

FIKIH TEACHER PEROFESIONALISM IN THE IMPLEMENTATION OF TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPCK) AT MTS NW SENYIUR

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ABSTRACTS	ARTICLE INFO
<p>The TPCK model is a useful tool for characterizing and evaluating teachers' technology integration skills. This research aims to describe the skills or professionalism of Fiqh teachers in the implementation of Technological Pedagogical Content Knowledge (TPCK) in Fkih learning at MTs NW Senyur. This research uses a qualitative approach. The data analysis techniques, namely data collection (data reduction), data display (data display) as well as drawing conclusions and verification. Based on the results of this research, it shows that: 1) Technological Knowledge (TK) of teachers in learning jurisprudence in Class VIII, namely a) using hardware such as laptops, LCD projectors, and b) using software such as Microsoft Word, Microsoft Excel, and Microsoft Power Point ; 2) Pedagogical Knowledge (PK) of teachers in learning jurisprudence in Class VIII; a) Class management by conditioning students before learning activities and applying interesting learning methods; b) Learning planning by preparing syllabus, lesson plans and power point media; c) Carrying out learning activities in three stages, namely preliminary activities, core activities and closing; d) Evaluate learning with three aspects, namely attitudes, knowledge and skills; 3) The teacher's Content Knowledge (CK) in class VIII fiqh learning includes: a) content knowledge, which is demonstrated by using various learning resources; b) explanation of the material using the lecture method using PowerPoint presentations; and c) examples that are appropriate to the material discussed in class, such as pictures and videos.</p>	<p>Article History: <i>Received: October 9th 2024</i> <i>Revised: October 22nd 2024</i> <i>Published: October 2024</i></p> <p>Keywords: <i>Teacher Competency, Technological Pedagogical Content Knowledge (TPCK), Jurisprudence Learning</i></p>

INTRODUCTION

For Indonesian people, education is both a benefit and a necessity to change humans from beings who know nothing and are useless to beings who are knowledgeable and useful. The aim of education is to create competent human resources who can contribute positively to Indonesia's status as a dignified country. The claim made by Kompri in his book Educational Management that education "directs humans to a better life, regarding the degree of humanity to achieve their life goals" is consistent with this.

The most important element in ensuring that learning takes place well is the teacher. According to Barber and Mourshed, "The quality of an education system cannot possibly exceed the quality of its teachers," according to a McKinsey report based on research conducted by Joko Suyamto." Teacher quality is an important aspect in evaluating the quality of education. Planning and implementing lesson plans, assigning homework, conducting research and analysis, and engaging with the community are some of the responsibilities of a teacher. For this reason, teachers must have the following credentials in line with Article 8 of Law no. 14/2005 concerning Teachers and Students: S1/D4, competence, training in the field of special education, having good morality and judgment, and being able to meet the demands of educational goals. By definition, teacher competency consists of pedagogical, social, professional and personality competencies.

A teacher must balance two types of knowledge when implementing learning activities: knowledge of teaching materials and knowledge of pedagogy. However, to maximize the efficiency and effectiveness of learning and offer multimedia and ICT-based learning tools, teachers must not only be proficient in mastering the subject matter, but also in teaching the subject matter.

This is in line with Minister of Education and Culture Regulation Number 22 of 2016 which mandates that to increase the effectiveness and efficiency of learning, teachers must be able to apply information and communication technology. The role of teachers is very decisive in efforts to improve the quality of formal education. For this reason, teachers as learning agents are required to be able to carry out the learning process as well as possible, within the framework of educational development. Teachers have a very strategic function and role in developing and developing the field of education, and therefore need to be developed as a dignified profession. Law no. 14 of 2005 concerning Teachers and Lecturers Article 4 emphasizes that teachers as learning agents function to improve the quality of national education. To be able to carry out their functions well, teachers are required to have certain requirements, one of which is competence.

