UTILIZATION OF TPACK IN THE CIVICS LEARNING PROCESS TO SHAPE THE CHARACTER OF GRADE 7 STUDENTS AT STATE JUNIOR HIGH SCHOOL 5 SAMARINDA

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ABSTRACT

The purpose of the study was to determine the use of TPACK in PPKNn learning to shape the character of 7th grade students at Junior High School 5 Samarinda. The type of research used was descriptive qualitative, this study focused on the use of TPACK in learning PPKn to shape the character of grade 7 students at Junior High School5 Samarinda. The research implementation techniques are observation, interviews, and documentation. The research data sources are 6 people primary data sources and 6 informants. Meanwhile,data analysis consisted of collecting data, reducing data, presenting data and drawing conclusions. The results showed the use of TPACK in Civics learning to shape the character of 7th grade students at SMP Negeri 5 Samarinda. the use of TPACK is appropriate, the formation of student character that applies in everyday life, then the use of TPACK to shape the character of grade 7 students at Junior High School 5 Samarinda in the form of media pedagogic technology such as PPT, Video, Google Class Room and Wahts App Group which associated with Civics learning materials to shape the character of students using less than optimal pedagogical technology such as Zigsaw and Google Jambord so that the media they use during learning is not boring. The results showed that the use of TPACK in Civics learning to shape the character of 7th grade students at Junior High School 5 Samarinda. the use of TPACK is appropriate, the formation of student character that applies in everyday life, then the use of TPACK to shape the character of grade 7 students at Junior High School 5 Samarinda in the form of media pedagogic technology such as PPT, Video, Google Class Room and Wahts App Group which associated with Civics learning materials to shape the character of students using less than optimal pedagogical technology such as Zigsaw and Google Jambord so that the media they use during learningis not boring. The results showed that the use of TPACK in Civics learning to shape the character of 7th grade students at Junior High School Samarinda. the use of TPACK is appropriate, the formation of student character that applies in everyday life, then the use of TPACK to shape the character of grade 7 students at Junior High School 5 Samarinda in the form of media pedagogic technology such as PPT, Video, Google Class Room and Wahts App Group which associated with Civics learning materials to shape the character of students using less than optimal pedagogical technology such as Zigsaw and Google Jambord so that the media they use during learning is not boring.

I. INTRODUCTION

The development of technology and information, especially in Indonesia, is very dynamic. Technology is like an arrow, if it is directed to use properly, it will give an advantage, but if it is directed at the bad, it will destroy people (Asmal et al., 2022). These developments of course have an impact on all fields, such as the economy, health, social and of course in the field of education. Innovations that are developing today demand changes including changes in the world of education (Herliah & Zakiyah, 2021). Education is an effort to improve knowledge and skills to live better (Azhari et al., 2022; Farahnaz et al., 2021; Nuarham et al., 2021; Setianoor et al., 2021; Setiawan et al., 2021; Suwandi et al., 2021; Warman et al., 2021; Zulfaidhah et al., 2018). Education is implemented for the formation of a better generation (Suryaningsi & Ramadhan, 2021). Education is carried out to form people with good values (Sari et al., 2021; Utami et al., 2017). The world of education is currently required to develop a learning approach in accordance with the dynamics of our country's education. The progress of a nation can be measured by the quality and existing education system (Nahampun & Hardoko, 2021).

Then in learning technology also has a goal, namely a conscious and planned human effort to educate and empower the potential of students to build their personal character so that they can become individuals who are beneficial to themselves and their environment. and train individual abilities continuously for self-improvement towards a better life through character education. Character education and moral education are the initial foundations for living in a social environment (Sefriyanto et al., 2022). Good character will have an impact on acceptance in the social environment (Suryaningsi & Sari, 2021).

One of the urgencies of strengthening character education to reach the 2025 golden generation. Where there are many bright generations. One of the brilliant regenerations is having mature character, integrity and broad insight, possessing superior skills in realizing the 2045 golden generation, namely having character qualities, having basic literacy, having critical thinking skills and having good problem solving skills. Of course, they also have creativity, innovation ability and good teamwork skills.

