

## **ABSTRAK**

### **PENGARUH PENGALAMAN PRIBADI, MOTIVASI MENGAJAR, LINGKUNGAN PENDIDIKAN, DAN DUKUNGAN SOSIAL TERHADAP KESIAPAN MENGAJAR CALON GURU JURUSAN PENDIDIKAN IPS FKIP UNIVERSITAS LAMPUNG**

**Oleh**

**HANIFAH ZAKIYAH**

Kesiapan mengajar calon guru masih menjadi isu penting dalam dunia pendidikan, karena tidak semua mahasiswa pendidikan memiliki kesiapan yang optimal untuk menjalankan tugas profesional sebagai pendidik. Penelitian ini bertujuan untuk mengetahui pengaruh pengalaman pribadi, motivasi mengajar, lingkungan pendidikan, dan dukungan sosial terhadap kesiapan mengajar calon guru Jurusan Pendidikan IPS Universitas Lampung. Penelitian ini merupakan penelitian kuantitatif dengan metode deskriptif verifikatif menggunakan pendekatan *ex post facto* dan survei.

Populasi penelitian mencakup mahasiswa Jurusan Pendidikan IPS Universitas Lampung angkatan 2022 sebanyak 207 responden yang dipilih melalui *probability sampling* dengan teknik *sample random sampling*. Pengumpulan data dilakukan menggunakan kuesioner yang telah diuji validitas dan reliabilitasnya, kemudian dianalisis menggunakan regresi linear sederhana dan regresi linier berganda. Hasil penelitian menunjukkan bahwa Pengalaman pribadi, motivasi mengajar, lingkungan pendidikan, dan dukungan sosial berpengaruh positif dan signifikan terhadap kesiapan mengajar calon guru baik secara parsial maupun simultan.

Temuan ini memberikan implikasi bahwa upaya peningkatan kesiapan mengajar calon guru perlu dilakukan secara menyeluruh melalui penguatan motivasi, pemberian pengalaman belajar yang bermakna, penciptaan lingkungan pendidikan yang mendukung, serta optimalisasi dukungan sosial selama proses pendidikan guru.

**Kata kunci:** dukungan sosial, kesiapan mengajar, lingkungan pendidikan, motivasi mengajar, pengalaman pribadi

## ***ABSTRACT***

### ***THE EFFECT OF PERSONAL EXPERIENCE, TEACHING MOTIVATION, EDUCATIONAL ENVIRONMENT, AND SOCIAL SUPPORT ON THE TEACHING READINESS OF PROSPECTIVE TEACHERS DEPARTMENT OF SOCIAL STUDIES EDUCATION FKIP UNIVERSITY LAMPUNG***

**By:**

**HANIFAH ZAKIYAH**

The teaching readiness of prospective teachers remains a critical issue in the field of education, as not all education students possess the optimal readiness to fulfill their professional duties as educators. This study aims to examine the influence of personal experiences, teaching motivation, the educational environment, and social support on the teaching readiness of prospective teachers in the Social Studies Education Department at the University of Lampung. This study is a quantitative study using a descriptive-verification method with an ex post facto approach and a survey. The study population consisted of 207 respondents from the 2022 cohort of the Social Studies Education Department at the University of Lampung, selected through probability sampling using random sampling techniques. Data collection was conducted using a questionnaire that had been tested for validity and reliability, and the data were analyzed using simple linear regression and multiple linear regression. The results of the study indicate that personal experience, teaching motivation, educational environment, and social support have a positive and significant influence on the teaching readiness of prospective teachers, both partially and simultaneously. These findings imply that efforts to improve prospective teachers' teaching readiness need to be carried out comprehensively through strengthening motivation, providing meaningful learning experiences, creating a supportive educational environment, and optimizing social support during the teacher education process.

**Keywords:** social support, teaching readiness, educational environment, teaching motivation, educational environment, personal experience