

**DESIGNING ICT COMPETENCES-INTEGRATED  
SYLLABUSES OF THEORETICAL KEY TEACHING  
COMPETENCES COURSES FOR ENGLISH LANGUAGE  
EDUCATION STUDY PROGRAM**



A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of  
Master Program of English Language Education

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**2020**

## ABSTRACT

**Yolannisa, Weby.** 2020. *Designing ICT Competences- Integrated Syllabuses of Theoretical Key Teaching Competences Courses for English Language Education Study Program*. Thesis. Jakarta: Master Program of English Language Education, Faculty of Language and Arts, State University of Jakarta.

The integration of ICT competences is applicable to courses concerning with teaching competences in English Language Education Study Program (ELESP). Thus, this study was intended to design the ICT competences- integrated syllabuses of English Language Teaching Methodology course, Curriculum and Material Development course, Language Learning Theories and Strategies course, and Digital Literacy in English Language Education course for ELESP. The design of the study employed Borg and Gall model of DDR which was modified into four steps: needs analysis, prototypical syllabus designs, evaluation, and final product revision. The data sources were 14 existing syllabuses from eight universities in Indonesia that were analyzed by using ICT competences frameworks of UNESCO, European Profiling Grid, and other ICT competences theories. The results of the analysis showed most of the existing syllabuses implicitly integrated ICT competences in assessments, teaching media, learning activities, and teaching methods. Moreover, the dominant levels of ICT competences implicitly applied in the existing syllabuses were Technology Literacy, and Knowledge Deepening. The eleven procedures of integrating ICT competences were proposed and integrated into 14 components of newly designed syllabuses suggested by Davis, Dillon, Altman, and RISTEKDIKTI. The newly designed syllabuses accommodated all levels of ICT competences namely, Technology Literacy, Knowledge Deepening and Knowledge Creation. The content-based syllabus was employed as the type of the syllabus since the courses covered in theoretical key teaching competences focused on subject matters.

**Keywords:** *ICT- Competences, Theoretical Key Teaching Competences Syllabuses, EPG, UNESCO ICT Competences Framework for Teacher*

## ABSTRAK

**Yolannisa, Weby.** 2020. *Merancang Silabus Mata Kuliah Teori Kompetensi Mengajar Berbasis Kompetensi TIK Program Studi Pendidikan Bahasa Inggris.* Fakultas Bahasa dan Seni. Program Magister Pendidikan Bahasa Inggris. Universitas Negeri Jakarta.

Integrasi kompetensi TIK berlaku untuk mata kuliah yang berhubungan dengan kompetensi mengajar di Program Studi Pendidikan Bahasa Inggris . Oleh karena itu, penelitian ini ditujukan untuk merancang silabus mata kuliah *English Language Teaching Methodology, Curriculum and Material Development, Language Learning Theories and Strategies, and Digital Literacy in English Language Education* untuk Program Studi Pendidikan Bahasa Inggris. Desain penelitian menggunakan model DDR Borg dan Gall yang dimodifikasi menjadi empat langkah: analisis kebutuhan, desain silabus prototipikal, evaluasi dan revisi produk akhir. Sumber data yang digunakan yaitu empat belas silabus Mata Kuliah Teori Kompetensi Mengajar dari delapan universitas di Indonesia yang dianalisis dengan menggunakan kerangka kompetensi TIK dari UNESCO, European Profiling Grid, dan teori kompetensi TIK lainnya. Hasil penelitian menunjukkan bahwa kompetensi TIK sebagian besar dan secara implisit terintegrasi di beberapa komponen silabus seperti penilaian, media pengajaran, kegiatan pembelajaran dan metode pengajaran. Selain itu, level yang paling dominan dalam penguasaan kompetensi TIK di silabus yaitu Literasi Teknologi (*Technology Literacy*) dan Pendalaman Pengetahuan (*Knowledge Deepening*). Sebelas prosedur pengintegrasian kompetensi TIK dirancang dan diintegrasikan ke dalam 14 komponen silabus yang baru. Silabus yang dirancang mengakomodasi semua tingkat kompetensi TIK. Berdasarkan karakteristik mata kuliah yang mengutamakan konsep atau konten, desain silabus yang digunakan yaitu berbasis konten.

**Kata Kunci:** Kompetensi Teknologi Informasi dan Komunikasi, Silabus Teori Kemampuan Mengajar, EPG, Kerangka Kompetensi TIK UNESCO



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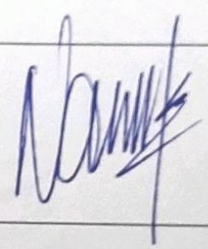
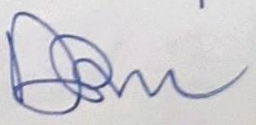
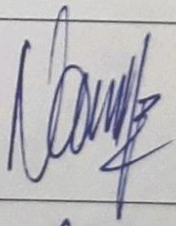
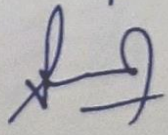
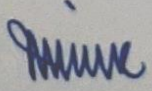
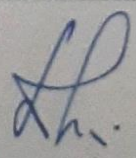
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## PREFACE

All praises and thanks are to Allah SWT, Master of the universe, the Almighty who always enlightens and shows the writer the way in finishing the paper entitled “Designing ICT Competences – Integrated Syllabuses of Theoretical Key Teaching Competences Courses for English Language Education Study Program”.

This paper is submitted to the Master Program of English Language Education, Faculty of Language and Arts, State University of Jakarta. It is written to fulfill the partial requirement for the the examination of Master Program of English Language Education.

The writer is fully aware that this paper is still far from being perfect. She hopes that this paper can be useful to those who read it. She also appreciates constructive criticism and suggestions for improving this paper.

Jakarta, February 2020

Weby Yolannisa

## ACKNOWLEDGEMENTS

Alhamdulillah, the writer would like to express her abundant of happiness of after accomplishing her thesis under the title “Designing ICT Competences-Integrated Syllabuses of Theoretical Key Teaching Competences Courses for English Language Education Study Program.” This thesis will be presented to the Faculty of Language and Arts Universitas Negeri Jakarta as the requirements for getting the degree of M.Pd. (S-2) in English Language Education Master Program.

The first and foremost, the deepest gratitude is expressed to her beloved parents who always give her love, prayer, moral and financial supports in finishing her study, also her beloved sister who always keeps reminding me to finish this study. She also would like to thank Mrs. Dr. Siti Drivoka Sulistyaningrum, M.Pd. and Mrs. Dr. Ratna Dewanti, M.Pd. as the supervisors who have given their knowledge, valuable guidance, encouragement, patience, correction, and suggestion to the writer in finishing her research paper.

The writer’s sincere gratitude also goes to all inspiring lecturers and staffs in English Language Education Master Program who have taught the writer useful knowledge and skills, Mr. Yusuf Imron, as the staff administration in English Language Education Master Program who always helps the writer in organizing the documents, and his support to finish this study, the pedagogy team: Sri Susanti and Muthia Andini for encouraging, sharing and discussing the knowledge to finish the thesis, the RPS team, the friends from Class A and B of PMPBI 2017 who have shared time and bittersweet moments together, and all people who cannot be mentioned one by one for their support and help. May Allah, The Almighty, bless them all, Amin.



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