



**THE ANALYSIS OF TEACHERS' PROFESSIONAL COMPETENCE IN
UTILIZING INFORMATION AND COMMUNICATION TECHNOLOGY
FOR TEACHING AND LEARNING PROCESS**

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submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*.

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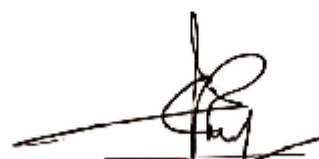
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DECLARATION OF ORIGINALITY

I am Noven Aquilla Abkarin, I hereby declare that this final project entitled "The Analysis of Teachers' Professional Competence in Utilizing Information and Communication Technology for Teaching and Learning Process", is my own work and has not been submitted in any form for another degree or diploma at any university. Information derived from the published work of others has been acknowledged in the text and a list of references is given in references.

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MOTTO AND DEDICATION

“It’s okay if you aren’t growing the way others are. It’s okay you are moving slower.

Your life has its own timing. You don’t have to match with others to be worthy.”

–Yasmen Ahmed–

This final project particularly dedicated to:

My beloved parent

My lovely brother

My generous uncle

My gorgeous friends

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First of all, I would like to express my gratitude to the One, the Almighty, The Most Gracious Allah SWT as His blessing and mercy to the completion of this final project. Peace upon the prophet Muhammad SAW, the perfect figure sent for the whole world. My deepest gratitude goes to my beloved parent, sister, and my whole family who have supported me with spiritual and prayers for my success.

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The writer

ABSTRACT

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This study is about the utilization of ICT in classroom learning to develop teacher's professional competence. Nowadays, COVID-19 pandemic has already spread around the world. It brings bad impacts on many sectors, especially the education sector. Based on the issue, this study aims to investigate teacher's familiarity with the use of ICT, to find out teachers' professional competence in utilizing ICT in classroom learning, and to obtain supporting and inhibiting factors of teachers' professional competence in utilizing ICT. A qualitative approach was used as a method of this study. Data collection was conducted by distributing questionnaires, carrying out structured interviews, and documentation addressed to ten respondents consisting of English teachers from three schools in Wonosobo. This study reveals that ten teachers were familiar in using ICT in classroom learning. They claimed that the use of ICT can help their works in the teaching and learning process. They used media of ICT such as social media, accessing the internet, laptop, computer, etc. They were also ready in the use of ICT in every meeting or once a week/month even though they were ready with the preparation or without preparation. Second, the teacher's professional competence can improve ICT utilization in teaching and learning classrooms. Teachers used ICT as a medium in delivering material, accessing the internet to upload and downloading some tasks. The use of social media is to share some information about the material. The use of ICT also can improve teachers' professional competence because ICT usage is easier and more effective to deliver materials. It can facilitate teachers, increase students' motivation, and greatly help students understand the material. Third, there were supporting and inhibiting factors in ICT utilization. Based on the data findings, the supporting factors of the use of ICT were making it easier in the teaching and learning process, increasing students' motivation, improving teachers' professional competence, and taking part in the digital era. In addition, the good facilities and time were in supporting factors. The inhibiting factors were the lack of facilities, the lack of teachers' competence, the lack of time, the lack of motivation, the lack of accessing media of ICT, and lastly teachers' unwillingness.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

In the digital era, Indonesia is able to pursue technological developments. Changes and developments are also happening in the world of education, including education and teaching English (Priyatmojo, et.al, 2017). It has been proven by the rise of the use of Information and Communication Technology in classroom activities. Information and Communication Technology is modern renewal which can be applied in education. Fu (2013) stated that Information and Communication Technology (ICT) is electronic devices that are mostly used in the education sector nowadays such as computers, televisions, radios, the Internet, projectors, and others.

