

# DISEMINASI PENDEKATAN INOVATIF: TECHNOLOGICAL PEDAGOGICAL AND SCIENCE KNOWLEDGE-CONTEXTUAL (TPASK-C)

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## ABSTRACT

The Covid-19 pandemic has had a multidimensional impact, including in the world of education. The change in learning from face-to-face to virtual requires teachers to be able to teach students online. In addition, the advancement of technology at this time makes digital information resources very abundant. This is for teachers with adequate TPASK ability, but in fact this ability is still low, which is shown from the average UKG results in 2015 which are still below the average targeted, still erroneous understanding of Nature Of Science. *Based on the results of the pre-activity survey, information was obtained that: 1) there are many obstacles in integrating computer technology online, 2) many teachers have not integrated NOS content in science learning, 3) Not all teachers understand how to actively teach students, with a contextual approach, understanding NOS, and at the same time integrating technology. The solution offered is to provide TPASK-C approach training to improve the ability to integrate technology in science learning.*

The results of research by Asri Widowati and Sri Atun (2020) show that the innovative approach of TPASK-C is a feasible approach and can affect the ability to integrate technology in learning, understanding of NOS, and the beliefs of prospective science teachers. Therefore, it is important to disseminate the results of doctoral research to benefit and advance non-productive communities (among science teachers). This activity is carried out by brainstorming, lectures, discussions, workshops, peerteaching and mentoring activities. Evaluation of activities is carried out by process and product. The instruments used are in the form of questionnaires, observation sheets, and portfolio product assessments. The output of this research-based PKM activity is in the form of publication in social media youtube and ICERI.

Kata Kunci: *TPASK-C, Science*