

ABSTRAK

Marvel Yudha De Coster Simaremare, NIM.7183144020. Pengaruh Penguasaan Technological Pedagogical And Content Knowledge (TPACK) dan Efikasi Diri Terhadap Kesiapan Menjadi Guru Pada Mahasiswa Prodi Pendidikan Administrasi Perkantoran Angkatan 2018 Fakultas Ekonomi Universitas Negeri Medan.

Dalam penelitian ini terdapat di mana mahasiswa masih ditemukan menghadapi berbagai persoalan yang ditemui saat proses belajar mengajar, di mana beberapa mahasiswa masih belum mengintegrasikan teknologi ke dalam proses mengajarnya, sehingga keyakinan atau efikasi diri dari mahasiswa tersebut menyatakan tidak siap untuk menjadi guru. Namun ada juga beberapa yang siap menjadi guru dengan alasan sudah bisa mengintegrasikan teknologi ke dalam proses mengajarnya dan membuat dirinya menjadi percaya dalam mengajar dalam arti efikasi dirinya meningkat. Penelitian ini bertujuan untuk mengetahui pengaruh Penguasaan Technological Pedagogical And Content Knowledge dan Efikasi Diri terhadap kesiapan menjadi guru pada mahasiswa Pendidikan Administrasi Perkantoran Angkatan 2018 Fakultas Ekonomi Universitas Negeri Medan.

Populasi pada penelitian ini adalah seluruh mahasiswa Prodi Pendidikan Administrasi Perkantoran Angkatan 2018 yaitu sebanyak 59 mahasiswa. Keseluruhan populasi dijadikan sampel dengan menggunakan teknik *total sampling*. Pengumpulan data dilakukan dengan observasi dan penyebaran angket. Angket penelitian di uji menggunakan rumus korelasi *product moment* dan reliabilitas menggunakan *cronbach alpha*. Teknik analisis data yang digunakan adalah Uji Regresi Linear Berganda dan pengujian hipotesis digunakan Uji Parsial (Uji t) , Uji Simultan (Uji F) dan Koefisien Determinasi (R^2).

Berdasarkan uji hipotesis secara parsial (Uji t) menunjukkan bahwa : (1) Ada pengaruh positif dan signifikan Penguasaan *Technological pedagogical and Content Knowledge* terhadap Kesiapan Menjadi Guru dengan nilai $t_{hitung} > t_{tabel}$ ($3,633 > 2,001$) dan nilai signifikannya $0,001 < 0,05$. (2) Ada pengaruh positif dan signifikan Efikasi Diri terhadap Kesiapan Menjadi Guru dengan nilai $t_{hitung} > t_{tabel}$ ($5,035 > 2,001$) dan $0,000 < 0,05$. Sedangkan hasil penelitian berdasarkan uji hipotesis secara simultan (Uji F) menunjukkan ada pengaruh positif dan signifikan dari Penguasaan *Technological pedagogical and Content Knowledge* dan Efikasi diri terhadap Kesiapan Menjadi Guru dengan nilai $F_{hitung} > F_{tabel}$ ($56,107 > 3,16$) dan nilai signifikan pada taraf $\alpha = 5\%$ adalah $0,000 < 0,05$.

Kata Kunci : *Technological pedagogical and Content Knowledge*, Efikasi Diri, Kesiapan Menjadi Guru

ABSTRACT

Marvel Yudha De Coster Simaremare, NIM.7183144020. The Effect of Mastery of Technological Pedagogical And Content Knowledge (TPACK) and Self-Efficacy on Readiness to Become a Teacher in Office Administration Education Study Program Students Class of 2018 Faculty of Economics, Medan State University.

The problem in this study is in Mastery of Technological pedagogical and Content Knowledge where students are still found facing various problems encountered during the teaching and learning process, where some students still have not integrated technology into the teaching process, so that the confidence or self-efficacy of these students states that they are not ready to become teachers. However, there are also some who are ready to become teachers on the grounds that they have been able to integrate technology into their teaching process and make themselves confident in teaching in the sense that their self-efficacy has increased. This study aims to determine the effect of Mastery of Technological Pedagogical And Content Knowledge and Self-Efficacy on readiness to become a teacher in Office Administration Education students Class of 2018, Faculty of Economics, State University of Medan.

The population in this study were all students of the Office Administration Education Study Program Class of 2018, namely 59 students. The entire population was sampled using the total sampling technique. Data collection was carried out by observation and distributing questionnaires. The research questionnaire was tested using the product moment correlation formula and reliability using Cronbach alpha. The data analysis technique used is Multiple Linear Regression Test and hypothesis testing used Partial Test (t test), Simultaneous Test (F Test) and Coefficient of Determination (R^2).

The results of the study based on partial hypothesis testing (t test) show that: (1) There is a positive and significant effect of Mastery of Technological pedagogical and Content Knowledge on Readiness to Become a Teacher with a $t_{count} > t_{table}$ ($3.633 > 2.001$) and a significant value of $0.001 < 0.05$. (2) There is a positive and significant effect of Self-Efficacy on Readiness to Become a Teacher with the value of $t_{count} > t_{table}$ ($5.035 > 2.001$) and $0.000 < 0.05$. While the results of research based on simultaneous hypothesis testing (F test) show that there is a positive and significant effect of Mastery of Technological pedagogical and Content Knowledge and Self-efficacy on Readiness to Become a Teacher with a value of $F_{count} > F_{table}$ ($56.107 > 3.16$) and a significant value at the $\alpha = 5\%$ level is $0.000 < 0.05$.

Keywords: Technological Pedagogical and Content Knowledge, Self-Efficacy, Readiness to Become a Teacher.