

Early Reading With Technological Pedagogical Content Knowledge (TPACK) Approach

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Abstract. Blended learning is a new challenge, especially for educators and students in the post-pandemic era. Educators are required to look for learning strategies that are interesting and innovative and facilitate students in learning activities at school. This study describes the TPACK approach's application in early reading activities in elementary schools with the help of modern technology-based learning media. This research uses the PTK method with the help of 4 stages: planning; implementation of class actions; observation/observation; and reflection, which was carried out for two cycles (meetings). Data was collected using an initial reading assessment instrument for one grade student at SD Negeri Pasirhuni 1 for the 2021/2022 academic year. The data was obtained in the form of formative test results from students. Samples used were first-grade elementary school students, totaling 13 students. Based on the results of the study, it is known that the TPACK approach is very significant in improving students' initial reading skills in elementary school.

Keywords: Early Reading, Elementary School, TPACK.

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INTRODUCTION

The impact of the pandemic virus (COVID-19) has hampered all sectors of life, including education. The World Health Organization (WHO) (Nisa & Haryanto, 2020) fact, recorded data from 200 countries infected with the pandemic virus, including Indonesia. From March 11, 2020, until now, the pandemic virus outbreak is still there (W. Dewi, 2020). As a result, activities normally operating outside the home are turned into activities carried out inside the house (Yunus & Rezki, 2020). This is based on regulations from the government trying to reduce the spread of the pandemic virus (COVID-19) (E. Supriatna, 2020). One of the consequences of the pandemic is that all learning procedures must be online (Aji, 2020). This is by the Decree of Kemendikbud No. 719/P/2020, which states that every school agency must carry out distance learning activities (PJJ) (Kemendikbud, 2020). PJJ is implemented on a network-based basis (online), either virtual via video conference or non-virtual, namely through social networking applications (Amadea & Dinda, 2020).

Online-based learning is divided into two types, namely synchronous and asynchronous. Chairman (in Kurniasari et al., 2020) that synchronous online learning is a learning activity carried out by teachers and students directly through virtual media (meaning virtual), for example, learning activities from the zoom conference application (Natsir et al., 2021). Asynchronous online learning is a learning activity carried out by teachers and students indirectly through any virtual media; for example, it only takes place using the Google Classroom application, which aims to improve internet-based literacy (Hapsari & Pamungkas, 2019).

Based on the two types of online learning above, the positive impact of the introduction of online learning is an alternative that can be applied in the era of technology and communication as a reference to breaking the chain of the spread of the pandemic virus (COVID-19) (Susilawati & Supriyatno, 2020). However, it is different from the state of education in Indonesia. There is no mental, emotional, psychological, non-physically, or physical readiness to face the PJJ activities. As a result, many concepts designed by the government need to be more effective, especially for students who undergo PJJ activities (Rahmawati et al., 2020).

According to the Ministry of Education and Culture (Powa et al., 2021), the negative impacts of the existence of PJJ for students include: (a) threats for children to drop out of school: because of economic problems and the primary needs of their families that make children have to work. (b) inhibition of growth and development of a child's potential: there is a difference in

quality acquisition during PJJ, resulting in decreased student academic performance. Because, in the implementation of PJJ, not all children have good gadgets, and (c) psychosocial pressure and domestic violence: the existence of PJJ makes children far from social life, especially in the school environment. As a result of the lack of interaction plus PJJ, which is challenging to implement, children become easily stressed and bored. Besides that, Many children become psychological victims because of their parents or even become listeners to parents who often fight. As a result, children feel uncomfortable studying at home.

Based on the description above, the government finally issued a limited face-to-face learning (PTM) based on the interests of educators while still paying attention to health protocols (U. Supriatna, 2021). This follows the evidence from Indonesia's declining status of the pandemic virus. Online learning is still ineffective in education, especially in elementary schools (SD). Research (Hamdani & Priatna, 2020) shows several obstacles, especially in the remote school area. Only 66.97% of online learning is considered adequate because there are problems, including inadequate internet, network access for online, educator literacy, student adaptation, and issues with gadgets that do not support student learning activities. At the same time, the immediate need of elementary school students is the need for direct academic assistance by professional educators.