At Junior High School 5 Samarinda one of junior high school in Samarinda City. Teachers and students are directed to carry out the online teaching and learning process through online learning. It is not an easy thing for teachers and students to carry out this online learning. In learning online from home, it is very visible if the

character building of students at Junior High School 5 Samarinda is quite declining, it can be seen from the number of students who do not attend class and do not fill out the attendance list and do not understand what the teacher is saying. then starting again from October 11, 2021, face-to-face learning will be carried out again at Junior High School 5 Samarinda with 2 sessions, namely online and offline sessions, which makes teachers use TPACK in 2 different learning sessions.

The fact that the author saw at Junior High School 5 Samarinda from the benefits of the TPACK is that the knowledge transfer knowledge conveyed by the teacher in the class of students has good character. So that there are many students who have rebuilt their character through the use of TPACK in PPKn learning either online or offline.

II. METHODS

This research was started in February 2022 and the research started with observation until it was finished. Based on the understanding of the research above, the research used is descriptive qualitative research, which is a study whose purpose is to describe systematically and regularly, facts and accurately about the characteristics, these facts researchers try to describe the use of TPACK in the Civics Education Learning Process in Shaping Student Character 7th grade at Junior High School 5 Samarinda. The research focus shows the main issues that occur and are the center of attention of the research that will be studied by researchers. This research is focused on assessing the use of TPACK in the PPKN Learning Process in Shaping the Character of Grade 7 Students at Junior High School 5 Samarinda.

III. RESULTS AND DISCUSSION

1. The results of research at Junior High School 5 Samarinda in the TPACK planning process in Civics learning to shape the character of grade 7 students in the first way, namely in the planning learning process using pedagogic technology in the form of ppt and video then this pedagogic technology there are still many teachers who do not understand the use of and its implementation in addition to character building through the use of this TPACK, namely by being disciplined and independent in participating in learning in classes, while it is mandatory to bring textbooks.

Based on the description above, the object of pedagogical study is the educational association between adults and children who are not yet mature. This pedagogic concept is a child's education obtained from a teacher to be able to develop the personality of his students in order to train and develop the mentality of students as well as their skills so that a child is able to deal with his problems. So that pedagogical ability is one of the things that must be owned by teachers (Normayani et al., 2022).

2. Factors that lead to the use of TPACK in the Civics learning process in shaping the character of the students of SMP Negeri 5 Samarinda. The results of the research at Junior High School5 Samarinda related that teachers lacked planning in preparing TPACK-based PPKn learning, namely the lack of pre-suggestions in schools so that what made PPKn teachers lacked planning related to TPACK.

Based on the description above, the factors that hinder teachers in using TPACK are minimal facilities and suggestions and teachers who lack pedagogical technology. The efforts of Civics Teachers in the use of TPACK in the Civics learning process in shaping the character of students at Junior High School 5 Samarinda. In the use of TPACK in the PPKn learning process, there are many obstacles that occur, but of all the obstacles that occur, of course there are efforts made by PPKn teachers in maximizing the use of TPACK in shaping student character.

Efforts made by PPKn teachers at Junior High School 5 Samarinda related to character education through the use of TPACK, namely applying the values of responsible character education, the spirit of nationalism to educate students who are good at implementing the use of TPACK in everyday life either at school or in the community.

IV. **CONCLUSION**

The use of TPACK in the PPKn learning process in shaping the character of grade 7 students at Junior High School 5 Samarinda has been implemented and carried out well, but there are obstacles and obstacles that are not wanted by teachers and students.Utilization of TPACK has been running optimally in accordance with the ability of teachers to use TPACK in the learning process, but the suggestions and facilities available in schools are not adequate to support TPACK-based PPKn learning activities but the existence of these obstacles does not prevent PPKn teachers from using TPACK One example that can be used by PPKNn teachers in

preparing is by giving assignments to students in making introductory videos, which later in the video can be seen the character of students in the Civics learning process. Then the author also focuses on several characters in this study, namely the character of discipline, responsibility, independence and the spirit of nationality, therefore the author can conclude that students have applied these characters in teaching and learning activities and also involve students actively in the Civics learning process in shaping the character of good students and from the results of interviews the author can also say that students have implemented character values education through the use of TPACK.

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