In Indonesia, ICT is often related to current development. Therefore, the education minister has revised some curriculum from KTSP 2006 into the newest one, called revised K-13. In this case, the government has a policy in increasing the quality of education. ICT development brings many advantages to the education field. 2013 Curriculum is a Competence-based curriculum that requires all of the activities as student-center. It means that all the classroom activities in teaching and learning English requires that students have to be active. Hence, the teacher should use ICT for effective classroom learning. Suryana (2013) stated:

In curriculum 2013, ICT is one of the tools which can be used by the teachers in order to provide effective teaching in the classroom. The use of ICT such as the Internet, Google docs, email, and etc., has an important point in providing effective quality not only in providing effective

teaching, but also to create students learning habits, and control the students' activity.”

Nowadays, COVID-19 pandemic has already spread around the world. It brings bad impacts on many sectors, especially the education sector. According to UNESCO (2020) in Di Perto et.al (2020) showed that at the end of April 2020, educational sectors immobilize in 186 countries, affecting approximately 74% of the total enrolled learners around the world. It has devastated teachers, students, schools, and the education system. According to UNESCO (2020) in Duraku and Hoxha (2020) stated that

“More than 1 billion and 575 million students in approximately 188 countries around the world are reported to have been affected by the closure of schools and universities due to preventive measures taken by countries against the spread of COVID-19.”

Due to the isolation, the teachers and students have to do online learning. They cannot go to school, as usual. Therefore, the teachers should prepare in delivering materials by using technology (in this case, Information and Communication Technology). The use of ICT is an appropriate way to keep the function of the education system during this quarantine time. They are required to be able to use ICT properly. The importance of technology in the learning process and the factors related to teacher motivation to work and resistance to change, as well as the identification of obstacles faced by beneficiaries and implementers of education (Duraku, et.al. 2020). Therefore, the teacher is the main figure who has to master in ICT utilization in this pandemic.

A teacher is one of the factors of the students' success in the education field (Akinwamide, 2018). English teachers must have related competencies to

achieve the objectives of revised K-13. They also have to develop their competences in the learning process. They are demanded to be expert in the use of ICT. According to Undang-Undang No. 14 Tahun 2005 in Subekti, et.al (2016), a teacher is one of the professional educators who has the main task to educate, teach, guide, lead, assess, and evaluate students informal, basis, and intermediate playgroup.

Teachers as a role model for students, the teachers' performance are noticed by the students. Therefore, teachers have come to realize that every meaningful improvement that students receive depends on the quality of teaching.

A good teacher must have good competences. According to Undang-Undang No. 14 Tahun 2005, there are four competencies that teachers must have including personality, pedagogy, social, and professional (Lao, et.al, 2017). First, personality competence is one of the abilities that a teacher must-have. Pahrudin, et.al (2016) stated that it reflects a good personality e.g. wise, kind, maturity, etc., being a role model for students, and also having good character. This competence also includes teachers' performance in the classroom.

Second, pedagogy competence is the teachers' ability to design and implement the learning strategy. The teachers are required to understand students in the learning process. They also can develop students to explore their various potential, and also evaluate the students' achievement (Pahrudin, et.al, 2016). The teachers are required to have good in this competence because this is about the ability of how the teacher teaches and manages properly in the classroom.

Third, social competence is teachers' ability to do interact with their students, colleagues, students' parents, and society (Pahrudin, et.al, 2016). Teachers are required to have good interaction and communication with people who are both in school and out of school. They also need to have good values, manners, and attitudes towards the social environment.

Fourth, professional competence is teachers' ability that they have to master learning material deeply, curriculum, management classroom, lesson plan, etc. (Pahrudin, et.al, 2016). Professional competence also includes the use of ICT as a medium of the learning process in the classroom. At this time, teachers realize that technology developments are able to increase the quality of education because it makes them easy to do anything in the learning process such as finding references, making assessments, doing classroom activity by using Language laboratory, etc. Consequently, teachers have challenges to master in the use of ICT. They have to participate in seminars about ICT utilization in the teaching and learning activities in order to achieve in developing educational progress in the digital era.

