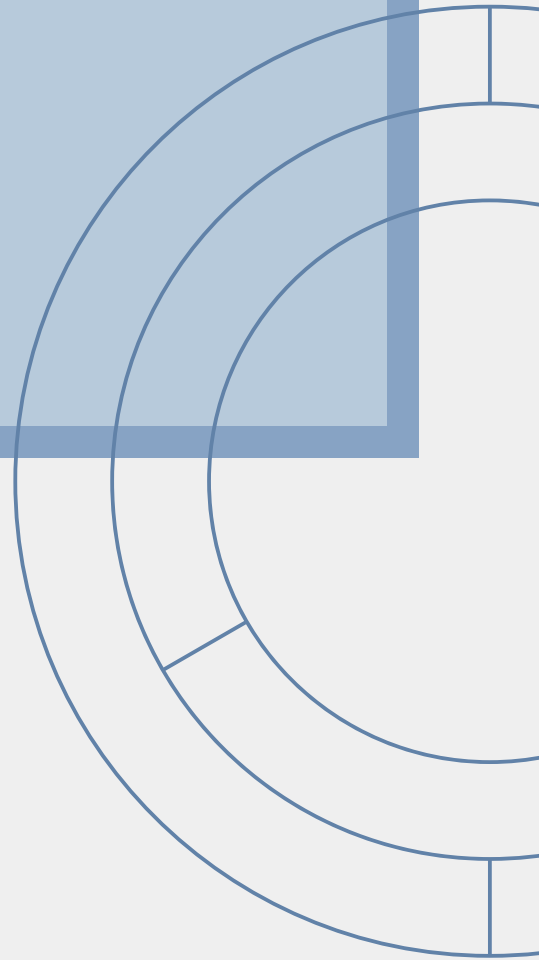


# **TPACK-BASED LEARNING APPROACH IN BUILDING STUDENT CHARACTER ACCORDING TO PANCASILA STUDENT PROFILE**

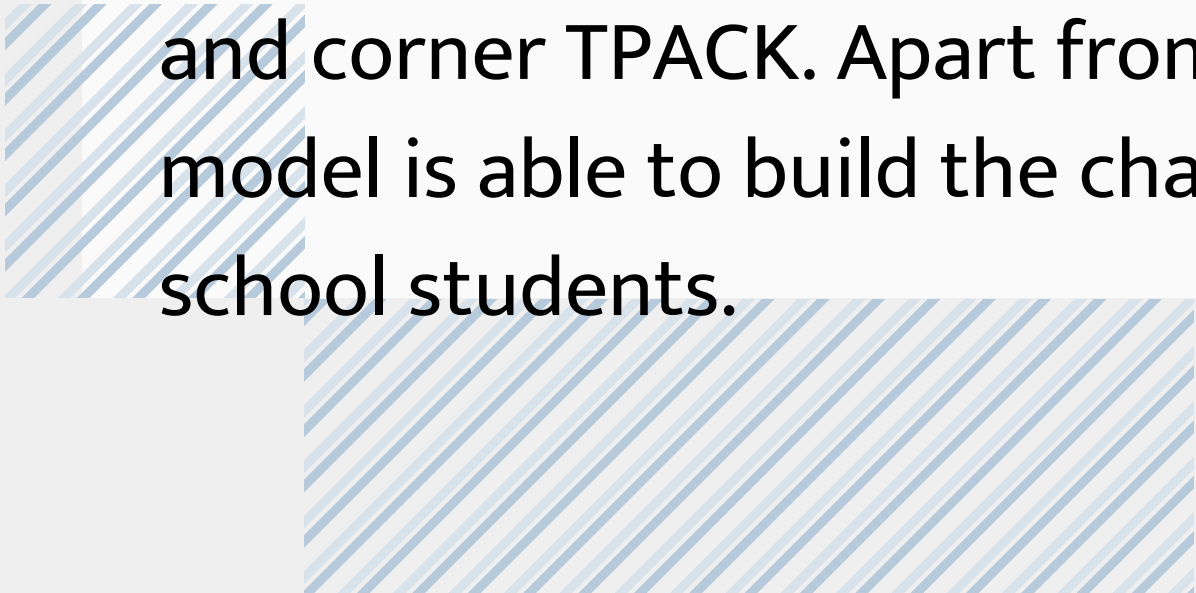
**Resmi Widaningsih**



# ABSTRACT




This research was conducted to determine the implementation of TPACK-based learning in schools, in relation to student character according to the Pancasila student profile. The method used in this research is the literature study method or literature review. The results of the literature review concluded that the application of the TPACK learning model in elementary schools uses various types, for example: Blended learning, Learning Implementation Plans (RPP) & Student Activity Sheets (LKS) in the form of ebook pages, RPP and LKPD based on online and corner TPACK. Apart from that, it can be found that the TPACK-based learning model is able to build the character profile of Pancasila students in elementary school students.



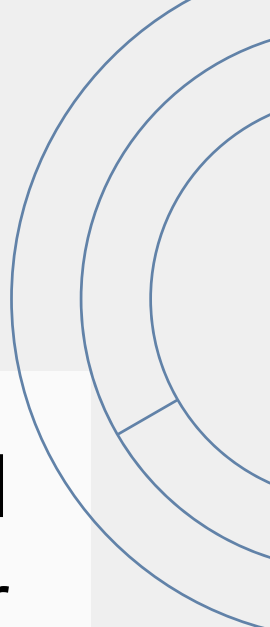
# Introduction



Technology has developed rapidly in various countries in recent years. Many technological advances support the development of the world of information. The development of artificial intelligence technology (Artificial Intelligence) is increasingly rapid and used throughout the world to greatly affect various industries, infrastructure, social and other human activities that greatly affect people's lives.



Year after year, the rise of technology, especially the internet, changes people's lifestyles. The new values created by technological developments are called Industry 4.0 and Society 5.0. Industry 4.0 has become a major revolution in the development of human life. Digital technology has affected people in many fields, economic, social and political and even in one's personal life. Industry 4.0 cannot develop by itself, but in a community that continues to grow, so the relationship between Industry 4.0 and society is an interdependence that needs to be fostered and developed further. Man as an intellectual being needs a learning process to perfect and renew himself. The times have brought significant changes to people's lives. The development of technology can force humans to balance and become individuals who better understand the changes that are taking place. A 21st century teacher must have the knowledge and skills to use a variety of traditional and modern technological tools to facilitate learning and improve learning outcomes. ( Imam Fitri Rahmadia:2019)



