

Analysis of TPACK Development Needs for Prospective PAUD Teachers in Technology Integration in Early AUD Literacy Learning

This research aims to analyze the need for developing TPACK for prospective PAUD educators, especially in the context of introducing early AUD literacy. The focus of this research is on the skills, knowledge, and challenges faced in utilizing digital technology to design AUD early literacy learning activities. The subjects of this research were 110 prospective PAUD teacher. The research method used is descriptive quantitative with survey approach. Data collection was carried out through distributing questionnaires using Google form which measured their understanding and needs regarding integration of technology and literacy learning. Data analysis was carried out descriptively by calculating frequencies, percentages and means. The results of the research show that in general, prospective PAUD educators have a basic understanding of the use of technology in learning and developing learning media. However, in dimension of knowledge, the ability to integrate technology with pedagogical strategies that are appropriate to early AUD literacy learning is still challenge for prospective PAUD educators. Limited access to technological devices was also an obstacle expressed by respondents. The results of this research show the importance of training programs that focus more on developing the TPACK competencies of prospective PAUD educators, especially in integrating technology into literacy teaching.

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