

## DAFTAR PUSTAKA

- Adi, Y. K. (2019). Kesiapan Mahasiswa PGSD Untuk Menjadi Guru SD. *Madrosatuna: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 2(2), 20–30. <https://doi.org/10.47971/mjpgmi.v2i2.128>
- Adnan, R. M., & Matore, M. E. E. M. (2022). Development of Adversity Quotient (AQ) index of pre-service teachers in Institute of Teacher Education (IPG). *Frontiers in Public Health*, 10, 1–17. <https://doi.org/10.3389/fpubh.2022.940323>
- Akhwani, A., & Rahayu, D. W. (2021). Analisis Komponen TPACK Guru SD sebagai Kerangka Kompetensi Guru Profesional di Abad 21. *Jurnal Basicedu*, 5(4), 1918–1925. <https://doi.org/10.31004/basicedu.v5i4.1119>
- Arikunto, S. (2020). *Prosedur Penelitian: Suatu Pendekatan Praktik* (18 ed.). Jakarta: Rineka Cipta.
- Azizah, D. S., Putri, D. A., & Mulhayati, D. (2020). Prospective Science Teacher TPACK Skills in Preparing the Lesson Plans Keterampilan TPACK Pembelajaran. *Jurnal Geliga Sains: Jurnal Pendidikan Fisika*, 8(2), 132–139. <https://doi.org/10.31258/jgs.8.2.132-139>
- Benson, S. N. K., Ward, C. L., & Liang, X. (2015). The Essential Role of Pedagogical Knowledge in Technology Integration for Transformative Teaching and Learning. In C. Angeli & N. Valanides (Ed.), *Technological Pedagogical Content Knowledge: Exploring, Developing, and Assessing TPACK* (hal. 331). New York: Springer. <https://doi.org/10.1007/978-1-4899-8080-9>
- Chin, W. W. (1998). The Partial Least Squares Approach to Structural Equation Modeling. *Modern Methods For Business Research*, 295(2), 295–336.
- Dhawati, D. A. A., & Hariyatmi. (2017). Kemampuan Technological Knowledge (TK) Calon Guru Biologi FKIP UMS. In *Prosiding SNPBS (Seminar Nasional Pendidikan Biologi dan Saintek) Ke-2* (hal. 649–654). Surakarta: Program Studi Pendidikan Biologi FKIP Universitas Muhammadiyah Surakarta.
- Dhonal, R., & Abdullah, R. (2019). Kesiapan Mengajar Mahasiswa Prodi Pendidikan Teknik Bangunan FT-UNP Sebagai Calon Guru Profesional di SMK. *CIVED (Journal of Civil Engineering and Vocational Education)*, 6(2), 1–4. <https://doi.org/10.24036/cived.v6i2.104965>
- Fitriani, M., & Muttaqiyathun, A. (2023). The Role of Transformational Leadership and Adversity Quotient for Millennial Employees Organizational Citizenship Behavior. In *Proceeding of The 16th University Research Colloquium 2022* (hal. 88–97). Konsorsium LPPM PTMA Koordinator

Wilayah Jateng & DIY.