Limited face-to-face learning (PTM T) is carried out using blended learning (T. Rahmadi, 2020). *Blended learning* is a post-pandemic learning activity that combines two or more technology-assisted learning strategies and internet access. These activities are carried out simultaneously, both online (online, online) or face-to-face (face to face, outside the network, offline). To make post-pandemic learning activities more flexible without any limitations regarding distance, time, and space between student and teacher (Sutisna & Vonti, 2020). The impact of blended learning tends to be negative, including students who get bored quickly, are introverted individuals, and are not enthusiastic about learning at school. That way, the implementation of limited PTM learning requires various kinds of support, both internally and externally, from the educators, schools where they study, and parents of students so that students return to their enthusiasm for learning both online and offline (Sibuea et al., 2017). Mainly to improve the quality of student learning, which has decreased due to PJJ activities.

It should be remembered that improving education quality is not only partially a teacher's task. However, all parties in education support activities to improve a student's grade and quantity. Both teachers and education staff and the selection of effective learning strategies for students (Astini, 2020). In primary education, teachers are task bearers or student facilitators in learning activities at school (Rahman, 2019a). The learning can be in the form of essential debriefing on science, the formation of student character (Hariandi & Irawan, 2016), and a creator of human resources who have quality and quantity that can compete in the current era (Rahman, 2018).

In speaking in class, using learning strategies such as models, approaches, methods, and media is an alternative learning method that can make it easier for students to understand teaching material, especially in the post-pandemic period now (Susilawati & Supriyatno, 2020). However, these activities have yet to be carried out optimally. Blended learning is a learning model used during the pandemic with online or face-to-face procedures (Banggur et al., 2018). Indirectly, teachers are required to upgrade the management of learning in the classroom. One of them is choosing a learning strategy that suits students' needs, especially restoring their enthusiasm to learn.

In addition to the influence from inside and outside of a teacher above, students must also have adverse effects that hinder the learning process in the classroom, namely the loss of motivation of a student in learning activities. This happens because of the low learning performance of students and gadgets that do not support online learning. In addition, the impact of PJJ may only guarantee that students are enthusiastic about learning. One of the cases is learning to read beginning in elementary school grade I. *Reading* is an essential skill that students must possess. Especially those who attend elementary school. Because the more often the child reads, the more sources of information he understands by increasing the vocabulary in the

language (Gul et al., 2020). Reading skills are divided into two, namely (a) early reading and (b) advanced reading.

The purpose of learning early reading is so that students can recognize the symbols or symbols of letters from an article and can sound the letters properly and correctly. In addition, at the initial reading level, students need help understanding the content of the reading. According to research results (Pramesti, 2018), the difficulties experienced by students in early reading include:

1. intellectual factors from different levels of intelligence of students; some are high, and some are low;
2. family environmental factors, including the background of the student's parents and poor economic conditions;
3. lack of motivation from parents to children to be diligent in reading; and
4. the internal influence of students who do not have a hobby/interest in reading.

Due to these students' low reading levels, the success rate of children in reading becomes challenging to optimize.

In addition, the effect of blended learning on teachers causes learning activities to be more extravagant. Because in a day, only 50% of all students enter the class, the rest must be online, and study hours are also reduced (Harahap et al., 2021). Moreover, that is quite heavy homework for educators in this post-pandemic era. The alternatives, as well as the solutions, are: (a) making children feel happy to learn at school; (b) teachers transform interactive learning strategies; (c) teachers should pay more attention to students who are felt to be lacking in learning activities by asking for cooperation from students' parents; and (4) making games that are assisted by visual teaching media because the main goal in this paper is to make students happy to learn and have activities at school. When they feel "happy," students will be excited to learn. That way, the treatment considered fun can be an alternative to learning activities in the classroom. One of them is the technological approach to pedagogical content knowledge (TPACK) assisted by interactive teaching materials for students.