The level of skill development required for a teacher to manage their workload effectively and efficiently is referred to as teacher competency. In contrast, a professional guide has specialized knowledge and abilities in the field of guiding, which allows them to fulfill their position as a guide with little support necessary to perform their duties. A person who helps others in the process of learning from them is called a mentor. It is clear that this educator has certification. It is clear that certification is the process of granting educational certificates to teachers who have met standards, including having the necessary educational background, professional experience, good judgment, and moral integrity. In relation to competency, Nana Sudjana in Janawi explains that competency is an ability that is the main requirement for every profession. In line with Nana Sudjana's opinion, Sardiman stated that competence is a basic ability that a person must master in relation to their duties. These two definitions explain that competence is a basic ability that a person must have, which in this discussion is related to teacher competence.

Teachers must strive to become professionals in their field. One of the current requirements for teachers is that they can use different technological developments. This is because currently there is a focus in the educational process on how important it is to

include technology and computers in the curriculum. As society's need to use and learn technology has grown, concepts for integrating it have also existed. However, currently the ability of teachers in Indonesia to use information and communication technology is in the low category. As the results of a survey by the Ministry of Education and Culture through a report by the Data and Technology Center of the Ministry of Education and Culture show that the mapping of teacher information and communication technology competencies is less than 50% of 28,000 teachers with details: ICT literacy ability is only 46%, ability to understand ICT in learning is only 14%. Therefore, further treatment is needed to overcome this problem. More specifically, in 2017-2018 research was carried out in Sumedang Regency, data was obtained that 39% of teachers were able to use technology for teaching and learning activities in the classroom. This percentage must be increased by conducting appropriate training for teachers to increase their competence regarding the use of technology in teaching and learning activities.

In relation to teachers' knowledge in using technology, Bingimlas in Delila Sari Batubara's research revealed factors that hinder teachers' ability to use technology, including: 1) teachers do not want to make changes to the learning process, 2) teachers have limited time to prepare learning using technology, 3) limited teacher access to information sources, 4) limited training activities for teachers in the field of technology use, and 5) technical support and regulations regarding the use of technology in teaching and learning activities are still unclear. Another factor that is an obstacle to improving teacher information and communication technology competence is school infrastructure, such as wifi, projectors and computer laboratories, which are still limited. Based on data from the 2017 Education and Culture Window Dapodikbud team, it shows that there are still a small number of schools that already have computer laboratories, namely around 4%, while those that have libraries are approximately 55%.

A theoretical framework has recently emerged called Technological Pedagogical Content Knowledge, usually abbreviated as TPCK, this framework has emerged in the use of technology and information. Koehler and Mishra argue that "Technological Pedagogical Content Knowledge (TPCK) is a new type of knowledge that teachers must master in order to integrate technology well in learning." Over time, TPCK has evolved into a framework for analyzing how educators view and apply technology in the classroom. Three different forms of foundational knowledge – Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK) combined to produce TPCK.

The TPCK model is a useful tool for characterizing and evaluating teachers' technology integration skills. This is because the Academic Qualification and Teacher Competency Standards mention the TPCK component as one of the professional competencies. Research regarding the TPCK capacity of elementary school teachers needs to be carried out, especially in the context of theme learning in this century, to ensure that teachers understand the use of technology that is appropriate to the content that will be presented through learning techniques and tactics that suit student needs.

The achievements achieved by MTs NW Senyur both in the academic and extracurricular fields show that MTs NW Senyur is an Islamic educational institution that has the desire to achieve extraordinary success in the fields of science and technology and

IMTAQ. The achievements achieved by MTs NW Senyur in the field of science and technology and science at the district level won the district level singing competition and won the drummen or rhythm carnival, while in the field of IMTAQ won the recitation, won the beautiful writing or calligraphy. Apart from that, developing information and communication technology for education is one of the goals of MTs NW Senyur. Projectors and LCDs are examples of technology used by educators in the classroom. Because MTS NW Senyur incorporates technology into its educational activities, it was deemed appropriate to carry out an assessment of the teachers' Technological Pedagogical Content Knowledge (TPCK). Based on the background explanation above, the researcher is interested in conducting research at this school with the title "Professionalism of Jurisprudence Teachers in the Implementation of Technological, Pedagogical and Content Knowledge (TPCK) at MTS NW Senyur".

