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The useful of Animation Media TPACK-Based in Economic Subject Material to Build Critical Thinking Ability

ABSTRACT

This study aims to analyze the feasibility, practicality, and effectiveness of TPACK-based animated media on economic activity material to improve critical thinking skills of grade IV students at UPT SDN 101774 Sampali. This media development uses the 4D (four-D) research model, which includes the define, design, develop, and disseminate stages. The research subjects consisted of material expert validators, media experts, teachers, and 30 students. Data collection techniques in this study by conducting unstructured interviews with teachers and students and questionnaire sheets consisting of questionnaire sheets for media experts, material experts, grade IV teachers, and students. The analysis technique used in this research is product feasibility test analysis, product effectiveness test analysis, and product practicality test analysis. The developed media proved to be feasible, practical, and effective as learning media. Validation results from material experts showed 84% (feasible) at stage I and 90% (very feasible) at stage II, while validation from media experts showed 98% (very feasible) at stage I. The practicality test for teachers and students showed an average percentage of practicality of 92.6% from students and 92% from teachers, with an overall average of 92.3% (very practical). Finally, the effectiveness test of TPACK-based animated media in improving students' critical thinking skills has increased significantly, with a pretest score of 48 and increased during the post test of 86 and the results of the gain test show a value of 0.73 which is categorized as high. Thus, the TPACK-based animation media developed is declared feasible, practical, and effective for use in improving students' critical thinking skills and can be used as a new breakthrough in the utilization of digital technology in 21st century learning because this media not only utilizes technology to improve the quality of learning, but also integrates pedagogy and content relevant to the needs of today's students.

Keywords: Animation Media, TPACK, Critical Thinking Skills

INTRODUCTION

Fitriani (2020), who found that students often face difficulties in understanding economic terms and their relationship to economic activities around them. Other research conducted by Pratiwi (2019), shows that a lack of understanding of basic economic concepts and a lack of experience in economic activities are the main obstacles for students in studying social studies. So according to Ramadia (2023) one way to overcome this problem is to realize digital-based media. By using technology, we can display economic activities directly through digital media. This is in line with Edgar Dale's Theory, namely the Cone of Experience Theory, which explains the quality of learning using learning media. This theory describes learning experiences from the most abstract, including learning by direct experience, observation, learning participation, demonstrations, tourism-based, via TV, films, audio, images, visual symbols, and the most abstract is verbal (Sari, 2019).

If viewed from a learning perspective, according to Sholikhah (2020), in its implementation there are not many teachers who develop learning media, even the use of monotonous lecture methods is still quite popular among teachers in the social studies learning process. In fact, according to Halpern (2014), he examined various critical thinking teaching methods and concluded that traditional methods such as lectures were less effective in improving students' critical thinking skills. Halpern recommends using more problem-

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