According to Shulman, 1986 (in I. Rahmadi, 2019) TPACK approach was previously called PCK or pedagogical content knowledge. PCK is required to teach or become a teacher with basic knowledge of learning content and how to teach (pedagogics). Due to the changing times and educational needs, the PCK approach has undergone significant changes. One of them is because of the rapid development of technology, like the phenomenon of online learning. Teachers not only have to master knowledge about learning content and how to teach, but teachers must be able and master technology in the field of leaeducationo that limited learning can take place optimally. Moreover, finally, there is a new blend of technology-assisted learning content or called technological content knowledge (TCK), and technology-assisted teaching methods, or called technological pedagogical knowledge (TPK), into a blend that is in harmony with the so-called technological pedagogical content knowledge (TPACK) approach. In addition, TPACK is a reference or procedure for educators to take advantage of technology in education. Based on the analysis of student character and analysis of the pedagogical aspects of educators. TPACK is synonymous with multi-interaction between learning materials, pedagogy, and technology. Therefore, according to Cox & Graham, 2009; Koehler, Mishra, & Cain, 2009, 2013 (I. Rahmadi, 2019), TPACK consists of seven knowledge components, namely: (a) Content Knowledge (CK); (b) Pedagogical Knowledge (PK); (c) Technological Knowledge (TK); (d) Pedagogical Content Knowledge (PCK); (e) Technological Content Knowledge (TCK); (f) Technological Pedagogical Knowledge (TPK); and (g) Technological Pedagogical Content Knowledge (TPACK).

TPACK is known as a framework or framework in designing learning strategies. TPACK discusses how to facilitate student learning activities assisted by three main aspects, namely

1. a pedagogic approach that is by the character of students,
2. use of technology, and
3. application of learning content by student learning objectives into a harmonious whole.

They are mainly aligned with education goals in the 21st century (Paristiowati et al., 2020).

The challenge of TPACK in the 21st century is the need for teacher knowledge on integrating technology into student-centered learning activities. Due to limited time during

learning, class facilities are considered inadequate, and educators are only limited to introducing technology, not implementing technology in the learning process. For example, teachers use PowerPoint media as an intermediary for learning activities. However, the teacher should have introduced the benefits of using PowerPoint. Teachers should practically teach the benefits of learning PowerPoint through technology visualized in an attractive design form for students (Drajati et al., 2018).

With this TPACK approach, teachers are expected to optimize learning activities and understand the concept of technology-based teaching materials. Such as using laptops, computers, and LED projectors assisted by learning media (be it videos, pictures, Microsoft power points, books, and gadgets). This study aimed to determine student learning performance in early reading activities after the post-pandemic, assisted by the TPACK approach in grade I students of SD Negeri Pasirhuni 1.

METHOD

The research design used in this mini-research activity is classroom action research (PTK). According to Waseso 1994 (Muljani, 2017), PTK is a research activity procedure that begins with the recycling process of the learning process in the classroom. Starting with the planning stage, implementing actions in class, and reflecting at the end of the activity.

Participants

This mini-research activity is located at SD Negeri Pasirhuni 1, Jl. Military No. 25. Sukamantri Village, Tanjungkerta, Sumedang Regency, West Java Province. The allocation of research time is carried out for six days, from 19 to 24 November 2021. The duration of one meeting is 30 minutes. This mini-research activity targets 13 (thirteen) students in grade 1 elementary school. There should be 26 students. However, due to the limited PTM learning rules, each class only has 50% of the total students. The steps taken by researchers in this mini-research activity included:

1. Observing the object of this research is to learn more about all forms of environmental elements related to the thing to be studied, such as the classroom environment, natural conditions, and the students' circumstances. Nasution 1998 (in Muljani, 2017) observation is the basis of the knowledge we receive in the field. To know earlier the object of research that we will examine based on objective and improvised findings;
2. Determine the object of research. At this stage, the researcher ensures that the first-grade students of SD Negeri Pasirhuni 1 for the academic year 2021/2022 are the objects of study that have previously been considered based on the characteristics of the class that are by the problems of the researcher's case; and
3. Initial data collection as a condition for determining the problem in the study. Researchers directly look for valid and reliable data according to the issues faced by the research object. Observing down the field, using observation, interviews with homeroom teachers, and looking for article references containing the problems we will examine (Muljani, 2017).