Popova, et.al (2018) indicated that Of 171 World Bank projects with education components between 2000 and 2012, nearly two-thirds included professional development to support teachers. If teachers want to be professional, they have to improve their skills and competence. Koning (2012) in Utami (2015) stated that on the enhancement of teacher's competence, the Indonesian government designs teacher certification program. In addition, teacher certification is also aimed to improve welfare, status, and reward systems for

teachers (Fahmi, et.al. 2011). The World Bank stated that starting in 2006 the teacher certification program was rolled out across the country at a massive rate of around 200,000 teachers a year (2015). Nowadays, there are many teachers who have been certified in many programs, it means that the quality of education also has increased.

Teacher certification is an important way to improve the teacher's competence. Teachers must have an upgraded certification in the digital era. One of the teachers' competences is professional competence. The importance of this competence is to develop their competence in learning material, curriculum, lesson plan, management classroom, etc. Professional competence also includes ICT utilization. In the rapid technology development era, teachers have to master in the use of ICT in classroom learning. Moreover, today also is in the pandemic era of the COVID-19. Teachers are required to use ICT every day because they cannot teach face to face with their students. Therefore, this study discussed teachers' professional competence in utilizing ICT for teaching and learning classrooms.

1.2 Reasons for Choosing the Topic

Akinmawide (2018) stated that Information and Communication Technology is the design, production, application, and evaluation of means, modes, and devices for disseminating, managing, and storing information about the principles and methods of solving human (biological, environmental, economic, and education) problems. This can be useful in the education sector in order to facilitate educators

for increasing the quality of education in this country. It also influences students' motivation in learning English. Thus, English teachers must have ICT competence in the learning process.

There are four teachers' competencies such as pedagogy, personality, social, and professional (Lao, et.al, 2017). The teacher as an educator should have them. In this study, I focused on professional competence. Teachers largely will ignore this competence because they have had a good competence in personality and pedagogy. They are more concerned with both competences than professional competence. While nowadays, teachers need professional competence in the development era.

Information and Communication Technology is needed by teachers to support their teaching and learning process in the classroom. Therefore, many teachers are still blind to technology. They are required to be able to utilize technology developments. They have challenges in mastering the use of ICT in education. This study aims to find how teacher's familiarity on the use of ICT in classroom learning is, how teachers' professional competence in utilizing Information and Communication Technology in classroom learning is and what supporting and inhibiting factors of teachers' professional competence in utilizing ICT in classroom learning are.

1.3 Research Questions

Based on the background of the study, the writer wants to investigate these following questions:

1. How is teachers' familiarity on the use of ICT in classroom learning?
2. How is teachers' professional competence in utilizing Information and Communication Technology in classroom learning?
3. What are the supporting and inhibiting factors of teachers' professional competence in utilizing ICT in classroom learning?

1.4 Objectives of the Study

The purpose of this study is to find out the teachers' professional competence in utilizing ICT in classroom learning. This purpose is to break down these following objectives:

1. To obtain information about teachers' familiarity on the use of ICT in classroom learning.
2. To investigate teachers' professional competence in utilizing Information and Communication Technology in classroom learning.
3. To find out supporting and inhibiting factors of teachers' professional competence in utilizing ICT in classroom learning.

1.5 Significance of the Study

By conducting this study about the teachers' professional competence in ICT utilization in classroom learning, the writer hopes this research will be useful for teachers in teaching English.

1) Theoretically

This study discovers supporting and inhibiting factors of teachers' professional competence in utilizing ICT in classroom learning.

2) Practically

The theory of this study will be used for teachers to master Information and Communication Technology for classroom learning. This study is useful for teachers who still faced problems in utilizing ICT in classroom learning.

3) Pedagogically

This study could inform the reader especially the teachers about how to increase teachers' professional competence in utilizing Information and Communication in classroom learning.

1.6 Outline of the Study

Chapter I shows the background of the study, reasons for choosing the topic, research questions, the purpose of the study, and the outline of the study.

Chapter II consists of a review of previous studies which has a similar topic or related topic with this study, review of related theories, and theoretical framework.