- Ghozali, I. (2021). *Aplikasi Analisis Multivariate Dengan Program IBM SPSS 26* (10 ed.). Semarang: Badan Penerbit Universitas Diponegoro.
- Husamah, Pantiwati, Y., Restian, A., & Sumarsono, P. (2018). *Belajar dan Pembelajaran*. Malang: UMM Press.
- Istiqomah, R., Kristiani, & Noviani, L. (2022). Analysis of Technological, Pedagogical and Content Knowledge (TPACK) of Economics Students as Economics Candidate Teachers. *Journal of Positive School Psychology*, 6(5), 8833–8841. Diambil dari <https://www.journalppw.com/index.php/jpsp/article/view/9574>
- Jasak, F., Sugiharsono, & Sukidjo. (2020). The Role of Soft Skills and Adversity Quotient on Work Readiness Among Students in University. *Dinamika Pendidikan*, 15(1), 26–39. <https://doi.org/10.15294/dp.v15i1.23530>
- Jayanti, S. D., Refnida, Putra, I., & Nasori, A. (2021). Pengaruh Locus Of Control dan Adversity Quotient Terhadap Kesiapan Kerja Pada Mahasiswa Jurusan IPS. *Edu Sosial: Jurnal Pendidikan Ilmu Pengetahuan Sosial FKIP Universitas Jambi*, 1(1), 44–58. <https://doi.org/10.22437/jeso.v1i1.15538>
- Julia, J., Subarjah, H., Maulana, M., Sujana, A., Isrokatun, I., Nugraha, D., & Rachmatin, D. (2020). Readiness and Competence of New Teachers for Career as Professional Teachers in Primary Schools. *European Journal of Educational Research*, 9(2), 655–673. <https://doi.org/10.12973/eu-er.9.2.655>
- Juwita, H. R., Roemintoyo, R., & Usodo, B. (2020). The Role of Adversity Quotient in the Field of Education: A Review of the Literature on Educational Development. *International Journal of Educational Methodology*, 6(3), 507–515. <https://doi.org/10.12973/ijem.6.3.507>
- Koehler, M. J., Mishra, P., & Cain, W. (2013). What is Technological Pedagogical Content Knowledge (TPACK)? *Journal of Education*, 193(3), 13–19. <https://doi.org/10.1177/002205741319300303>
- Krumboltz, J. D., & Hamel, D. A. (1980). The Effect Of Decision Training On Career Decision-Making Competence. *Technical Report 487*.
- Krumboltz, J. D., Mitchell, A. M., & Jones, G. B. (1976). A Social Learning Theory of Career Selection. *The Counseling Psychologist*, 6(1), 71–81. <https://doi.org/10.1177/001100007600600117>
- Kurniawati, A. (2022). Pengaruh Adversity Quotient dan Optimisme Hasil IPK Terhadap Studi Tepat Waktu Mahasiswa PAI Tingkat Akhir UIN Malang. *Muta'allim: Jurnal Pendidikan Agama Islam*, 1(1), 281–294.
- Li, S., Liu, Y., & Su, Y. S. (2022). Differential Analysis of Teachers' Technological Pedagogical Content Knowledge (TPACK) Abilities According to Teaching

- Stages and Educational Levels. *Sustainability*, 14(12), 1–15. <https://doi.org/10.3390/su14127176>
- Mahardika, I. M. A., Tripalupi, L. E., & Suwendra, I. W. (2019). Faktor-faktor yang Mempengaruhi Kesiapan Menjadi Guru Pada Mahasiswa Jurusan Pendidikan Ekonomi Angkatan 2014 Universitas Pendidikan Ganesha. *Jurnal Pendidikan Ekonomi Undiksha*, 11(1), 260–270. <https://doi.org/10.23887/jjpe.v11i1.20152>
- Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. *Teachers College Record*, 108(6), 1017–1054. <https://doi.org/10.1177/016146810610800610>
- Pemerintah Indonesia. (2003). Undang-undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
- Pemerintah Indonesia. (2005). Undang-undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru dan Dosen.
- Perdani, B. U. M., & Andayani, E. S. (2021). Pengaruh Kemampuan Technological Pedagogical Content Knowledge (TPACK) Terhadap Kesiapan Menjadi Guru. *Jurnal Pendidikan Akuntansi Indonesia*, 19(2), 99–115. <https://doi.org/10.21831/jpai.v19i2.46021>
- Puriani, R. A., & Dewi, R. S. (2020). *Konsep Adversity & Problem Solving Skill*. Palembang: Bening Media Publishing.
- Puspitasari, W., & Asrori. (2019). Pengaruh Persepsi Profesi Guru dan Keefektifan Praktik Pengalaman Lapangan Terhadap Kesiapan Menjadi Guru Dengan Efikasi Diri Sebagai Variabel Intervening. *Economic Education Analysis Journal*, 8(3), 1061–1078. <https://doi.org/10.15294/eeaj.v8i3.35724>
- Schmid, M., Brianza, E., & Petko, D. (2020). Developing a short assessment instrument for Technological Pedagogical Content Knowledge (TPACK.xs) and comparing the factor structure of an integrative and a transformative model. *Computers & Education*, 157(103967), 103967. <https://doi.org/10.1016/j.compedu.2020.103967>
- Soemanto, W. (2020). *Psikologi Pendidikan: Landasan Kerja Pemimpin Pendidikan* (5 ed.). Jakarta: Rineka Cipta.
- Stoltz, P. G. (2007). *Adversity Quotient: Mengubah Hambatan Menjadi Peluang* (Terj. T. Hermaya). Jakarta: Grasindo.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif*. Bandung: Alfabeta.
- Sugiyono. (2022). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (4 ed.). Bandung: Alfabeta.
- Sukmawati, F., Santosa, E. B., & Suharno. (2022). *Technological Pedagogical Content Knowledge dalam Pembelajaran Abad 21*. Sukoharjo: Pradina Pustaka.