Data collection

Data collection techniques used research instruments: observation, interviews with homeroom teachers, and initial reading assessment tests—the results of this mini-research show how the TPACK approach assists the students' initial reading ability. The results of this research were analyzed by calculating the average value of student achievement indicators in the two previous meetings that had been carried out. The next step is to reflect the student's average score into the student's assessment criteria in Table 1 and the indicators of student success in preliminary reading activities in Table 2.

Table 1. Interpretation of Observation Results
(Spradley, 1980)

Mark	Criteria
100-90	Tall
90-65	Currently
65-50	Not enough
< 50	Very less

Table 2. Success Indicator
(based on the overall average score of students)

Mark	Criteria
100-90	Very good
90-75	Well
75-55	Pretty good
< 55	Not good

Research procedure

The procedures or actions in this study were designed in 2 (two) cycles as shown in (diagram 1 Step by step PTK). Each process consists of 4 (four) stages, including (a) planning; (b) implementation of classroom actions ; (c) observations/observations, and (d) reflection of the overall data obtained in Cycle I (one). Moreover, the implementation of cycle II (two) is oriented to the final result of the reflection activity in process I (one). This means 4 (four) Cycle II (two) stages are repair activities in the 4 (four) parts of Cycle I (one), which were previously considered to have deficiencies.

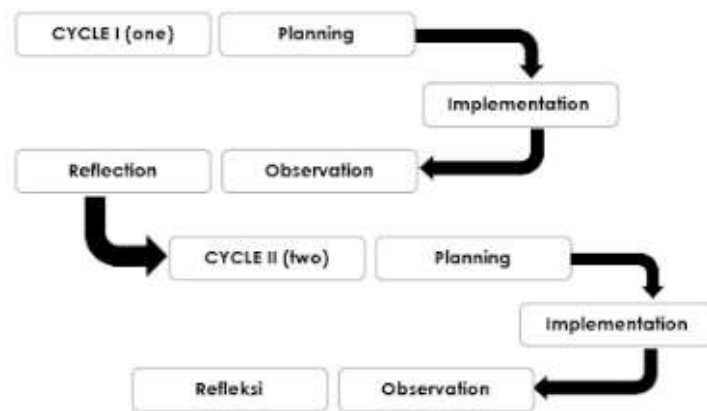


Diagram 1. Step-by-step method PTK
(Direktorat Tendik, 2008)

RESULTS

The presentation of data is a description of the research activities that researchers have previously carried out. In the presentation of data from the results of this mini-research, the researcher will describe the activities previously discussed in (Diagram 1 Step by step PTK) per cycle that have been carried out during the research activity. The description is as follows: (a) cycle I (one) and (b) cycle II (two).

Cycle I Early Reading with Technological Pedagogical Content Knowledge (TPACK) Approach

Cycle I (one) is carried out for 1 hour in one meeting with an allocation of 1 x 120 minutes. They begin with the teacher presenting the orientation and procedures for learning objectives assisted by the TPACK approach. Entering the core learning activities, the teacher distributes

picture sheets in tables recognizing vowel letters (lower print, capital print, and conjunctive letters) as an initial picture of students in initial reading activities. Next, the teacher explained Microsoft PowerPoint-assisted learning as one of the implementations of the TPACK approach. For the closing activity, the teacher concludes the overall student learning outcomes as a form of reflection activity. Cycle I (one) discusses reading material, reading aloud, and distinguishing between vowel letters in small print, capital print, duplicate print, and conjunctive letters. In addition, students are also introduced to syllable letters with consonant-vowel (CV), vowel-consonant (VC) patterns, and consonant-vowel-consonant-vowel (CV-CV) patterns.

