62.25
9	19	19	49	49	21	21	11	11	69
10	14	14	43	43	35	35	8	8	65.75