

ABSTRAK

**PERANAN PENDEKATAN TPACK TERHADAP KETERAMPILAN
KOLABORASI SISWA KELAS 1 DALAM PEMBELAJARAN
BRAINWAVE PERTEMUAN ENTRY POINT DI SD CAHAYA BANGSA
UTAMA**

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Perkembangan zaman mendorong guru untuk mampu mengintegrasikan teknologi dalam pembelajaran guna membantu siswa mengembangkan keterampilan abad 21. Penelitian ini bertujuan untuk, (1) mendeskripsikan penerapan pendekatan TPACK dalam modul ajar guru kelas 1, (2) mendeskripsikan penerapan pendekatan TPACK dalam pembelajaran *Brainwave* pada pertemuan *Entry Point* oleh guru kelas 1, dan (3) mengetahui peranan pendekatan TPACK dalam pembelajaran *Brainwave* pada pertemuan *Entry Point* terhadap pengembangan keterampilan kolaborasi siswa kelas 1. Penelitian kualitatif ini melibatkan seorang guru kelas dan siswa kelas 1B sebagai objek penelitian. Data dikumpulkan melalui observasi, wawancara, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa: (1) Modul ajar guru kelas 1 sudah menerapkan komponen-komponen TPACK, yaitu *Content Knowledge/CK*, *Pedagogical Knowledge/PK*, *Technological Knowledge/TK*, *Pedagogical Content Knowledge/PCK*, *Technological Content Knowledge/TCK*, dan *Technological Pedagogical Knowledge (TPK)*. (2) Guru telah menerapkan pendekatan TPACK dalam proses pembelajaran *Brainwave* pada pertemuan *Entry Point*, misalnya dengan menggunakan teknologi seperti LCD proyektor untuk menampilkan konten/materi ajar melalui media PPT serta menerapkan berbagai metode pembelajaran yang relevan. (3) Penerapan pendekatan TPACK dalam pembelajaran *Brainwave* pertemuan *Entry Point* mengembangkan keterampilan kolaborasi siswa kelas 1 SD Cahaya Bangsa Utama.

Kata Kunci: Peranan, Pendekatan TPACK, Kolaborasi

ABSTRACT

THE ROLE OF THE TPACK APPROACH TO THE COLLABORATION SKILLS OF GRADE 1 STUDENTS IN BRAINWAVE LEARNING MEETING ENTRY POINT AT THE CAHAYA BANGSA UTAMA ELEMENTARY SCHOOL

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The development of the times encourages teachers to be able to integrate technology in learning to help students develop 21st century skills. This study aims to, (1) describe the application of the TPACK approach in the teaching module of grade 1 teachers, (2) describe the application of the TPACK approach in Brainwave learning at the Entry Point meeting by grade 1 teachers, and (3) determine the role of the TPACK approach in Brainwave learning at the Entry Point meeting on the development of collaboration skills of grade 1 students. This qualitative research involved a classroom teacher and grade 1B students as research objects. Data were collected through observation, interviews, and documentation studies.

The results showed that: (1) Grade 1 teacher's teaching module have implemented the TPACK components, namely Content Knowledge/CK, Pedagogical Knowledge/PK, Technological Knowledge/TK, Pedagogical Content Knowledge/PCK, Technological Content Knowledge/TCK, and Technological Pedagogical Knowledge (TPK). (2) Teachers have applied the TPACK approach in the Brainwave learning process at the Entry Point meeting, for example by using technology such as LCD projectors to display teaching content/materials through PPT media and applying various relevant learning methods. (3) The application of TPACK approach in Brainwave learning meeting Entry Point develops collaboration skills of 1st grade students of SD Cahaya Bangsa Utama.

Keywords: Role, TPACK Approach, Collaboration