

ABSTRAK

**PERANAN PENDEKATAN TPACK TERHADAP KETERAMPILAN KREATIVITAS
PESERTA DIDIK KELAS 6 PADA MATERI SISTEM GERAK MANUSIA DI SD
CAHAYA BANGSA UTAMA TAHUN AJARAN 2024/2025**

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Keterampilan kreativitas sangat esensial dikembangkan pada pembelajaran abad 21 agar peserta didik mampu menyelesaikan beragam tantangan yang dihadapi di kehidupan sehari-hari. Adapun pendekatan yang dapat menanggapi kebutuhan abad 21 antara lain pendekatan TPACK, terdiri dari *Content Knowledge* (CK), *Pedagogical Knowledge* (PK), *Technological Knowledge* (TK), *Pedagogical Content Knowledge* (PCK), *Technological Content Knowledge* (TCK), *Technological Pedagogical Knowledge* (TPK), dan *Technological Pedagogical Knowledge* (TPACK). Penelitian ini bermaksud (1) mendeskripsikan penerapan pendekatan TPACK yang terdapat dalam modul ajar Sistem Gerak Manusia kelas 6 SD, (2) mendeskripsikan penerapan pendekatan TPACK dalam proses pembelajaran Sistem Gerak Manusia kelas 6 SD, dan (3) mendeskripsikan peranan pendekatan TPACK pada pembelajaran Sistem Gerak Manusia mengembangkan keterampilan kreativitas peserta didik kelas 6.

Metode penelitian yang digunakan adalah penelitian kualitatif dengan teknik pengumpulan data melalui studi dokumentasi modul ajar, observasi proses pembelajaran, wawancara dengan guru kelas, dan membagikan kuesioner kepada peserta didik kelas 6. Penelitian ini dilakukan di SD Cahaya Bangsa Utama Yogyakarta.

Hasil penelitian: (1) modul ajar Sistem Gerak Manusia kelas 6 SD sudah menerapkan pendekatan TPACK, (2) pembelajaran Sistem Gerak Manusia kelas 6 SD sudah menerapkan pendekatan TPACK, dan (3) pendekatan TPACK pada pembelajaran Sistem Gerak Manusia berperan dalam mengembangkan kreativitas peserta didik kelas 6.

Kata kunci: Pembelajaran abad 21, Pendekatan TPACK, Keterampilan kreativitas

ABSTRACT

THE ROLE OF THE TPACK APPROACH ON THE CREATIVE SKILLS OF SIXTH GRADE STUDENTS IN THE HUMAN MOVEMENT SYSTEM TOPIC AT CAHAYA BANGSA UTAMA ELEMENTARY SCHOOL IN THE 2024/2025 ACADEMIC YEAR

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Creativity skills are essential to be developed in 21st-century learning so that students are able to solve various challenges encountered in everyday life. One of the approaches that addresses the needs of 21st-century learning is the TPACK approach, which consists of Content Knowledge (CK), Pedagogical Knowledge (PK), Technological Knowledge (TK), Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and Technological Pedagogical Content Knowledge (TPACK). This study aims to: (1) describe the application of the TPACK approach in the Human Movement System teaching module for sixth-grade elementary students, (2) describe the implementation of the TPACK approach in the teaching process of the Human Movement System, and (3) describe the role of the TPACK approach in developing sixth-grade students' creativity skills in the Human Movement System topic.

This study employed a qualitative research method, with data collected through document analysis of the teaching module, observation of the teaching and learning process, interviews with homeroom teachers, and the distribution of questionnaires to sixth-grade students. The study was conducted at Cahaya Bangsa Utama Elementary School in Yogyakarta.

The results showed that: (1) the Human Movement System teaching module for sixth-grade students had already applied the TPACK approach, (2) the teaching and learning process of the Human Movement System also applied the TPACK approach, and (3) the TPACK approach in the Human Movement System topic played a role in developing the creativity skills of sixth-grade students.

Keywords: *21st-century learning, TPACK approach, creativity skill*