In accordance with the Law on Teachers and Lecturers number 14 of 2005, it is explained that teachers and lecturers must have at least four competencies in carrying out their duties, including paedagogic competence, social competence, and professional competence. Competence is a set of task knowledge, skills, and behaviors that must be possessed, lived, mastered, and applied by a teacher when performing his duties. (Dudung, 2018).

Factually teachers in elementary schools do not fully have these four competencies. One of the educational problems that exist in Indonesia itself is about teacher competence which is still classified or relatively low. (Muhammad ALif Istygfarlana :2020) In line with the development of education which is now growing rapidly, the ability of teachers must develop according to the times. In the 21st century learning period, in addition to the four competencies listed in the Teacher and Lecturer Law, teachers are expected to master technology well. This is of course to help teachers to be able to create more meaningful learning designs. As a learning manager, for teachers it is their responsibility to plan, implement and evaluate learning competently. (Rahmadhon:2021)

# **Problem statement**

01.

How is TPACK-based learning implemented in schools?

02.

.Is TPACK-based learning able to improve the character of students from the perspective of the Pancasila student profile?

03

# Research Methods



The research method used is qualitative research with literature review methods. Data collection was carried out by tracing various sources in the form of government documents, mass media, and relevant research results previously analyzed using policy research and supported by interviews with several elementary school teachers. Components in research The data used are secondary data. The information obtained is collected, analyzed and deduced to obtain conclusions.