Chapter III represents the procedure of investigation that contains research design, the object and subject of this study, instrument of the study, data analysis, the role of the researcher, and procedures of analyzing data.

Chapter IV investigates findings and discussions that consist of the result of respondents' profile and overall findings based on the statement of the problem.

Chapter V shows the conclusions of the whole findings and discussions in the previous chapter. This chapter also shows suggestions delivered to the readers who will conduct similar research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter shows the theories underlying the topic of the study. This chapter contains the review of previous studies which has a similar topic or related topic with this study, the review of related theories, and the theoretical framework.

2.1 Review of the Previous Study

To strengthen this study, there are some previous studies supporting this study. The first study was conducted by Akinwamide (2018) entitled *Professional Updates for Language Teachers in Digitally Infected Clime: The ICT Utilization Sensibility*. The objectives of this study were to find out the training or retraining of the ICT utilization for the English teachers and whether there was a provision to develop human capacity in the learning process. This study used descriptive survey design. There were 571 English teachers (all English teachers) in a senior secondary school in Ekiti State. They were collected as a population. In selecting the sample, a multistage random sampling technique was employed by the writer. In collecting the data, a questionnaire was used by the writer. Based on the finding of the research, this study indicated that there was no significant relationship between the provision that enacts human capacity for ICT utilization. The teachers had not received training to develop their skills in utilizing ICT. This study related to the writer's research because it explained the teachers' sensibility in the use of Information and Communication Technology in the digital era. This study was conducted in Nigeria with a lot of problems against the integrity of the profession.

On the other hand, the difference is the writer wants to know how ICT utilization in improving teacher's professional competence.

Then, Adhini (2018) conducted a study entitled *Teachers' Perception of Social Media in Developing Pedagogical Competence*. Social media is a part of Information and Communication Technology that refers to an application or website to allow people to share content easily. This study investigated teachers' perceptions of using social media to enhance pedagogical competence. A survey method was used in this study, this method used to know the value of teachers' perception of social media to develop their pedagogical competence. There were three types of schools as an object of this study such as Junior High School, Senior High School, and Vocational High School. The subject of this study was fourteen English teachers from the three schools. The finding showed that fourteen English teachers were familiar to use social media services for the teaching and learning process. It showed also the advantages of using social media as a medium in teaching and learning such as to locate, evaluate, collect information from a variety of sources, and content-specific tools. This is related to the writer's research in using the part of ICT in the teaching and learning process. This study faced that the existence of social media plays an important role in daily life, including learning. This study attempted to find out teachers' frequency in using social media and analyze teachers' perceptions of using social media in developing their pedagogical competence. It is a bit different from the writer's research because it only used social media in learning activities whereas the writer's research will use Information and Communication Technology generally

to find out English teachers' factors in mastering ICT. This study also investigated the teachers' perception of the use of social media in developing pedagogical competence while in the writer's research investigates teachers' professional competence by using ICT in classroom learning. However, this study will be most useful to be one of the references to support the research.

In 2018, Jatileni, & Jatileni conducted a study entitled *Teachers' Perception on the Use of ICT in Teaching and Learning: A Case of Namibian Primary Education*. The objectives of this study were to find out teachers' perceptions of the Namibian primary school in using ICT in the teaching and learning process and examine the effect of gender on the use of ICT. This study also found out the extent to which the primary school teachers use ICT in their classroom learning and the criteria they use in the ICT utilization in the teaching and learning process. In collecting data, this study used a self-administered questionnaire with open- and close-ended questions. The subject of this study was 90 teachers of Namibian primary school. Based on the finding, this study showed that the use of ICT in the teaching and learning processes improved the quality of education. Teachers used ICT based on the lesson objectives, activities, and curriculum. The finding also found the male teachers were significant in ICT utilization. This study was related to the writer's research that investigates teachers' perception of using Information and Communication Technology in teaching and learning and the effect of gender in ICT utilization in the classroom. However, this is a bit different because this study investigated teachers generally.

