

ABSTRACT

Nurul Hafizah. 220211020025. *The Actualization of TPACK in the Merdeka Curriculum in Islamic Education Learning at Junior High School in Tanah Laut Regency.* Thesis, Adviser I Dr. M. Ramli, M.Pd. and Adviser II Dr. Hj. Mila Hasanah, M.Ag., Postgraduate School, Antasari Islamic State University, 2024.

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The advancement of technology is natural; however, its usage can have both positive and negative effects on students. In fact, technology in education is crucial for supporting learning, depending on how students and teachers utilize it. The shift towards the industrial revolution 4.0 era was driven by the pandemic, resulting in education transitioning from rarely being online to being fully online. This shift has impacted students' learning, leading to a tendency for decreased concentration. Consequently, teachers strive to optimally actualize TPACK in learning.

This study aims to explore the actualization of TPACK in the Merdeka Curriculum in Islamic Education learning at Junior High School in Tanah Laut Regency, focusing on planning and implementation. This research is a field study with a qualitative approach. The research locations are UPTD SMPN 3 Pelaihari and UPTD SMPN 5 Pelaihari. The subjects of this study are Islamic Education teachers and seventh and eighth-grade students.

The results of this study indicate that the TPACK (Technological Pedagogical Content Knowledge) planning for PAI-BP (Islamic Education and Character Education) learning at Junior High School in Tanah Laut Regency, through the complete version of the teaching module, already includes the 7 aspects of TPACK: TK (Technological Knowledge), PK (Pedagogical Knowledge), CK (Content Knowledge), TCK (Technological Content Knowledge), PCK (Pedagogical Content Knowledge), TPK (Technological Pedagogical Knowledge), and TPACK (Technological Pedagogical Content Knowledge). Similarly, in terms of the implementation of TPACK in the independent curriculum for PAI-BP learning at Junior High School in Tanah Laut Regency, the aspects of TPACK have been executed very well. This is evidenced by teachers and students being able to utilize technology in learning, such as the integration of instructional videos, PowerPoint presentations, and the use of laptops, LCD projectors, loudspeakers, smartphones, and chromebooks in the classroom.