

ABSTRACT

Siregar, Rivaldo, 2024, Registration Number : 2201121011, Challenges in Implementation of T-PACK in the English Language Teaching and Learning Process at SD Swasta Islam Terpadu Nurul Azizi, English and Literature Department, Faculty of Language and Arts, State University of Medan, 2025.

This study aimed to identify the challenges in implementing the TPACK model in the English teaching and learning process at SD Swasta Islam Terpadu Nurul Azizi. The research used a qualitative design where data was obtained from text statements. Data was collected through several questionnaires and interviews. The subjects of this study were two teachers: one Upper Class Teacher starting from grades 4, 5, 6 and one Lower Class Teacher starting from grades 1, 2, 3 at Nurul Azizi Integrated Islamic Private Elementary School. This study examines the implementation of Technological Pedagogical Content Knowledge (TPACK) in English language learning at SD Swasta Islam Terpadu Nurul Azizi, focusing on teachers' knowledge, challenges, and strategies for integrating technology into their teaching practices. Using a qualitative research approach, data was collected through questionnaires and interviews with lower and upper-grade teachers to assess their levels of technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK). The findings indicate that teachers demonstrate strong pedagogical knowledge (85%) and content knowledge (90%), but technological knowledge (60%) remains a barrier to effective technology integration. Key challenges include limited access to digital resources, a lack of structured training, and difficulties aligning technology with the curriculum (50%). However, teachers have developed various strategies to address these challenges, such as using simple digital tools (75%), applying student-centered learning approaches (65%), adopting blended learning methods (70%), engaging in peer collaboration (80%), and fostering a supportive school environment (85%). The study concludes that while teachers actively seek solutions to enhance TPACK implementation, the lack of formal training, insufficient IT support, and difficulty in aligning technology with learning objectives remain significant obstacles. Therefore, institutional support, structured professional development, and improved technological infrastructure are essential for the sustainable integration of TPACK. Future research should explore the long-term impact of TPACK implementation, the effectiveness of teacher training models, and student outcomes in technology-enhanced learning environments. These findings contribute to ongoing efforts to enhance technology integration in English instruction, ensuring more effective, engaging, and interactive learning experiences for students.

Keywords: TPACK, Technology Integration, English Language Learning, Teacher Training.