

# DEVELOPMENT OF TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK) OF PROSPECTIVE ELEMENTARY SCHOOL TEACHERS USING THE INTEGRATED APPROACH

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## ABSTRACT

The Thematic Learning Development Lectures that took place before and during the Covid 19 pandemic had facilitated students to integrate technology although it was still limited to several platforms, such as power point and macromedia flash. This study aims to develop the TPACK for prospective elementary school teachers using an integrated approach.

This type of research is a mixed method with an explanatory design that begins with the collection and analysis of quantitative data followed by the collection and analysis of qualitative data. Quantitative data was obtained based on the TPACK survey at the beginning and at the end of the lecture by adapting the instrument developed by Schmidt et al. (2009). Qualitative data in the form of case report performance appraisal. The research population is all 6th semester PGSD students who are taking the Thematic Learning Development course, with a total of 245 people. The research sample amounted to 87 prospective elementary school teachers who were selected purposively. The survey data were analyzed using quantitative and qualitative methodologies. Qualitative data were analyzed descriptively.

The results of the study indicate that an integrated approach can help prospective teachers develop TPACK. The integration method modeled by lecturers during lectures can be used to improve the teaching abilities of prospective teachers. Research findings also show that an integrated approach can develop TPACK capabilities such as presenting quantitative and qualitative data, although not significantly. The research findings build an empirical basis related to best practices in TPACK development. Therefore, it is necessary to provide a TPACK model that is not only related to the use of digital content for teaching practice and presentation of technology-based materials, but is more diverse than that.

Kata Kunci: *TPACK, integrated approach, prospective elementary school teacher*