

Exploring the TPACK Framework Used in Distance Learning for Elementary Schools in Indonesia and Malaysia During Covid-19 Pandemic

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ABSTRACT

Distance learning is an effective solution in various countries including Indonesia and Malaysia to continue the learning process during the COVID-19 pandemic that does not allow face-to-face learning. Teachers are an essential factor in the achievement of distance learning. Teachers who succeed in the 21st century are teachers who are able to utilize and use the right technology and teaching strategies in the classroom so it is important for teachers to have technological knowledge, pedagogical knowledge, and adequate content knowledge or commonly referred to as TPACK (Technology Pedagogy Content Knowledge) in supporting distance learning. Therefore, the purpose of this study is 1) to identify the belief and understanding of elementary school teachers in Indonesia and Malaysia towards the use of TPACK in distance learning during the COVID-19 pandemic, and 2) to explore the use of TPACK in learning during the COVID-19 pandemic, including supporting factors and inhibition of its implementation in elementary school in Indonesia and Malaysia. Methodologically, this study using quantitative approach and cross-sectional survey design. The population in this study was elementary school teachers in Indonesia and Malaysia. Sampling technique using purposive sampling with sample size 400 - 500 participants. Data collection techniques using questionnaires or questionnaires, interviews, and document studies. The research instrument used will be conducted to test the validity and reliability of the instrument. Data is analyzed using descriptive statistics through t-test. Hopefully the results of this research can be one of the references in the world of education, especially related to the competence of TPACK that needs to be owned by elementary school teachers in supporting distance learning.

Kata Kunci: *TPACK Framework, Distance Learning, Covid-19 Pandemic, Elementary School Teachers*