

Strengthening students' character through TPACK-based learning

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ABSTRACT

This study aims to describe strengthening students' character through TPACK-based learning. It's implemented in Pancasila and Civics Education teaching and learning process at SMA Negeri 1 Palembang, one of favorite high school in Palembang city. Although this school has been recognized as a superior school and is the oldest public high school in the city of Palembang, but this school is still focused on students' character. The data collection used in this study were observation, questionnaire, and documentation. It's implemented by applying TPACK-based learning with teaching materials which was held four times. Data were analyzed by comparing the results of observations before and after learning. Based on the result and discussion, it can be concluded that strengthening students' character can be improved through the application of TPACK-based learning. The TPACK-based learning includes the teacher's ability to design and applied technology (a learning video developed, power point media, values cases), pedagogy (models of teaching, teaching approaches, teaching strategy and methods), and content knowledge that integrates characters, namely religious values, nationalism, independence, integrity, and cooperation the course values relevant to the learning objectives and indicators of basic competencies so that it makes teaching and learning process can strength the students' character and very interactive, joyful and achieve learning objectives.

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Introduction

Nowadays, the challenges of education in Indonesia are very complex. One of the challenges is overcoming the moral decadence that occurs among the students, which is increasing all the time. The rise of juvenile delinquency cases that lead to criminal acts that affect all residents widely indicates that Indonesia currently requires immediate treatment regarding character building at all levels of education, especially the character of responsibility as Indonesian citizens (Hoon, 2014; Jawas, 2017).

The importance of character education for the Indonesian nation is highly highlighted in the subject of Civic Education (CE) or Pendidikan Pancasila dan Kewarganegaraan (PPKn) or Pancasila and Civic Education (PCE). PCE is one of the subjects responsible for preparing Indonesian citizens to become good and intelligent citizens (Dewantara et al., 2019; Nurdin, 2015; Wibowo & Wahono, 2017). Even though the responsibilities are not only PCE but also other subjects, such as parents, the communities, governments, and states, the good or inadequate character of the people of a country will have an impact on the good or bad image of the country in international relations

Student character is an important aspect, especially in the field of PCE (Kesuma et al., 2011), civics learning is a group of subjects that aims to increase students' insight into their status, rights, and obligations as citizens (p.34). It makes the best results from the PCE learning objectives to focus on the attitude aspect in the affective domain. The intended character is formed from the actual effects of the implementation of internalization of one's character and character in thinking and behaving (Maunah, 2015).

Schools are responsible for strengthening student character and implementing Indonesian character regulations regarding character education (Dewi & Alam, 2020; Muassomah et al., 2020). Following the Strengthening Character Education mandate by the Ministry of Education and Culture, there are five main characters developed in the learning environment in schools, that is (1) religious, (2) nationalist, (3) independent, (4) cooperation, and (5) integrity (Kementerian Pendidikan dan Kebudayaan, n.d.).

School as a place to realize education character should be a comfortable and inspiring place for students, teachers, and education staff to learn. The various strategies needed to build attitudes and behavior habituation in school reflect Pancasila values. They should be part of each school's learning process and culture. Character education is not a stand-alone subject but integrated strengthens the curriculum. Integration of values and character into learning activities means integrating, inserting, and applying values that are believed to be good and right to form, develop, and foster the character or personality of students according to their identity nation when learning activities take place (Anik Gufron, 2010). In connection with this, the teacher must use various strategies and approaches to strengthen the character of his students, including applying TPACK.

Technological Pedagogical and Content Knowledge (TPACK) is teachers' knowledge about how to apply to learn from content in certain subjects through an educational approach and technology (Rahmadi, 2019; Rahmadi et al., 2020). TPACK is very important for a teacher to create innovative learning by taking advantage of technological developments. The 2013 curriculum needs creative and interactive learning. Teachers can create more interactive learning (Nursyifa et al., 2020; Rahmadi et al., 2020). The 2013 curriculum and 21st-century learning need the TPACK framework for more interactive learning. According to Shulman's elements is a combination of components that can help the learning process that integrates technology. Pedagogic parts and material content will meet the effectiveness of technology integration in the learning process (Ariana, 2018).