It means that not only an English teacher but also all the teachers in Namibian Primary Education.

Al-Munawwarah, (2014) conducted a study entitled *Teachers' Perception on the Use of ICT in Indonesia EFL Learning Context*. This study investigated teachers' perceptions in implementing the use of ICT in the EFL learning process. A descriptive qualitative method was used to gain the relevant data and it used an open-ended questionnaire and interview to collect the data. Therefore, this study used an open-ended questionnaire to find out teachers' perceptions of the use of ICT in the learning process, and it was administered to the participants. Then the interview was conducted to find out further information deeply based on the research questions in which the information could not be accessible from the questionnaire. This study was taken at one of the vocational high schools in Bandung. There were four English teachers of six as a subject of study. In the research finding, there were three advantages in the use of ICT in the learning process such as teachers can provide ease and interesting learning, teachers promote learners' passion, and teachers' motivation in students' learning. The study showed the teachers faced some challenges in using ICT in the learning process and strategies. This study is relevant to the writer's research that is the implementation of Information and Communication Technology in the teaching and learning process. However, this study investigated from teachers' perspectives while the writer's research investigates the factors of English teachers in mastering ICT in the teaching and learning process. I also emphasized English

teachers' professional competence in using ICT. This study will be useful for one of the references to support the research.

The last study was conducted by Budiman, Rahamawati, & Ulfa (2014) entitled *EFL Teachers' Belief and Practice on Integrating ICT in the Classroom: A Case Study on the Implementation of SAMR Model in Teaching Reading Descriptive Text at MA Assalam, Sukoharjo*. This study aimed to find out English as a Foreign Language (EFL) teachers' perception and practices on the integration of ICT in English language teaching. A case study on an individual teacher was used in this research to reach the objective. Observation and teachers' interviews were used to collect the data. The Substitution Augmentation Modification Redefinition (SAMR) was used as a data analysis tool to investigate the extent to which teachers use ICT in classroom learning, it is resulted by direct observation. A single English teacher from MA Assalam was purposively selected as the research subject, therefore the writer wanted to focus on a single unit to produce an in-depth description. The results of this study showed that the teacher believes that integration of ICT is useful because ICT has an important role in a transformation in the teaching and learning process and it can improve the quality of education. This study is relevant to the writer's research to utilize the use of Information and Communication Technology in the EFL teaching and learning process. However, in this case, they use ICT in teaching reading a descriptive text while in the writer's research it is more general in English teaching.

2.2 Review of Theoretical Studies

In this section, the writer discussed the theoretical study that was related to the topic of this study which consisted of the analysis of English teachers' professional competence in utilizing Information and Communication Technology in the teaching and learning process.

2.2.1. Professional Competence

Nowadays, the education field is required to realize rapid technological development. Budiman (2017) stated that global demand requires the education field to always and constantly adjust technological developments towards the efforts in improving the education quality, especially adjusting the use of it in the learning process. Therefore, as a teacher who one of the main components in the education field has to take part in ICT utilization in this digital era.

According to Lao, et.al (2017), a teacher must have four competencies in the teaching and learning processes in the classroom such as personality, pedagogy, social, and professional competence. If those competencies are owned by every teacher, it will increase the quality of the teacher and also the quality of education itself. In this case, I emphasized professional competence to support this study. Professional competence is teachers' ability that they have to master learning material deeply, curriculum, management classroom, lesson plan, etc. (Pahrudin, et.al, 2016). Therefore, this competence has a strong relation with technological developments because the educational system is nowadays an ICT-based system, a system that requires the user to do some activities based on ICT.

2.2.2. Information and Communication Technology

Information and Communication Technology is needed in the teaching and learning process in the education field. Information and Communication Technology or called ICT is one of the technological developments such as computers, the Internet, and electronic devices and delivery system that are mostly used in the education sector. According to Fu (2013) states

ICT can expand access to the education field. The teaching and learning process uses ICT can be done anywhere and anytime. For example, online course material can be accessed 24 hours even seven days a week. Teleconferencing classrooms can facilitate both teacher-student in direct interaction easily and comfortably.”