PTK Activity description (cycle I)

It was opened with apperception and appreciation activities for approximately 10 minutes. Next, an activity was carried out to introduce the letters of the alphabet at a glance through the results of writing written on a whiteboard (whiteboard).

The main activity lasted for 90 minutes with a discussion of starting reading material assisted by the TPACK approach using technology media as a new means for children to recognize letters. The facility takes place with the following procedure. First, the teacher introduces the material discussion through Microsoft PowerPoint media assisted with a projector; second, they explain and provide an overview of the letters of the alphabet. In addition, the teacher asks the children one by one to come to the front of the class as a play activity, namely by playing with patterns and forming one of the letters of the alphabet. In addition, there is a game to match lowercase and capital letters pictures correctly. After the delivery of the material, the teacher again carried out further test activities assisted by the initial reading assessment instrument.

The closing activity was carried out for approximately 10 minutes. The activity contains the conclusion of the initial reading learning activity. Then the teacher closed the learning activities that day.

From the description of the results of the learning data cycle I (one) above, it can be distributed into the frequency of learning outcomes for grade 1 students at SD Negeri Pasirhuni 1 as follows:

Table 3. Student Learning Outcomes in Cycle I

No.	Mark	Frequency	Percentage %	Category Outcomes	Student Learning Average
1.	100-90	3	23%	Tall	72
2.	90-65	5	39%	Currently	
3.	65-50	2	15%	Not enough	
4.	< 50	3	23%	Very less	

The total number of students in PTK activities is 13 students.

Based on the learning outcomes of the cycle I (one) in table 3, it shows that there are 3 or 23% of students who score between 100 – 90 in the high category; there are 5 or 39% of students who score between 90 – 65 in the medium category; there are 2 or 15% of students who score between 65 – 50 in the less category, and there are 3 or 23% of students who score less than 50 in the inferior category. The average learning outcome of first-grade elementary school students with preliminary reading material is 72. The average is classified as poor. Because some students are still classified as lacking in initial reading comprehension, holding cycle II (two) learning assisted by the TPACK approach is necessary to improve student learning outcomes in the first (first) cycle.

Cycle II Early Reading with Technological Pedagogical Content Knowledge (TPACK) Approach

Cycle II (two) is carried out for 1 hour in one meeting with an allocation of 1 x 120 minutes. They begin with the teacher presenting the orientation and procedures for learning objectives assisted by the TPACK approach. Entering the core learning activities, the teacher distributes

picture sheets in tables recognizing vowel letters (lower print, capital print, and cursive) as an initial picture of students in the initial reading activity. Next, the teacher explained Microsoft PowerPoint-assisted learning as one of the implementations of the TPACK approach. For the closing activity, the teacher concludes the overall student learning outcomes as a form of reflection activity. Cycle II (two) discusses the subject matter of reading material, reading aloud, and distinguishing vowels in small print, capital print, duplicate print, and conjunctive letters. In addition, students are introduced to syllables with patterns of consonants-vowels, vowels-consonants, and consonants-vowels.

PTK Activity description (cycle II)

It was opened with apperception and appreciation activities for approximately 10 minutes. Next, an activity was carried out to introduce the letters of the alphabet at a glance through the results of writing written on a whiteboard (whiteboard).

The main activity lasted for 90 minutes with a discussion of starting reading material assisted by the TPACK approach using technology media as a new means for children to recognize letters. The facility takes place with the following procedure. First, the teacher introduces the material discussion through Microsoft PowerPoint media assisted with a projector; second, they explain and provide an overview of the letters of the alphabet. In addition, the teacher asks the children one by one to come to the front of the class as a play activity, namely by playing with patterns and forming one of the letters of the alphabet. In addition, there is a game to match lowercase and capital letters pictures correctly. After the delivery of the material, the teacher again carried out further test activities assisted by the initial reading assessment instrument. The closing activity was carried out for approximately 10 minutes. The activity contains the conclusion of the initial reading learning activity. Then the teacher closed the learning activities that day.