- Sukmawati, R. (2019). Analisis kesiapan mahasiswa menjadi calon guru profesional berdasarkan standar kompetensi pendidik. *Jurnal Analisa*, 5(1), 95–102. <https://doi.org/10.15575/ja.v5i1.4789>
- Sulistiyani, & Sugiyarti, G. (2021). The Role of Competence and Communication in Improving Marketing Performance. *Scholars Journal of Economics, Business and Management*, 8(6), 178–184. <https://doi.org/10.36347/sjebm.2021.v08i06.005>
- Thorndike, E. L. (1898). Animal intelligence: An experimental study of the associative processes in animals. *The Psychological Review: Monograph Supplements*, 2(4), i–109. <https://doi.org/10.1037/h0092987>
- Ulya, A. R., Lubis, I., & Sukiman. (2023). Konsep Technological Pedagogical and Content Knowledge dan Analisis Kebutuhan dalam Pengembangan Perangkat Pembelajaran. In *Ideguru: Jurnal Karya Ilmiah Guru* (Vol. 8, hal. 208–215). Dinas Dikpora DIY. <https://doi.org/10.51169/ideguru.v8i2.501>
- Uningal, R., & Widiatningrum, T. (2020). Analisis Faktor Penghambat TPACK Subdomain CK dan TPK pada Calon Guru Biologi UNNES. *Jurnal Phenomenon*, 10(2), 132–141. <https://doi.org/10.21580/phen.2020.10.2.4176>
- Utami, R. D. (2019). *Pengaruh Kurikulum Berbasis Kerangka Kualifikasi Nasional Indonesia (KKNI) dan Adversity Quotient (AQ) Terhadap Prestasi Mahasiswa Prodi Pendidikan Administrasi Perkantoran Fakultas Ekonomi Universitas Negeri Medan (Skripsi)*. Universitas Negeri Medan, Medan.
- Widodo, W., Gustari, I., & Chandrawaty, C. (2022). Adversity Quotient Promotes Teachers' Professional Competence More Strongly Than Emotional Intelligence: Evidence from Indonesia. *Journal of Intelligence*, 10(3), 44. <https://doi.org/10.3390/jintelligence10030044>
- Winkel, W. S., & Hastuti, M. M. S. (2006). *Bimbingan dan Konseling di Institusi Pendidikan*. Yogyakarta: Media Abadi.
- Yoga, M. (2018). *Adversity Quotient: Agar Anak Tak Gampang Menyerah*. (F. Hasiem, Ed.) (1 ed.). Solo: Tinta Medina.
- Zulhazlinda, W., Noviani, L., & Sangka, K. B. (2023). Pengaruh TPACK Terhadap Kesiapan Menjadi Guru Profesional Pada Mahasiswa Pendidikan Ekonomi Di Jawa Tengah. *Jurnal Pendidikan Ekonomi (JUPE)*, 11(1), 26–38. <https://doi.org/10.26740/jupe.v11n1.p26-38>