The role of ICT in the teaching and learning process as explained in Ya’acob et.al (2005) in Almekhlafi (2017) that was more than 219 studies that have discussed the use of ICT in the education field, those studies found that the students in technology-high environments consistently experienced positive effects on their performance in all courses. Using ICT in the learning process can improve the quality of education and students’ motivation to enhance their competences.

There are many advantages on the use of ICT in the English teaching and learning process. According to Fu (2013), the benefits of using ICT in the learning process are:

- a. It helps students in accessing digital information efficiently and effectively
- b. It can support student-centered and self-directed learning
- c. It produces a creative learning environment
- d. It can promote collaborative learning in a distance-learning environment

- e. It offers more opportunities to develop critical (higher-order) thinking skills
- f. It can enhance the quality of teaching and learning
- g. It also supports teaching by facilitating access to course content

2.3. Theoretical Framework

This study focused on how teachers' professional competence in ICT utilization was. By doing observation, there was known the extent of teachers' professional competence in the use of ICT in the teaching and learning process. In this case, the use of ICT to improve teachers' professional competence was still not optimal. Since there were many factors that affect the use of ICT. This study also investigated supporting and inhibiting factors in improving teachers' professional competence in ICT utilization. For more details, this chart described below.

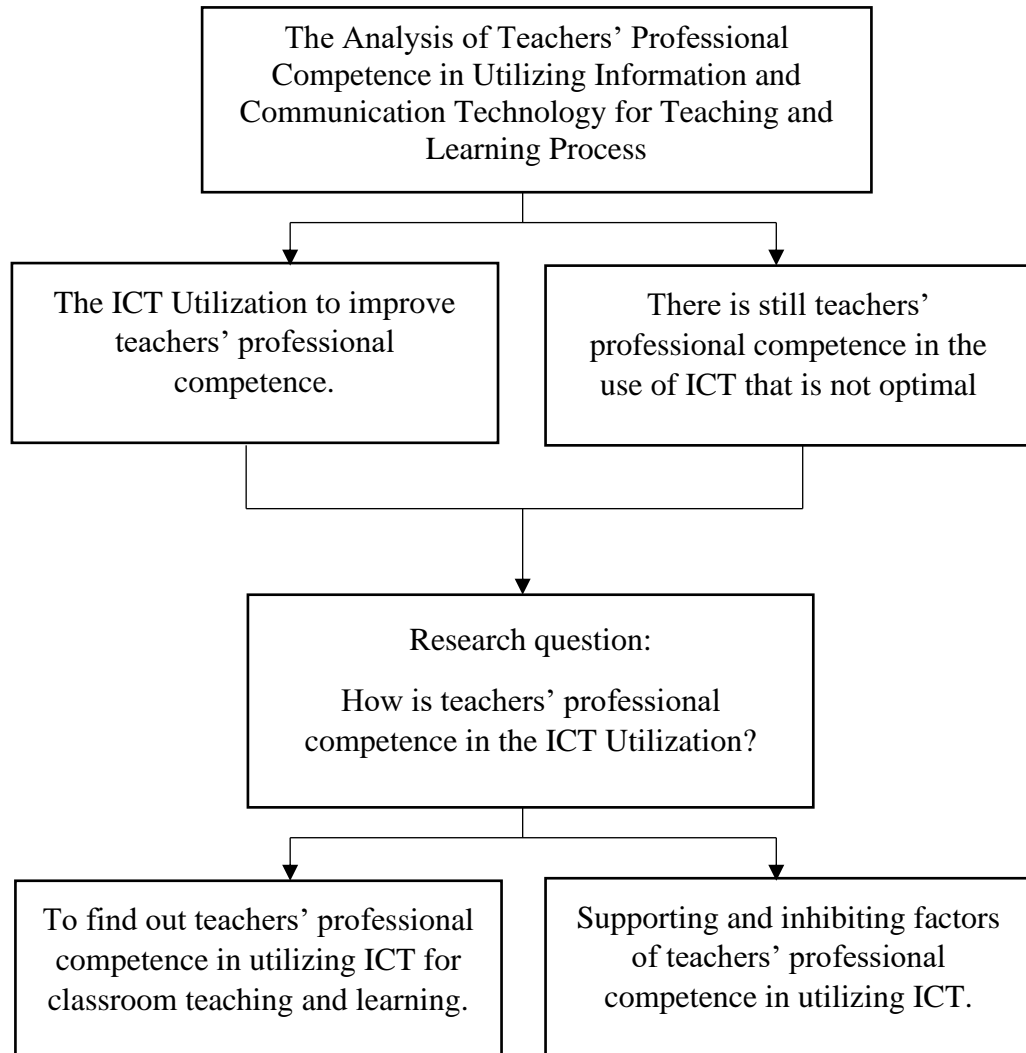


Figure 1 Research Concept

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is the last chapter which presents conclusions of the whole findings and discussions in the previous chapter. This chapter also shows suggestions delivered to the readers who will conduct similar research.

5.1 Conclusions

Based on the findings, it showed that there were some points as the conclusion of this research. First, ten English teachers were familiar on the use of ICT in classroom learning. They realized that the presence of ICT is able to develop their professional competence.

In addition, there were five indicators that presented information about the teacher's familiarity on the use of ICT in the classroom. They were; teachers' understanding of ICT; ICT classification; teacher's frequency on the use of ICT; teacher's readiness in using ICT; and the use of ICT can support teacher's professional competence. The first indicator showed that there was only one of ten English teachers who understood the true meaning of ICT. They were still difficult to distinguish the correct meaning of ICT, social media, and the internet in words. However, they have already known about ICT, social media, and internet services. The second indicator presented ICT classification that teachers often used in the classroom. Accessing the internet and using a computer or laptops have the same percentage. It meant that most of the teachers preferred to use computers or laptops and access the internet than using social media. The