This study focuses on strengthening students' character through TPACK-based learning implemented in Public High School 1 Palembang (SMA Negeri 1 Palembang), one of Palembang's favorite public high schools. Parents' socio-economic background in this school is quite varied, like civil servants, entrepreneurs, police, national army, traders, etc. As the oldest public high school in the city of Palembang, this high school has a vision of "Healthy, Quality, Characteristic, and Globally Informed Schools." According to the results of interviews with the principal vice curriculum and PCE teachers at this school, research relating to the application of TPACK associated with the character of students has never been implemented in school, so the school appreciates this research at this school because it will support the vision of this school related to character. The novelty is to see the impact of the application of TPACK-based learning on strengthening students' character.

Method

The research uses descriptive quantitative research methods to explain current problem-solving based on data, present analysis, and interpret data. The researchers can obtain an accurate description of a situation. The research was conducted in the PCE learning process in the XII Social Science 2 (XII IPS-2) grade of SMA Negeri 1 Palembang, with 31 students, consisting of 11 male and

20 female students. XII Social Science 2 was chosen as a sample with non-probability because, on the observation and the assessment of the PCE senior teacher, the students in that class showed relatively low character behavior compared to other classes.

The data collection used observation, questionnaires, and documentation. Checklist instrument was used to observe students' character before (pre) and after (post) learning using TPACK-based learning. Observation is a method used in observing specific processes, actions, and behaviors (Creswell & Poth, 2018). Observations were used to see the differences in students' character before and after applying TPACK-based teaching materials. The observation instrument is used as a checklist to observe students' character during the learning process. Applying TPACK-based learning with teaching with character materials was held four times. At each meeting, researchers observed the students' character before and after and applied TPACK-based learning to see the improvement of students' character. The questionnaires using a Likert scale to assess teaching materials and self-assessment of the student's character are given to students at the end of the lesson to determine whether the teaching materials are correct and can improve students' character. The documentation technique is obtained from various sources such as archives, notes, magazines, books, and other sources. The documentation technique used to obtain general data about schools. The data in this study were analyzed using simple statistics and analyzed descriptively.

Result and Discussion

This study aims to describe the strengthening of student character through TPACK-based learning carried out in PCE learning in high schools using the 2013 curriculum on one of the Protection and Law Enforcement competencies in Indonesia. The 2013 curriculum emphasizes attitudinal and psychomotor aspects, while cognitive gets a smaller portion. It can be seen from the core competencies (KI) needed by students in the curriculum as stated in the mandate of Strengthening Character Education by the Ministry of Education and Culture. The four core Competencies become a reference for essential competencies and must be developed in every teaching and learning process. Besides that, they must be integrated and, at the same time, become a reference in learning assessment (Chairunnisa & Istaryatiningtias, 2022; Sarkadi et al., 2022). In this study, the character students focused on five main characters: religious character, nationalism, integrity, independence, and cooperation.

The following result and discussion are observational data related to the observed characters using an observation sheet made based on a grid according to the indicators that have been formulated previously. The observed characters are the five main characters of strengthening character education in schools. These characters are religious, nationalism, integrity, independent, and cooperative.

Religious Character

The religious character observed from the first meeting to the fourth meeting was carried out before and after the implementation of learning using TPACK-based teaching materials. The indicators of religious character observed by researchers are faith and piety, mutual respect with descriptors, namely faith and piety, praying before and after learning and giving thanks at the end of learning. The descriptor of mutual respect is to say greetings before and after learning.

Before implementing TPACK-based learning, teachers, and students at the schools where the research was carried out had familiarized themselves with religious programs at zero school hours. The increase in religious character before and after the application of learning is relatively the same and has increased. The results of pre-and post-observations showed that the religious nature before the application obtained data of 73.3%, as high and very good. After implementing TPACK-based

learning at the last meeting, the religious character of students reached more than 80%, which is 89%, and it can be said to be better than before the implementation of TPACK-based learning.