RESEARCH METHOD

This research uses a qualitative approach, namely research that describes symptoms, events and happenings in the present. The reason researchers use a qualitative approach is because this research does not test hypotheses but describes the symptoms or conditions studied as they really are and aims to show facts and events sequentially and accurately. This research uses a case study type, because in this research the researcher carefully examines a program, event, individual or group activity, problems that are limited by time and activities, and the researcher uses various data collection mechanisms based on predetermined objectives. time Collect complete information.

RESEARCH FINDINGS AND DISCUSSION

a. Using Hardware (Hardware)

In carrying out learning activities, teachers use technology to speed up the learning process when implementing lessons in class. The aim is for the learning process to run effectively, efficiently and in accordance with the desired results. Teachers adapt the use of technology to the curriculum and student needs. Apart from that, the technology chosen is also adapted to the resources owned by the institution. Teachers use technology at MTs NW Senyur LCD and projectors to improve teaching and learning activities because they are available.

Based on evidence collected from observations, interviews, and documentation regarding the technology used by class VIII teachers in the fiqh learning process, computers, LCDs, and projectors are the main hardware used by teachers for learning purposes. Teachers use projectors, LCDs and laptops as media to present material.

Teachers use laptops as a tool to store information on teaching and learning activities, including lesson plans, learning resources, student learning outcome assessment data, and learning media. This is in line with the view of Banun Havifah Cahyo Khosiyono et al., who say that:

Teachers utilize technology such as 1) computers can be used to store digital data from various learning activities, 2) can be used as audio and visual aids for

different subject matter, and 3) can be used to process various programs in the form of learning software. This is the main benefit of using a computer.

Teachers use hardware such as LCDs and projectors in addition to computers. When using PowerPoint materials in the teaching and learning process, teachers use this tool as a supporting resource. Information is displayed or displayed on a laptop, where the teacher has created the media, using an LCD and projector. on a power point regarding the subject matter being discussed, thus allowing all students in the class to view and read the material on a laptop when the teacher uses an LCD and projector. to make it easier for teachers to convey lesson material.

The results of this research are in line with the theory of Banun Havifah Cahyo Khosiyono et al., which states that "LCD is a tool for projecting or displaying information from a laptop/computer or other information media such as a DVD player. Therefore, there are similarities between the research results and the theory put forward by Banun Havifah Cahyo Khosiyono, namely projecting or displaying information on a laptop or computer using an LCD. Because all students can see the information presented by the teacher on the laptop and LCD, this makes it easier for teachers to provide important knowledge to their students.

b. Using Software (Software)

Class VIII teachers use software other than hardware to support learning activities. Teachers use Microsoft Word, Microsoft Excel, and Microsoft Power Point among other software programs. Based on research findings obtained from observations, interviews and documentation regarding the use of software in learning activities, teachers use software such as Microsoft Word, Microsoft Excel and Microsoft PowerPoint to support teaching and learning activities. With Microsoft Word software, teachers create teaching resources such as lesson plans, syllabi, PowerPoint presentations, and more. Teachers collect these teaching resources in Microsoft Word and store them on the laptops or computers they use.

This is supported by the theory put forward by Putra in the article by Ahmad Andika et al., which states that "Educators can use Microsoft applications to create materials, create reports, create journals, and can be used to complete learning tasks." Furthermore, Microsoft Excel is used by teachers in processing assessments of student learning outcomes. After the teacher evaluates the students, the teacher then analyzes the results of the evaluation using the Microsoft Excel application. This is in line with the theory put forward by Purwanto in the journal Ahmad Andika, et al that "Microsoft Excel is an application used to process data automatically through various forms such as formulas, basic calculations, data processing, table creation, graph creation and data management."