third indicator displayed teacher's frequency on the use of ICT. Half of the ten teachers used ICT once a week. Three teachers used ICT once a month. Two of the teachers used ICT every meeting. The fourth indicator stated that five teachers were ready to use ICT in classroom learning and they also prepared material and ICT services. Meanwhile, there were two teachers which are not ready to use ICT in the classroom. The last indicator reported that four English teachers agreed; the use of ICT always supports their professional competence. On the other hand, the use of ICT sometimes supports their professional competence was selected by six English teachers.

Second, ICT utilization in the classroom can support a teacher's professional competence. A questionnaire was taken to get information about ICT utilization. the first questionnaire reported that ICT utilization could look up teaching materials; the use of ICT made effective time; teachers were more productive; the ICT utilization made the preparation of materials easier, etc. the second questionnaire stated that ICT utilization can improve teachers' professional competence. The teachers believed that ICT services made communication with their students easier. There were also many advantages of the use of ICT such as ICT utilization can facilitate the teachers in delivering materials; the ICT utilization will be easier and effective; the use of ICT increases students' motivation; the ICT utilization will greatly help students to understand the material; etc.

Third, there were some supporting and inhibiting factors on the use of ICT in classroom learning. The supporting factors were; making it easier in teaching

and learning process; increasing students' motivation; improving teachers' professional competence, and taking part in the digital era. In addition, the facilities and time were in supporting factors. The inhibiting factors were the lack of facilities, the lack of teachers' competence, the lack of time, the lack of motivation, the lack of accessing media of ICT, and teachers' unwillingness.

5.2 Suggestions

Based on the significance of this study, this study shows some suggestions for the teachers and researchers. For the teachers, this study will help the teachers in mastering professional competence. They can utilize the use of ICT to reach that competence in the learning process. The teachers also are able to see supporting and inhibiting factors of the use of ICT in the learning process.

For the researchers, this study can give suggestions to people who are interested in conducting the research. I suggest that this study will be useful for researchers to conduct similar research.

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