JURNAL ASESMEN DAN INTERVENSI ANAK BERKEBUTUHAN KHUSUS

Training On The Application Of TPACK In Learning For Special School Teachers In Pandeglang District

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A B S T R A C T

This research aims to determine training in implementing TPACK in learning for special schoolteachers in Pandeglang Regency. Technological, Pedagogical, Content, and Knowledge (TPACK) is a way to increase the use of technology in the learning process. The research method used is narrative inquiry using interviews. The research results show that the issue of using technology in the field of education, especially teaching, cannot be avoided, especially during the past Covid-19 pandemic until now where learning is carried out online. However, online learning is still understood and implemented by emphasizing the use of platforms without integrating pedagogy and teaching materials. So online learning activities do not actively involve students in online learning which contains technology, pedagogy and teaching materials (TPACK). The results of this community service aim to assist Special School teachers in integrating the use of technology, pedagogy and teaching materials.

A R T I C L E   I N F O

1. INTRODUCTION

The TPACK approach to learning includes technological knowledge, namely knowledge of how to use digital technology, pedagogy, and material knowledge, namely a combination of knowledge about the field of study or learning materials with learning processes and strategies. Technological and material knowledge, namely knowledge of digital technology and knowledge of the field of study or learning materials. Knowledge about technology and pedagogy, namely knowledge about digital technology and knowledge about learning processes and strategies. Knowledge about technology, pedagogy, and materials (technological, pedagogical, content knowledge), namely knowledge about digital technology, knowledge about learning processes and strategies, knowledge about the field of study or learning materials.

Currently, there is a lot of research discussing TPACK, including a critical review of research on technology pedagogy and content knowledge (TPACK) in language teaching, (Tseng, J.J., et al, (2022), TPACK–time to reboot, (Saubern, R. , et al, 2020), Technology, pedagogy, content knowledge (TPACK): A discourse in social studies learning innovation (Mutiani, M., et al, 2021), Fresh perspectives on TPACK: pre-service teachers' self-assessment of their TPACK areas challenging and confident (Valtonen, T., et al, 2020). However, to date there has been no research discussing training in implementing TPACK in learning for special schoolteachers in Pandeglang Regency.

The aim of this research is to determine training on the application of TPACK in learning for special schoolteachers in Pandeglang Regency. Technological, Pedagogical, Content, and Knowledge (TPACK) is a way to increase the use of technology in the learning process. Narrative inquiry was used in this research with interviews. The research results show that online learning has not actively involved students in online learning which contains technology, pedagogy, and teaching materials (TPACK). The results of this community service aim to assist Special School teachers in integrating the use of technology, pedagogy, and teaching materials. The novelty of this research is the subject and place of research.

2. METHODS

The subjects in this research were several teachers from one of the special schools in Pandeglang Regency. Considerations for choosing a school are based on emotional geography, where communication and accessibility are easy.

Narrative inquiry using interviews was used as a method in this research. Training participants are equipped and trained on TPACK design, TELL in Practice and Selective Practice. Training process. carried out in several stages. The training begins with the presentation of theory regarding TPACK. Then the TPACK design strategy in lesson plans and learning.

3. RESULTS AND DISCUSSION
3.1. Results of Community Service Implementation

The implementation of TPACK service resulted in several findings. These findings consist of the role of TPACK integration in online learning, technology platforms as learning tools, and reflection as a source of teacher professional development. Complete information on the findings can be found below.

3.1.1 The process of implementing TPACK training consists of delivering material related to TELL in language learning, reflective practice, and exploratory learning for TESOL teachers. This training is delivered through interactive workshops. The presenter and training participants interact actively in delivering material and asking questions. This workshop activity is also presented in a calm and pleasant atmosphere.

3.1.2 The role of TPACK integration in online learning. The training provides insight and new insight for teachers in implementing online learning. Pedagogical integration that escapes the use of technology is introduced as part of the TPACK integration. This pedagogy helps teachers have clear illustrations regarding online learning instructional design. So teachers can create online learning lesson plans by integrating technology, pedagogy and teaching materials. Teachers also gain TPACK insight into online learning practices. This can be seen from the picture below of participants enthusiastically taking part in the training. Training participants are actively involved both from a behavioural, cognitive, and emotional perspective. Training participants are helped to construct TPACK from teaching experience and are provided with TPACK integration training starting from lesson plans to learning.

3.1.3 Reflection as a source of teacher professional development. After participating in TPACK training in learning, SKh Alghi Safa Labuan Pandeglang Regency teachers can carry out reflection simulations to improve learning. Teacher professional development is important in continuous improvement for teachers. One way to develop a teacher's self-development can be done through reflection. Reflection: studying what has happened, exploring deficiencies in teaching, and correcting them. Reflection is interpreted as teaching and learning which is a complex, linear process that involves ongoing exploration of beliefs and practices that are at odds with general knowledge including theoretical understanding. Teachers have their own puzzle challenges in learning. The puzzle must be solved well to improve online learning. Practical reflection activities can be traced from the picture below. This image represents teachers' reflection training activities. This helps teachers to make improvements in teaching.

