The Implementation of TPACK-Based Metacognitive Listening Strategies in Improving Students' Critical Listening Skills

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Abstract—**Not all students can effectively absorb and process the information they receive, highlighting the need for metacognitive listening strategies and appropriate technology to enhance their critical listening skills. Hence, this study aimed to investigate the implementation of TPACK-based metacognitive listening strategies in improving students' critical listening skills. This quantitative descriptive study utilized observation, questionnaires, and tests for data collection. The study sample comprised 88 first-semester students from the Indonesian Language Education Study Program at the University of Bengkulu. Regression test results demonstrated a positive correlation between the implementation of TPACK-based metacognitive listening strategies and students' critical listening skills, indicated by an x coefficient of 0.86 and an R^2 value of 0.228 (22.80%). While TPACK implementation was primarily at the levels of knowledge and concepts, listening tests were focused on recognizing and accepting. Conversely, critical listening practice was carried out at the adapting, exploring, and advancing levels, making technology usage easier for students (96.2%). Therefore, the higher the use of TPACK-based metacognitive listening strategies by students, the more their critical listening skills improve.**

Index Terms—**Metacognitive Listening Strategies (MLS), TPACK, critical listening skill**

I. Introduction

Technology is advancing rapidly in today's world, making information widely accessible. This situation necessitates self-control and selectivity in receiving information to prevent being easily provoked, especially by content from social media platforms like Facebook, WhatsApp, Instagram, YouTube, and television shows. The significance of technology has grown even more during the global COVID-19 pandemic (Mishra & Koehler, 2006; Adnan & Anwar, 2020), particularly in education. Teaching and learning activities have primarily shifted to virtual formats during the outbreak. Consequently, listening skills have become a priority for both teachers and students. With adequate listening skills,