From the description of the results of learning data in cycle II (two) above, it can be distributed into the frequency of learning outcomes for grade 1 elementary school students as follows.

Table 4. Student Learning Outcomes in Cycle II

No.	Mark	Frequency	Percentage %	Category Outcomes	Student Learning Average
1.	100-90	8	61%	Tall	89,7
2.	90-65	5	39%	Currently	
3.	65-50	0	0%	Not enough	
4.	< 50	0	0%	Very less	

The total number of students in PTK activities is 13 students.

Based on the learning outcomes of cycle II (two) in table 4, it shows that there are 8 or 62% of students who score between 100 – 90 in the high category; there are 5 or 38% of students who score between 90 – 65 in the medium category; there are no students or 0% who get a score between 65-50 in the less category, and there are no students or 0% who get a score of less than 50 with an inferior category. The average learning outcome of first-grade elementary school students with preliminary reading material is 89.7. The average is quite good. The changes were quite good compared to the results of the learning activities in cycle I (one). As a result, there is a 15.7% increase in student learning outcomes in cycle II (two).

Reflection Cycle I and Cycle II Early Reading with Technological Pedagogical Content Knowledge (TPACK) Approach

In this activity, researchers and teachers chose discussion procedures as a means of analysis, synthesis, meaning, explanation, and collection of data and information that had been collected during research activities.

a. Analysis

The analysis in this study refers to the post-pandemic impact on student learning performance in early reading activities in grade I SD assisted by the TPACK approach (a case study of grade I students at SD Negeri Pasirhuni 1 in the Academic year 2021/2022) is an activity that examines the impact of a pandemic in learning reading the beginning of grade I students with the help of the TPACK approach as an alternative means of blended learning activities.

The TPACK approach influences this learning outcome.

b. Synthesis

This research activity was aimed at grade 1 students and homeroom teachers for grade 1.

c. Meaning

The meaning of each learning process is an important aspect needed by educators. Based on the data, using learning strategies is very influential in learning activities. One is the TPACK approach assisted by MS PowerPoint to develop student learning motivation.

d. Explanation

During the learning activities, namely in cycle I (one) and cycle II (two), effective learning outcomes were obtained during learning activities assisted by the TPACK approach.

e. Conclusion of data and information

Using learning strategies can help teachers in the teaching and learning process in the classroom, both online and offline (blended learning). In addition to new teaching styles, students are also introduced to technology as a means of modern visual and audio-visual-based teaching media.

DISCUSSION

The final result of the PTK in this mini-research activity is that the role of the TPACK approach can significantly influence reading learning activities for the first graders of SD Negeri Pasirhuni 1 for the 2021/2022 academic year. It is shown that students' ability during class becomes more active and interactive.

Beginning with the research in cycle I (one), students felt hesitant to participate in the presentation of the material in front of the class, and even students felt embarrassed to speak aloud. Even though from the beginning of the meeting, the teacher provided facilities and opportunities for students to recognize the letters of the alphabet directly with the help of Ms. Power point media through game activities to recognize the letters of the alphabet. Because of the Microsoft PowerPoint media, the teacher provides audio media to help children when they feel confused about how to pronounce the letters and is assisted by visual media in the form of pictures recognizing letters, both small print, capital print, and conjunctive letters. After getting the results, it turned out that many students were considered lacking in the initial reading activity. Finally, the researchers made improvements in cycle II (two).

The procedure is almost the same as cycle I (one). What distinguishes it from Microsoft PowerPoint media is that researchers add new games to recognize more interactive and creative letters. Such as equating between lowercase and capital letters, as well as providing pictures of animals and objects that contain letters of the alphabet. During the activity, students became more interactive and actively wanted to participate in every game provided by the researcher on MS PowerPoint media. Moreover, after the test, there was a significant increase in student learning outcomes assisted by the TPACK approach in preliminary reading activities.