3.2 Analysis of Field Results

The Covid-19 pandemic has changed the order of life, starting from the health, economic and education sectors. In the education sector, learning is directed online (Kemendikbud, 2020). This is a challenge for teachers because they are not used to learning online. On the other hand, learning must continue by actively involving students. However, special education teachers have attended various workshops and seminars regarding the use of technology in special education learning, but how to integrate technology in the learning process has not been studied in more depth (Drajati, 2020).

Integrating technology, pedagogy and teaching materials is an important thing to apply. This is closely related to the Technological, Pedagogical, Content, Knowledge TPACK framework (Koehler, Mishra, & Cain, 2013). TPACK integration helps in implementing online learning (Kohler et. al, 2013). According to Pinkley (2010) added that in global life where technology has become an integral part of everyday life, more and more people are using technology both for personal needs and needs in the professional world.

However, teachers who carry out online learning tend to carry out online learning through applications. Teachers have not integrated pedagogy and teaching materials. This was conveyed by Drajati (2020) that teachers have not integrated TPACK in online learning. So that students are not actively involved in learning and students tend to feel bored and seem to ignore the teaching material provided by the teacher. Special education teachers face problems related to the integration of the use of technology and pedagogy in learning. So it tends to be that the RPP has not been integrated with this.

The potential of special education teachers in contributing to TPACK integration is very strategic considering that equitable learning requires the use of technology. So it is necessary to carry out TPACK integration training for teachers.

Integration of pedagogy and teaching materials into online learning design (Rakerda, 2020). The learning design starts from teaching preparation (pre-lesson), core learning (while-lesson), and the end of learning (post lesson) (Drajati, 2020). There have been several previous studies that examined TPACK in learning. Chai & Koh (2017) investigated changes in TPACK beliefs and design through the Scaffolded TPACK Lesson Design (STLDM). The results of the research illustrate that there are significant changes in beliefs in the use of the TPACK framework and learning through STLDM. Then Cheng (2017) conducted research on the perceptions of native Taiwanese teachers towards TPACK. The research used a survey involving 172 Hakka special education teachers. The survey framework includes seven criteria, namely content knowledge (CK), pedagogical knowledge (PK). Technological knowledge (TK), pedagogical content knowledge (PCK), technological pedagogical knowledge (TPK), technological content knowledge (TCK), and TPACK.

According to Murphy, DePasquale, and McNamara (2003), many schools have tried hard to incorporate technology into their curriculum with the aim of familiarizing teachers and students with technology as a tool for learning. The importance of active student involvement in online learning, the right solution is needed so that the material presented can truly be understood or comprehended by students in the teaching and learning process which is not limited by space and time and they are actively involved, so the TPACK model is one solution or problem solving that teachers can use in the teaching and learning process. So that teachers can integrate technology, pedagogy, and teaching materials simultaneously.

TPACK implementation can be presented with TELL in language learning & teaching, Reflective practice, and exploratory practice within Tesol teacher. TELL in language learning training focuses on getting to know media and technology platforms in learning. This helps teachers carry out learning using technology in learning. Reflective practice aims to train teachers in reflecting on learning for continuous improvement. Exploratory practice within Tesol teachers trains teachers in initiating self-reflection in building innovative teaching experiences. However, online learning is still understood and implemented by emphasizing the use of platforms without integrating pedagogy and teaching materials.

So online learning activities do not actively involve students in online learning which contains technology, pedagogy, and teaching materials (TPACK). Therefore, this community service aims to help special schoolteachers in integrating the use of technology, pedagogy, and teaching materials. Participants in this service are special schoolteachers at SKh Alghi Safa Labuan, Pandeglang Regency. This training is carried out by providing training related to TPACK integration which consists of 3 materials, namely TPACK integration in lesson plans, TELL in language learning & teaching, and reflective practice and exploratory practice within

Tesol teachers. After attending the training, Special School teachers can create lesson plans with TPACK integration, are able to practice TPACK in learning and reflect after learning. It can be concluded that TPACK training helps teachers integrate the use of technology, teaching and teaching materials in learning.

Based on an explanation of the importance of TPACK integration, this article emphasizes discussing TPACK integration for teachers. It is hoped that this article will provide implications for how TPACK can be practiced by teachers. This service aims to train special education teachers in integrating TPACK in learning.

4. CONCLUSION

This research describes TPACK training which helps teachers in designing learning that integrates technology, pedagogy, and content knowledge. Teachers are capable and able to prepare lesson plans that involve TPACK in them. This training also broadens the knowledge of training participants regarding potential tools for conducting online learning. Then the training participants can also reflect as teacher professional development. The limitation in this training is limited time so it is not yet complete in presenting TPACK training for special schoolteachers in Pandeglang Regency. Further training development can be improved by focusing on TPACK-based instructional design.

5. ACKNOWLEDGMENT

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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