Teachers use Microsoft Power Point as a tool to teach material to students, apart from Microsoft Word and Excel. This is in line with findings from observations, interviews and documentation, which show that educators use the Power Point application to create media. The media created by teachers is presented in an interesting way and includes prose, animated images, and even material that is appropriate to the

subject matter. Susanto, Ahmad Andika, et al. reported in the journal that "The benefit of using the Microsoft Power Point application in learning is as a learning medium to convey material in an interesting, effective and interactive way that is easy for students to understand." This information is in accordance with the findings.

From the explanation above, there are similarities between the research findings and the theory put forward by Putra, Purwanto, and Ahmad Susanto in the journal Ahmad Andika et al., namely that teachers use Microsoft Office Word to create learning administration, while teachers process student learning outcomes data using Microsoft Excel, and teachers use Microsoft PowerPoint as learning media.

1. Pedagogical Knowledge of Jurisprudence Teacher at MTs NW Senyur

a. Classroom Management

The work a teacher does in organizing and maintaining a classroom environment that facilitates learning and helps students achieve their learning goals is known as classroom management. Various strategies are used by class VIII teachers to manage the class. This is in accordance with the findings. Based on the results of the researcher's observations and interviews, the eighth grade teacher effectively supervised learning activities even in classes that had unruly students, and tried hard to maintain a positive learning environment. Regarding several methods used to run classes, such as conditioning students before carrying out learning activities, teachers begin instructions and learning activities after students are ready to participate.

When the students are ready to take part in teaching and learning activities, the teachers begin the teaching and learning process. They also added some interesting teaching strategies, such as teaching strategies that incorporate games, because middle school students still enjoy learning while playing. As Afriza said in her research, "A well-organized classroom environment will increase students' learning motivation and encourage conducive learning activities."

Based on the explanation given, there are similarities between research findings and Afriza's theory. This includes managing a positive learning environment in the classroom, such as enlivening the atmosphere through play techniques to increase student motivation in learning and make teaching and learning activities conducive.

a. Learning Planning

A learning implementation plan must be made by the teacher before starting the learning process. Teachers can use this lesson plan as a guide to help them carry out the teaching and learning process in the classroom. The teacher's learning plan is presented in the form of a syllabus and learning implementation plan (RPP). According to Diani Ayu in her book, "The learning planning stage starts from preparing the annual program (prota) and semester program (promes), then preparing the syllabus and learning implementation plan (RPP), as well as a systems approach." This is in accordance with the results of observations, interviews and documentation that researchers have

conducted with the head of MTs NW Senyuir and the class VIII fiqh teacher. In this case, the learning tools prepared by teachers before teaching include lesson plans, syllabus, prota and promissory notes. Each teacher creates the device at the beginning of the semester. The prepared RPP includes learning objectives and instructions for learning activities which are divided into three stages: introduction, core activities, and conclusion, followed by assessment.

Based on the explanation given, the research data and theory put forward by Diani Ayu both show that the planning stage involves teachers to create a syllabus, learning implementation plan (RPP), prota, and promissory notes to better direct the learning process. Apart from preparing these devices, the class VIII fiqh teacher also prepared learning media as a means of delivering lesson material. The type of media used is power point which is made 2 or 3 days before the learning activity. Using Power Point media can increase students' interest and make it easier for them to understand the material presented.

Based on the results of observations, interviews, and documentation, the teacher makes a power point presentation whose contents include the meaning of Hajj and Umrah, the terms and conditions, things that are prohibited and cancel Hajj and Umrah, as well as the wisdom of carrying them out.

b. Carrying out Learning Activities

Even though there are several discrepancies between the lesson plans that have been prepared previously and the learning carried out by the teacher, the fiqh learning carried out by the teacher is in accordance with the RPP that has been prepared. The teacher does this because it adapts to students' needs and class conditions during the learning process.