This section describes the methodology used in research that is considered necessary to strengthen the published manuscript.



# Research Results and Discussion of TPACK-Based Learning Approaches



In accordance with the demands of 21st century learning and the implementation of the current independent curriculum, teachers should encourage the realization of the characteristics of the Pancasila student profile so that students can optimize their potential to work in accordance with the nature of nature and the nature of their time. In KH Dewantara education, the purpose of carrying out the educational process is "directing all the natural forces of these children in order to achieve the highest security and happiness as human beings and members of society" (Dewantara, 1961: 20). The meaning of the pancasila student profile is a set of characters and skills that students are expected to achieve based on the noble values of pancasila. (Ida Wirnaningsih:2022) Imran Tutuli on the Gorontalo Supervisory website explained that there are six Pancasila student profiles as the goal of implementing the independent curriculum. These profiles include: 1. Have faith and fear in God Almighty and have noble morals: Indonesian students who believe, are devoted to God Almighty and have noble morals are those with character in relation to the Almighty. He understood the teachings and beliefs of the religion and applied them in his daily life. Faith, devotion to God and noble morals have five key elements: (a) religious morality; b) personal morality; c) morality for people; d) morality towards nature; and (e) the morality of the nation.



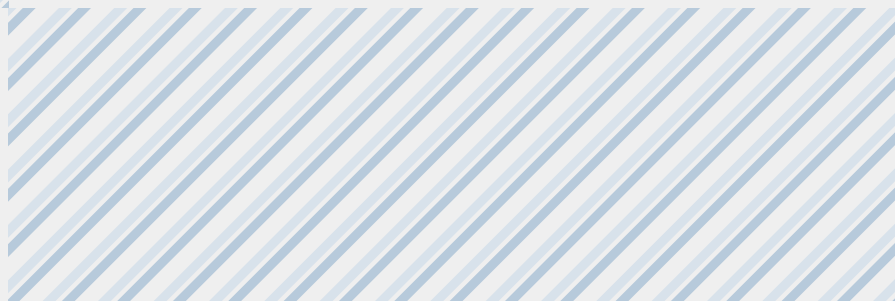
I The application of TPACK-based learning encourages teachers to be able to make meaningful lesson planning, in line with the implementation of the independent curriculum. Freedom to learn and freedom to teach. An educator must try to produce his students an individual who is brave, independent, astute in getting along, civilized, polite and competent. (Anita Dwi B :2021) As explained above, the character components that want to be built from the perspective of Pancasila student profiles include critical and independent thinking. Through learning with the TPACK approach, teachers encourage students to think critically, realized by their independence in solving problems in learning.

All parts in TPACK are interrelated and have major implications for learning. ( Titin Mairisiska :2014) Through the digital-based Learning Implementation Plan, students will be more interested and motivated. TPACK-based learning tools developed in the Learning Implementation Plan (RPP) and Student Activity Sheet (LKS) in the form of ebook page flig have optimized student learning activities in the material colligative nature of the solution and can improve students' critical thinking skills. ( Titin Mairisiska<sup>1</sup>, Sutrisno, and Asrial<sup>2</sup>: 2014) Learning with the TPACK approach can be presented by various methods. The TPACK framework is developed through technology in the form of learning media for students, that is, online comics that can attract interest also facilitate students in the material learned and help in influencing students in critical thinking. ( Dita Risti:2021

# Conclusion

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Research with this literature study method concludes that: The application of TPACK-based learning is carried out in schools with various methods. Among them: Blended learning, Learning Implementation Plan (RPP) & Student Activity Sheet (LKS) in the form of ebook page flip, online TPACK-based RPP and LKPD and corner. TPACK is able to encourage student characteristics in accordance with the Pancasila student profile in the dimensions of critical reasoning, collaboration, creativity.





**Thank you**

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