

ABSTRAK

PENGARUH PEMAHAMAN *TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE* (TPACK) TERHADAP PENGETAHUAN KESIAPAN MENGAJAR PADA MAHASISWA PGSD

Oleh

AMANDA GITA DEVI RAHMAWATI

Kesiapan mengajar calon pendidik di Indonesia masih menghadapi tantangan, terutama terkait kesenjangan antara penguasaan teori, kemampuan praktik, dan integrasi teknologi dalam pembelajaran. Penelitian ini bertujuan untuk mengetahui pengaruh pemahaman *Technological Pedagogical Content Knowledge* (TPACK) terhadap pengetahuan kesiapan mengajar pada mahasiswa PGSD. Variabel bebas dalam penelitian ini adalah pemahaman TPACK yang mencakup *Technological Knowledge* (TK), *Pedagogical Knowledge* (PK), *Content Knowledge* (CK), *Technological Pedagogical Knowledge* (TPK), *Technological Content Knowledge* (TCK), *Pedagogical Content Knowledge* (PCK), dan *Technological Pedagogical Content Knowledge* (TPACK). Variabel terikat adalah pengetahuan kesiapan mengajar yang meliputi kesiapan mental dan emosional, perencanaan pembelajaran, pengelolaan proses belajar mengajar, penguasaan materi ajar, serta penilaian dan evaluasi hasil belajar. Pendekatan penelitian yang digunakan adalah kuantitatif dengan metode *ex post facto*. Populasi penelitian berjumlah 255 mahasiswa PGSD angkatan 2023 di Universitas Lampung, dengan sampel sebanyak 156 orang yang dipilih menggunakan teknik *proportionate stratified random sampling*. Data dikumpulkan melalui tes pilihan ganda yang telah diuji validitas dan reliabilitasnya serta dianalisis menggunakan regresi linear sederhana. Hasil penelitian menunjukkan bahwa pemahaman TPACK berpengaruh positif dan signifikan terhadap pengetahuan kesiapan mengajar dengan nilai signifikansi $0,000 < 0,05$ dan koefisien determinasi (R^2) sebesar 0,119. Temuan ini menunjukkan kontribusi sebesar 11,9%, sedangkan sisanya 88,1% dipengaruhi oleh faktor lain di luar penelitian.

Kata Kunci: Mahasiswa PGSD, Pengetahuan Kesiapan Mengajar, TPACK.

ABSTRACT

THE EFFECT OF TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK) UNDERSTANDING ON TEACHING READINESS KNOWLEDGE IN ELEMENTARY SCHOOL TEACHER EDUCATION STUDENTS

By

AMANDA GITA DEVI RAHMAWATI

The teaching readiness of prospective educators in Indonesia still faces challenges, particularly in terms of the gap between theoretical mastery, practical skills, and the integration of technology in learning. This study aimed to examine the effect of Technological Pedagogical Content Knowledge (TPACK) understanding on teaching readiness knowledge among students in the Elementary School Teacher Education. The independent variable in this study is the understanding of TPACK, which includes Technological Knowledge (TK), Pedagogical Knowledge (PK), Content Knowledge (CK), Technological Pedagogical Knowledge (TPK), Technological Content Knowledge (TCK), Pedagogical Content Knowledge (PCK), and Technological Pedagogical Content Knowledge (TPACK). The dependent variable was knowledge of teaching readiness, which includes mental and emotional readiness, lesson planning, classroom management, mastery of subject matter, as well as assessment and evaluation of learning outcomes. The research approach used is quantitative with an ex post facto method. The research population consisted of 255 PGSD students from the 2023 batch at the University of Lampung, with a sample of 156 people selected using proportionate stratified random sampling. Data were collected using multiple-choice tests that had been tested for validity and reliability and were analyzed using simple linear regression. The results showed that TPACK understanding had a positive and significant effect on knowledge of teaching readiness, with a significance value of $0.000 < 0.05$ and a coefficient of determination (R^2) of 0.119. This finding indicates a contribution of 11.9%, while the remaining 88.1% is influenced by other factors outside the scope of this study.

Keywords: PGSD Students, Teaching Readiness Knowledge, TPACK.