There are three stages in the learning activities carried out by the teacher, namely opening activities, core activities and closing activities. The statement above is in line with the theory explained by Sobri Sutikno in his book which states that "Learning is carried out in three stages, namely: the opening stage or also called the preliminary stage, b) the implementation of learning or core activities, and c) the final or closing stage."

In this way, the way the teacher carries out learning is in accordance with the theory put forward by Sobri Sutikno, which states that learning occurs in three stages: the opening stage, or introduction, the learning implementation stage, or core activities, and the closing stage.

First, preliminary activities. This is the first activity that students do before learning begins, with the aim of preparing students to absorb new information. Based on the results of observations, interviews, and documentation, it appears that the class VIII fiqh teacher begins the fiqh learning process by saying greetings, leading group prayers, ensuring student attendance, providing enthusiasm for learning, and making connections between previously studied material and the material to be studied. According to Sobri Sutikno in his book, "In the preliminary stage the teacher reviews the previous

learning material and relates it to the material to be studied in the core activities, explains the learning objectives, and checks the students' attendance."

Second is the core activity. Teachers use appropriate tactics and methods to communicate topics so that students can easily understand them. This is an activity that is carried out.

Based on the results of interviews, observations and documentation, the teacher uses power point media with lecture, discussion and experiment techniques to teach advertising materials, mixed substances and regional arts in core activities. The teacher carries out the following core activities with the students: 1) the teacher explains the information in the power point about the meaning of Hajj and Umrah, 2) the teacher asks students to understand the requirements for Hajj and Umrah, and the teacher explains the pillars of Hajj and Umrah, 4) the teacher asks students to understand the wisdom of carrying out the Hajj and Umrah pilgrimages, 5) the teacher displays pictures of Hajj pilgrims performing tawaf. This result is supported by the opinion expressed by Sobri Sutikno in his book, which states that: Teachers use core activities to communicate lessons or subject matter that require interaction between students and teachers. It is at this time that students begin to focus on the topic of conversation. At this point, the best teaching strategy must be found to enable students to understand the material easily.

Third, closing exercises, or tasks intended to end the learning process. This is in accordance with findings from observations, interviews and documentation that, during closing activities, teachers and students were involved in question and answer sessions, made conclusions about the subject matter that had been discussed, and worked on questions related to the topics that had been studied. The knowledge aspect also involves testing students' understanding of the material they have studied by asking them to complete questions from a student-written book with a theme connected to the material. The tests that teachers usually give are multiple choice or descriptive exams. The findings are in accordance with Rina Febriana's theory, which states that "Cognitive evaluation can be carried out using various techniques. Teachers can choose instructional strategies that are in line with basic competencies and learning objectives. However, written exams, oral exams, and assignments are methods that are often used ." Teachers assess skills in addition to attitudes and abilities. They also observe how students' skills are used. Educators observe students' practical activities in evaluating these skills, starting from the planning and implementation stages. This is in line with Rina Febriana's idea, stating that this skills evaluation can be done through practice, product assessment and portfolio assessment.

Based on research findings, it can be concluded that teachers carry out learning evaluations in accordance with theory, taking into account three main areas: attitudes, knowledge and abilities. In the knowledge aspect, the teacher gives descriptive questions in the students' fiqh book; In the attitude aspect,

teachers use observation guidelines to observe students' attitudes during classroom learning activities; And in the psychomotor aspect, teachers use students' skills to observe how they carry out learning activities in class.

2. Content Knowledge of Jurisprudence Teachers at MTs NW Senjiur

a. Knowledge of Material Content

It is important for a teacher to be an expert in the subject matter they teach. To understand the subjects they will teach during learning activities, teachers must first look for and study sources related to the material they will teach. Only then can they start teaching it to students. This is in accordance with what researchers found through observations, interviews and documentation, namely, that class VIII fiqh teachers have a credible level of competence in the subject matter discussed. This is evident in the way teachers present content that is not tied to the teacher's handbook in a clear, detailed, and understandable way that aligns with students' knowledge.

