

**TEACHERS' USE OF INTERACTIVE FLAT PANEL (IFP) IN
ENGLISH TEACHING AND LEARNING (A Case Study at
SMPN 172 Jakarta)**



A Skripsi Submitted to fulfil part of the requirements for obtaining a Bachelor's
degree (S1) in English Language Education

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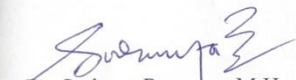
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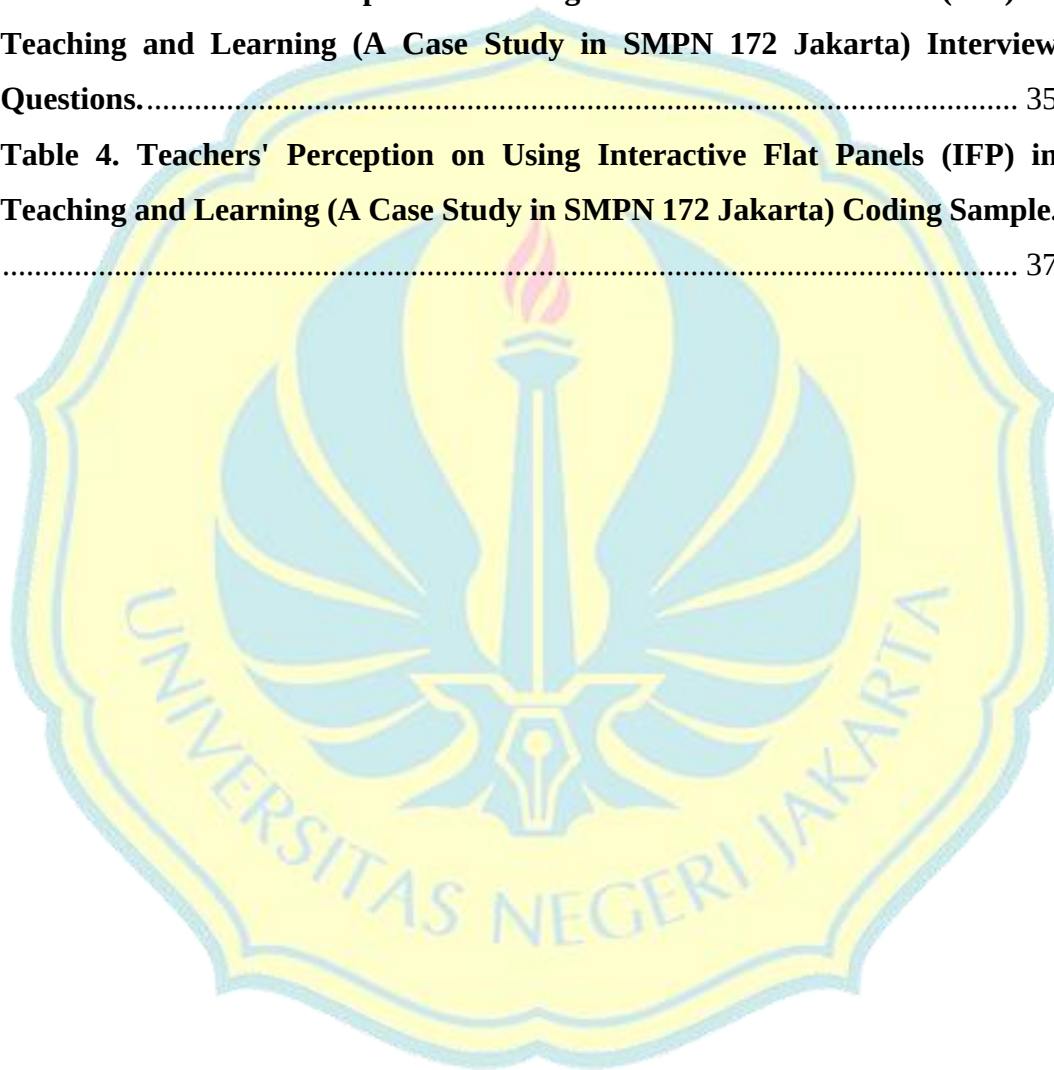
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ABSTRAK

Penelitian ini bertujuan untuk menginvestigasi penggunaan *Interactive Flat Panel (IFP)* oleh guru dalam pembelajaran bahasa Inggris serta mengkaji berbagai tantangan yang dihadapi selama implementasinya di SMPN 172 Jakarta. Dengan menggunakan kerangka *Technology Acceptance Model (TAM)*, penelitian ini mengeksplorasi persepsi guru terhadap penggunaan IFP melalui dimensi *perceived usefulness (PU)* dan *perceived ease of use (PEOU)*. Penelitian ini menggunakan desain studi kasus kualitatif yang melibatkan empat guru bahasa Inggris di SMPN 172 Jakarta yang dipilih menggunakan teknik *total sampling*. Data dikumpulkan melalui observasi kelas terstruktur dan wawancara semi-terstruktur, kemudian dianalisis menggunakan model analisis interaktif. Hasil penelitian menunjukkan bahwa guru secara umum memiliki persepsi yang positif terhadap IFP, baik dari segi kebermanfaatan maupun kemudahan penggunaannya. Guru juga memandang bahwa IFP berpotensi meningkatkan efektivitas pembelajaran, efisiensi kegiatan di kelas, serta keterlibatan siswa. Meskipun demikian, keberhasilan implementasi IFP sangat dipengaruhi oleh tantangan kontekstual, terutama keterbatasan akses terhadap perangkat, keharusan berbagi perangkat dengan guru mata pelajaran lain, serta lokasi penempatan perangkat di lingkungan sekolah. Temuan ini menunjukkan bahwa keberhasilan integrasi IFP tidak hanya bergantung pada penerimaan guru terhadap teknologi, tetapi juga pada kondisi institusional yang mendukung penggunaannya dalam pembelajaran.

Kata kunci: *Interactive Flat Panel (IFP)*, *Technology Acceptance Model (TAM)*, penggunaan IFP oleh guru, pembelajaran bahasa Inggris, studi kasus kualitatif.

ABSTRACT

This study aimed to investigate teachers' use of Interactive Flat Panel (IFP) in English teaching and learning and to examine the challenges encountered during their implementation at SMPN 172 Jakarta. Guided by the Technology Acceptance Model (TAM), this study explored teachers' perceptions of their use of IFP through the dimensions of perceived usefulness (PU) and perceived ease of use (PEOU). Employing a qualitative case study design, the study involved four English teachers at SMPN 172 Jakarta selected through total sampling. Data were collected through structured classroom observations and semi-structured interviews, and were analysed using the interactive model. The findings revealed that teachers generally perceived the IFP positively in terms of both usefulness and ease of use, perceiving it as having the potential to enhance teaching effectiveness, classroom efficiency, and student engagement. Nevertheless, its successful implementation was strongly influenced by contextual challenges, particularly limited access to the device, the need to share it with teachers from other subject areas, and its location within the school. These findings highlight that successful IFP integration depends not only on teachers' acceptance of the technology but also on the institutional conditions that support its classroom use.

Keywords: Interactive Flat Panel (IFP), Technology Acceptance Model (TAM), teachers' use, English teaching and learning, qualitative case study.

