

ABSTRACT

Swanti, Veronika. 2018. *International Baccalaureate School Language Teacher Identity in the Digital Era: Delving into the Past, Present, and Future Endeavors*. Yogyakarta: Sanata Dharma University.

Major researchers have been discussing the benefits and barriers of the digital technology integration into language teaching, learning, and assessment for two decades. However, in Indonesia, only few studies have investigated the relation of past experience, present practices, and future endeavors to the International Baccalaureate school language teacher's identity construction in the digital era.

This study aims at examining language teachers' perception on digital technology integration in the classroom and how the past experience, present practices, and future endeavors relate to the International Baccalaureate school language teacher's identity construction in the digital era. Teachers' perception toward the employment of digital technology was examined by utilizing classification by Rosa (2016), Perotta (2013), as well as Venkatesh and Davis (2000). Barriers classification suggested by Liu, Lin, Zhang, and Zheng (2017) was employed to examine the internal and external barriers the language teachers encountered regarding the digital technology practices. The categorization of the role of significant others (Alsup, 2006), teachers' chosen metaphors (Koc, 2013; Bas, 2017), as well as teachers' aspirations (Kasser & Ryan, 2001) were used to investigate the language teachers' construction of identity related to their past, present, and future endeavors.

This study employed qualitative method to discover the language teachers' identity construction of International Baccalaureate School in Indonesia regarding the employment of digital technology. The qualitative data was gathered from open-ended questionnaire and interview. The participants were 5 language teachers of the Aim High School (pseudonyms) representing the language subjects of Chinese, English, French, Indonesian, and Spanish.

Implications for the International Baccalaureate schools and language teacher education are discussed. Future case studies can be conducted to explore the relationships between the role of other colleagues and the language teachers' identity construction in the digital era.

Keywords: *digital technology, language teacher, professional identity*

ABSTRAK

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Peneliti utama telah membahas manfaat dan hambatan integrasi teknologi digital ke dalam pengajaran bahasa, pembelajaran, dan penilaian selama dua dekade. Namun, hanya beberapa penelitian yang telah dilaksanakan di Indonesia mengenai hubungan antara pengalaman masa lalu, praktik saat ini, dan usaha masa depan dengan konstruksi identitas guru bahasa sekolah dengan kurikulum International Baccalaureate di Indonesia di era digital.

Penelitian ini bertujuan untuk menguji persepsi guru bahasa tentang integrasi teknologi digital di kelas dan bagaimana pengalaman masa lalu, praktik saat ini, dan upaya masa depan berhubungan dengan konstruksi identitas guru bahasa sekolah dengan kurikulum International Baccalaureate di Indonesia di era digital. Persepsi guru terhadap penggunaan teknologi digital diteliti dengan memanfaatkan klasifikasi oleh Rosa (2016), Perotta (2013), serta Venkatesh dan Davis (2000). Klasifikasi hambatan yang disarankan oleh Liu, Lin, Zhang, dan Zheng (2017) digunakan untuk memeriksa hambatan internal dan eksternal yang dihadapi oleh guru bahasa mengenai praktik teknologi digital. Pengkategorian peran orang lain (Alsup, 2006), metafora yang dipilih guru (Koc, 2013; Bas, 2017), serta aspirasi guru (Kasser & Ryan, 2001) digunakan untuk menyelidiki konstruksi identitas guru bahasa yang terkait dengan masa lalu, masa kini, dan usaha masa depan mereka.

Penelitian ini menggunakan metode kualitatif untuk menemukan konstruksi identitas guru bahasa mengenai penggunaan teknologi digital di sekolah dengan kurikulum International Baccalaureate Indonesia. Data kualitatif dikumpulkan dari kuesioner terbuka dan wawancara. Para peserta adalah 5 guru bahasa dari Aim High School (nama samaran) yang mewakili mata pelajaran bahasa Cina, Inggris, Perancis, Indonesia, dan Spanyol.

Implikasi untuk sekolah International Baccalaureate dan pendidikan guru bahasa dibahas dalam penelitian ini. Studi kasus di masa depan dapat dilakukan untuk mengeksplorasi hubungan antara peran kolega lain dan konstruksi identitas guru bahasa di era digital.

Kata kunci: teknologi digital, guru bahasa, identitas profesional