A teacher built religion through a class's habituation programs. The implementation of religious character in TPACK-based learning is almost the same as the implementation of learning carried out as usual. Worship activities before and after learning activities are essential in the learning process. In the early learning activities, the teacher invites students to read the Al-Quran together by rotating students to lead the reading. After finishing, the teacher asked the students to pray first in learning. In the core learning activities, the teacher reminds students always to say hello when they want to start an opinion and discuss it in class. This activity is included in the Pedagogical Knowledge (PK) component. For the TPACK-based learning component, namely Content Knowledge (CK), the teacher inserts the habit of honest attitude, written directly on the learning e-book on each task that students will do. In addition, the teacher provides concrete examples of the implementation of the law in the learning video in which the performance of religious characters is inserted, namely an example of being a citizen following the 5th mandate of the Pancasila precepts with legal materials related to everyday life. To fulfill the Technological Knowledge (TK) component, teachers teach using technology in the form of websites, e-books, and interactive learning videos.

Research related to religious issues, among others, was carried out by Clayton & Gladden (1974) divided aspects religious into five dimensions as religious belief, religious practice, religious feeling, religious knowledge, and religious effect. Therefore, someone said to have a perfect religious character if he not only knows only religious teachings but able practice the teachings of that religion in all aspects of his life. Related to religious character, according to Chotimah et al. (2021) that building religious character in Indonesia context must be obedient to their religion, and it must be a benchmark of what we say, do, how we behave, and how dutiful we concern to religion we adhere. On the other hand, being religious means respecting, tolerating, and living in harmony with others.

Nationalism Character

Nationalism character observed from the first meeting to the fourth meeting was carried out before and after the implementation of learning using TPACK-based teaching materials. The indicators of nationalism character observed by researchers are Knowing, accepting, loving, and respecting cultural diversity.

The nationalism character before and after the application of TPACK-based teaching materials differences after implementing TPACK-based learning. The character of nationalism in learning is applied by inserting some quotes on teaching materials from e-books and websites. In the learning video, the teacher also provides contextual examples of material cases of law violations by displaying learning videos about animations on law implementation in Indonesia in everyday life. The integration of the contents of the material is included in the CK component. In addition, the teacher implements the students' sense of nationalism through a random name game by guessing the obligatory song. It aims to provide exemplary obedience to the law to students and to make habituation in the form of games to remember the obligatory national songs. That aims similar with methods for improving the character of students, that is exemplary, habituation, enforcing regulations, and motivation (Maisyaroh et al., 2023; Purwadi et al., 2022; Subiyantoro, 2022).

Nationalism is a character needed by a country that aims to give every citizen a sense of pride and love for their country. The character of nationalism is an act and belief of every society that will form a nation (Widiatmaka, 2016). According to Keraf & Komalasari (2019), nationalism is a character that is formed to prepare students who are willing to sacrifice for the sake of the nation and state.

PCE learning activities in the classroom can be prioritized in instilling the spirit of nationalism in students, increasing a sense of love for the homeland and an attitude of having a sense of nationality, as well as having a sense of national unity and integrity. The four ways can be done to grow students' nationalist character in PCE. The four ways are 1) routine activities (such as singing the obligatory national anthem), 2) spontaneous activities (visiting a sick friend), 3) exemplary activities (dressing neatly, speaking politely), and 4) conditioning activities (displaying photographs). Photos of heroes, as well as displaying the lyrics of the mandatory song on the classroom wall (Tugiyem et al., 2019)

Integrity Character

Integrity character is the embodiment of an honest, disciplined, and responsible attitude in carrying out daily religious disciplined, honestly, and responsible (Setiadi, 2019). The character of integrity is a character that strongly reflects the values of Pancasila. According to the Indonesia Ministry of Education and Culture (Umar et al., 2021), students must know and practice good moral values to shape their personalities. Indonesian students with character by the teachings and principles of Pancasila values. Characters are not done quickly but repeatedly (Hidayat et al., 2021; Izzati et al., 2019).