The researchers also found that teachers utilize the internet to obtain references related to the material they teach in addition to using a single source to offer lesson content. As a result, this expands the teacher's expertise and understanding to ensure that students fully understand the material presented. These results are supported by the theory put forward by Salamun et al, according to which "teachers prepare themselves by reading literature and other sources of teaching materials that are relevant to the material being taught is one of the teachers' strategies in designing lesson materials."

Based on the results of this presentation, the research findings put forward by Salamun et al were regarding the strategy that teachers use before delivering material to students, namely preparing themselves by reading relevant literature and other learning sources before receiving instructions. to improve instructors' understanding, skills and knowledge of the subject matter they are supposed to teach.

a. Explain the concept of the material discussed

Grade VIII fiqh teachers have a variety of methods for communicating ideas about the information covered. But one thing is certain: the way the content is delivered is adjusted to the student's level of understanding. According to activities, observational interviews, and documentation, researchers have shown that when teachers explain content, it is in line with the learning objectives that need to be met. Teachers also follow the material found in student textbooks when teaching, but sometimes teachers also provide more in-depth explanations to students to give students a deeper explanation of the information discussed.

To remind students of what they already know about content, teachers offer stimuli before explaining it by making connections between previously taught material and new material. Next, use PowerPoint presentations and lectures to present the material. The projector shows PowerPoint presentations with images and even videos on slides that correspond to the topic being discussed.

Apart from that, teachers use simple language that is easy for students to understand when presenting material. Because teachers who use simple and easy to understand language will find it easy to communicate with students in junior high schools. Students are also more motivated to learn when the teacher uses learning materials, because they will be uninterested if the teacher only uses lectures to deliver the subject. These results are in accordance with the theory put forward by Hani Subakti, which states that "In delivering lesson material it is better to adapt it to the level of understanding and development of students."

According to the explanation given, there are similarities between research findings and Hani Subakti's theory, which states that the delivery of lesson material must be adjusted to the level of understanding and development of each student. Because the nature and level of understanding of each student is different.

b. Provide examples that are relevant to the concepts discussed

In the educational process carried out by teachers, teachers are usually very young to teach subjects. On the other hand, students struggle to understand the material being taught. Therefore, providing concrete examples to students can help them better understand the material discussed in class. In this way, students will get what the teacher explains. According to research conducted through observation, interviews and documentation, teachers must provide examples related to the content discussed in class so that students can understand what the teacher is teaching.

Teachers usually use real examples from their students' daily experiences, such as providing examples of photos when they are not in the students' books that are related to the subject matter being discussed. Additionally, teachers offer in-depth explanations with engaging videos.

Based on these findings, it is in line with the theory put forward by Nesusin et al in Salamun et al, "Teachers can develop students' understanding by providing examples in the form of images, videos and audiovisual documents that are relevant to the lesson material."

Therefore, the research findings are in accordance with the theory put forward by Nesusin et al in Salamun et al, according to which examples in the form of images, photos and videos that are appropriate to the subject matter can be used to increase students' knowledge of the material provided.

CONCLUSION

It can be concluded as that: 1) Technological Knowledge (TK), namely: a) using a laptop and LCD projector; b) using software such as Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. 2) The teacher's Pedagogical Knowledge (PK) in class VIII fiqh learning includes: a) Managing the class by arranging students before starting the lesson and utilizing interesting techniques to make the class lively, b) Creating lesson plans, syllabi, and power point media to facilitate learning 3) Carrying out learning exercises in

three phases: warm-up exercises, main exercises, and closing exercises d) Acquiring three types of knowledge: abilities, attitudes, and knowledge. 3) Content Knowledge (CK) in class VIII fiqh learning, specifically: a) The teacher has very good knowledge of the subject matter discussed; this is evident from the various reference materials used by teachers, as well as from how they present content in a way that is appropriate, comprehensive, easy to understand, and not too complicated. b) Skills in using PowerPoint presentations and lecture techniques to explain content; c) Give examples related to the topic discussed in the discussion by utilizing real world events, daily activities, pictures and videos.

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