# 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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## 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 Komptensi Mengajar dari delapan universitas di Indonesia yang dianalisis dengan menggunakan kerangka kompetensi TIK dari UNESCO, European Profiling Grid, dan teori kompetensi TIK lainnya. Hasil peneliatian 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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I declare that this research paper entitled Designing ICT Competences – Integrated Syllabuses of Theoretical Key Teaching Competences Courses Designing ICT Competences – Integrated Syllabuses of Theoretical Key Teaching Competences Courses for English Language Education Study Program (Design and Development Study of English Language Education Program Syllabuses) submitted for Master degree is entirely the result of my own work. I am fully aware that I have quoted some statements and ideas from various sources. All quotations are already properly acknowledged.

Jakarta, February 2020

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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.

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