There are differences in the improvement of students' character integrity before and after implementing TPACK-based learning. It can be seen because the teacher, in a planned way in the lesson plan, prepares anything that must do in teaching, such as preparing the suitable media, learning models, and methods as well as the right content in learning. During four meetings of the teaching and learning process, in training the integrity of students in discipline indicators, students are accustomed to coming 10 minutes before the zero hours for the joint recitation to occur. As an example of getting used to and forming character, the teacher comes early in the classroom to exemplify students' discipline indirectly. A student attendance list feature is provided through technology-based learning media like a learning web. The presence of students is assessed based on the discipline they attend in online classes. In addition, in the citizenship project task, in this case, it is included in the CK component, an integrated command in the form of an indicator of honesty in collecting assignments is combined. At the end of the meeting, students collect their observations through habituation of discipline and obedience to the law that they do and meet in the surrounding environment. Students are very enthusiastic about working on the project very honestly. This honesty is proven by every student saying there is some evidence they have not found in the field, so they take it from internet sources. They demonstrate their honesty, responsibility, and discipline in carrying out their duties.

Independent Character

Independence's character is essential in learning at school and in everyday life. Independent character will significantly influence and bring positive habits to students at school. In line with (Mahmud, 2017) defining independent character as everything that a person does can be completed individually and does not depend on others, so essentially, independent character is characterized by people who never give up and work hard. Good learning must shape ethics and positively change students' character at school and in their daily environment (Handayani et al., 2021).

Through TPACK-based learning, the teacher carries out learning by conducting with a content approach. In Competence Based Number 3.2 of the curriculum 2013, evaluating the teaching material, the teacher gives an example of a case by rotating questions about the issue. This process is carried out to train students' courage and confidence to express their opinions and find solutions to these problems. Every meeting, the teacher implements TPACK-based learning and media using websites, learning e-books, and interactive learning videos to support the learning process. In the content knowledge component, the teacher asks students to observe learning videos relating to

cases of law violations. When observing this learning video, the teacher observes students on indicators of being able to carry out new activities and hands of responsibility.

Through observing videos and examples of these cases, the teacher asks students to analyze and express their opinions about the videos they observe. In this activity, the teacher trains students' courage and hard work in observing videos. Students' seriousness and hard work can be seen in anyone who dares to express their opinion and make decisions based on the results of their analysis by providing solutions to cases given by the teacher. Teachers implement the three main components of TPACK by having interrelationships to form a sound system in learning. After observing the learning video, the teacher will apply the last TPACK component, pedagogical knowledge. In using the "strengthening character education" component in the actualization of independent character, the teacher chooses to play games with students, so they are not bored with the core activities. In addition, the teacher trains students' self-confidence way after the game; if students cannot guess the game, they will be asked questions related to the material. The indicators that appear in this process are indicators of student confidence. In the middle of learning, the teacher always raises the spirit of the students by shouting. The teacher highly considers this pedagogic component in carrying out learning. In addition to carrying out the material, the teacher motivates students to have courage, carry out new activities, make their own decisions, and be confident in learning.

Cooperation Character

Strengthening character education can be successful if the teacher encourages and motivates students to carry out positive activities. The character of cooperation itself is essentially a collaboration. In line with Hidayat et al. (2021), teachers must change the paradigm from teacher to educator. Of course, in every learning process, the teacher must be able to encourage students to reflect and think about a value to be carried out in everyday life so that learning occurs accompanied by good examples. Effective teaching strategies for building students' cooperation attitudes are by providing direct, concrete examples or inserting the value of cooperation characters through the subject matter (Mulyani et al., 2020) Cooperation is the closest character and reflects the personality of the Indonesian nation. A social interaction activity is built by the community by working together to achieve a goal (Prasetyo Utomo, 2018).