CONCLUSION

Based on the results of this mini-research, the researcher can formulate several conclusions, including:

The technological approach to pedagogical content knowledge (TPACK) assisted by Microsoft PowerPoint media can positively impact early reading learning activities for first graders in semester 1 (one) of SD Negeri Pasirhuni 1, Tangkubera District, Sumedang Regency. The academic year 2021/2022. As evidence that the learning runs significantly from the learning outcomes obtained during research activities. To is because from cycle I (one) to cycle II (two),

there is an increase in the use of the technological pedagogical content knowledge (TPACK) approach in early reading activities. The data shows that modern teaching media can increase students' interest in learning between Cycle I (one) and Cycle II (two). Besides that, updating interactive learning tools is very popular with students, especially those still in grade I SD. In cycle (one), the highest score for the initial reading assessment was 23% or three students out of 13, while in the second phase (two), the highest score for the initial reading assessment was 62% or eight students out of 13 students. Moreover, the cycle's two stages have the same number of respondents, 13 students. Various elements influence the increase of the two cycles. Whether from the teacher, the learning strategies used, students participating in learning activities, or the initial reading method that the students have previously mastered. We need to know that, no matter how good the learning strategy is, the most effective still is the willingness to learn from the students themselves, as in the initial reading activity. After conducting tests on students directly and one by one, the teacher can identify the methods students have in reading a sentence, including the following.

- a. Some students can independently read a passage without needing a teacher's stimulus.
- b. Some need the index finger as a guide to read a passage or sentence.
- c. Some need a stimulus in the form of reading by spelling one letter at a time.
- d. Some need to read silently before finally reading it aloud.
- e. Some even need a friend to accompany one of the students to read.

To is one of the gifts and uniqueness of a child in early reading activities. The teacher must develop it. It is recommended that educators use the method used by students to read a passage. However, it would be nice for educators to upgrade the methods owned by these students towards reforms that are more practical, efficient, effective, and especially useful for students. As previously had to read by spelling, the method was changed to reading with the aid of the hand's index finger. So that students are accustomed to reading sentences accurately and quickly. Make sure to understand the method used by students to read a passage. However, it would be nice for educators to upgrade the methods owned by these students towards reforms that are more practical, efficient, effective, and especially useful for students. As previously had to read by spelling, the method was changed to reading with the aid of the hand's index finger. So that students are accustomed to reading sentences accurately and quickly. Make sure to understand the method used by students to read a passage. However, it would be nice for educators to upgrade the methods owned by these students towards reforms that are more practical, efficient, effective, and especially useful for students. As previously had to read by spelling, the method was changed to reading with the aid of the hand's index finger. So that students are accustomed to reading sentences accurately and quickly.

The TPACK approach can be used in all subjects, whether elementary, junior high, high school, or university. Because the TPACK approach is not only focused on teaching concepts, educators must master technology that can assist the process of efficient, effective, innovative, and modern-based learning activities.

This research is considered to positively impact the early reading activities of first-grade elementary school students. Moreover, the impact of blended learning only sometimes makes children eager to learn again. With the renewal in the selection of learning strategies above, educators can use the learning approach assisted by technology-based teaching media. Indicators of the success of implementing the TPACK approach include the following. (a) Because students are used to learning with gadgets, when there is blended learning, the teacher must be able to combine learning that is done conventionally but has a relationship with technology. (b) A learning approach is chosen that makes the classroom atmosphere more active and interactive for teachers and students. (c) Teachers are more enthusiastic about learning more about the TPACK approach. (d) Teachers are encouraged to improve the learning process, which is considered less than optimal. Moreover, (e) the teacher looks more deeply into students' character and learning methods after the initial reading assessment. The thing that needs to be improved from this research/mini-research activity is that the time for conducting the research is limited by the time and circumstances of the students, who only enter the offline class.

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