The data before and after implementing TPACK-based teaching materials showed a significant increase after implementing TPACK-based learning. The character of cooperation in learning is applied by conducting discussions and asking questions at each meeting with students. When learning takes place, the teacher pays attention to students, which can be seen in how he respects the opinions of friends who have different opinions. In addition, the teacher assigns students to carry out group observation projects regarding the positive implementation of law enforcement in the surrounding environment. At each meeting, the teacher always asks about the progress of their group assignments. At the end of the meeting, all groups were enthusiastic about presenting their work by taking turns to be responsible individually and with the group; all group participants argued for their findings at the meeting. For groups that have not had their turn to present their project results, they observe the findings of other groups and dare to give correct responses or not the results presented by their friends. Through planned citizenship project activities, teachers have implemented TPACK-based learning as planned in the learning implementation plan.

Based on the observation of the cooperation character in table 3 and figure 5 above, the data before and after the application of TPACK-based teaching materials showed a significant increase after the implementation of TPACK-based learning. The character of cooperation in learning is applied by conducting discussions and asking questions at each meeting with students. When learning takes place, the teacher pays attention to students, which can be seen in how he respects the opinions of

friends who have different opinions. In addition, the teacher assigns students to carry out group observation projects regarding the positive implementation of law enforcement in the surrounding environment. At each meeting, the teacher always asks about the progress of their group assignments. At the end of the meeting, all groups were enthusiastic about presenting their work by taking turns to be responsible individually and with the group; all group participants argued for their findings at the meeting. For groups that have not had their turn to present their project results, observe the findings of other groups and dare to give correct responses or not the results presented by their friends. Through planned citizenship project activities, teachers have implemented TPACK-based learning as planned in the learning implementation plan.

Furthermore, from the results of the data recapitulation of the questionnaire results. In this study, the questionnaire was given at the 4th meeting. This questionnaire contains 15 questions regarding TPACK-based teaching materials and 25 inquiries related to students' character. The characters in this study are the five main characters of schools implementing KDP. According to the Ministry of Education and Culture (2017: 7), the main characters are religious, nationalism, independence, integrity, and cooperation. Each question related to the character has five questions. The questionnaire was made using a Likert scale of 1-4. Based on the results of a questionnaire regarding TPACK-based teaching materials consisting of indicators of 3 TPACK components according to Koehler & Misra "Technological Knowledge (TK), Pedagogical Knowledge (PK), Content Knowledge (CK)" (Rahmadi, 2019).

That 83,5% to 92 % of teaching materials that contain characters in learning PPKn, that affect improving their character, such as: religious characters (87.5%), nationalist (92%), integrity (83.5%), independence (87.7%), and cooperation (85%). TPACK-based teaching material is very suitable for the needs of students, and these students' five main characters have become habits. the TPACK-based learning process has much influence on improving students' character. From the comprehensive data and discussion obtained, there are links and similarities between the results obtained using observations and questionnaires. It shows that TPACK-based learning has affected improving the character of students.

Overall, according to the theory of Winton, that character education is "an effort made by the teacher concerning all things. which is positive so that it will also have a positive influence on the character that is in students ". Kohn argues that "character education can be defined broadly and narrowly and in a narrow sense, namely as a process of moral training to reflect certain values." Both theories show that teachers can carry out teachers character education to form character in students through applying character values in the classroom (Chotimah et al., 2020). Character education is a system of instilling character values in school members through activities to achieve competencies determined according to the level and type of school.

Conclusion

This study aims to describe strengthening students' character through TPACK-based learning. Based on the result and discussion, it can be concluded that strengthening students' character can be improved by applying TPACK-based learning. The TPACK-based learning includes the teacher's ability to design and applied technology (a learning video developed, power point media, values cases), pedagogy (models of teaching, teaching approaches, teaching strategy and methods), and content knowledge that integrates with five values, namely religious values, nationalism, independence, integrity, and cooperation the course values relevant to the learning objectives and indicators of basic competencies, so that makes Pancasila and Civic education learning in class become very interactive joyful and achieve learning objectives. This research is expected to be a motivation and implication for teachers to carry out TPACK-based learning designed to their respective fields of study, especially those whose content and goal are more dominant in the affective

domain to integrate values. This research is limited to the results of the analysis and observations of students in Pancasila and Civics learning. Therefore, it is hoped that other researchers can develop similar research related to strengthening the character of students in different subjects.

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