ABSTRAK

MEIFRILIANTI BATUBARA, NIM: 7193144002, Pengaruh Penguasaan *Technological Pedagogical And Content Knowledge* **(TPACK) dan** *Adversity Quotient* **Terhadap Kesiapan Menjadi Calon Guru pada Mahasiswa Pendidikan Administrasi Perkantoran Angkatan 2019 Fakultas Ekonomi UNIMED. Skripsi Program Studi Pendidikan Administrasi Perkantoran Fakultas Ekonomi Universitas Negeri Medan 2023.**

Permasalahan dalam penelitian ini berkenaan dengan masih adanya mahasiswa yang kurang siap dan tidak siap menjadi seorang calon guru. Penelitian ini bertujuan untuk mengetahui pengaruh Penguasaan *Technological Pedagogical And Content Knowledge* (TPACK) dan *Adversity Quotient* terhadap Kesiapan Menjadi Calon Guru Pada Mahasiswa Pendidikan Administrasi Perkantoran Angkatan 2019 Fakultas Ekonomi UNIMED. Jenis penelitian ini merupakan penelitian *expost facto* dengan metode penelitian deskriptif kuantitatif. Populasi dalam penelitian ini merupakan seluruh mahasiswa program studi Pendidikan Administrasi Perkantoran Angkatan 2019 sebanyak 59 mahasiswa dengan sampel menggunakan teknik sensus *sampling*. Teknik analisis data menggunakan uji regresi *linear* berganda, uji hipotesis secara parsial (uji-t), uji hipotesis secara simultan (uji F) dan uji koefisien determinasi (R^2). Data yang telah dikumpulkan diolah menggunakan aplikasi SPSS versi 26.

Hasil penelitian ini menunjukkan, persamaan regresi *linear* berganda $Y = 22,486 + 0,276X_1 + 0,365X_2$. Analisis data uji-t menyatakan bahwa Penguasaan *Technological Pedagogical And Content Knowledge* (TPACK) berpengaruh positif dan signifikan terhadap Kesiapan Menjadi Calon Guru dilihat dari nilai $t_{hitung} > t_{tabel}$ (5,386 > 2,003) dengan nilai signifikansi (0,000 < 0,05) dan *Adversity Quotient* berpengaruh positif dan signifikan terhadap Kesiapan Menjadi Guru dilihat dari $t_{hitung} > t_{tabel}$ (3,943 > 2,003) dengan nilai signifikansi (0,000 < 0,05). Analisis data uji F menyatakan Penguasaan *Technological Pedagogical And Content Knowledge* (TPACK) dan *Adversity Quotient* secara simultan mempunyai pengaruh yang positif dan signifikan terhadap Kesiapan Menjadi Calon Guru dilihat dari nilai $F_{hitung} > F_{tabel}$ (44,797 > 3,16) dengan nilai signifikansi 0,000 < 0,05. Kemudian, untuk koefisien determinasi memperoleh nilai R *Square* sebesar 0,615 atau mempunyai kontribusi sebesar 61,5 % terhadap Kesiapan Menjadi Calon Guru. Secara keseluruhan dapat disimpulkan, bahwa antara Penguasaan *Technological Pedagogical And Content Knowledge* (TPACK) dan *Adversity Quotient* mempunyai pengaruh positif dan signifikan serta berkontribusi baik itu secara sendirian ataupun bersamaan terhadap Kesiapan Menjadi Calon Guru.

Kata Kunci: Penguasaan *Technological Pedagogical And Content Knowledge* **(TPACK),** *Adversity Quotient***, Kesiapan Menjadi Calon Guru**

ABSTRACT

MEIFRILIANTI BATUBARA, NIM: 7193144002, The Effect of Mastery of Technological Pedagogical And Content Knowledge (TPACK) and Adversity Quotient on Readiness to Become Prospective Teachers of Office Administration Education Study Program, Class of 2019, Faculty of Economics, UNIMED. An Undergraduate Thesis for Office Administration Education Study Program, Faculty of Economics, Medan State University 2023.

The problem in this study is related to the fact that there are still students who are less prepared and not ready to become prospective teachers. This study aims to determine the effect of Mastery of Technological Pedagogical And Content Knowledge (TPACK) and Adversity Quotient on Readiness to Become Prospective Teachers of Office Administration Education Study Program, Class of 2019, Faculty of Economics, UNIMED. This research type is expost facto research with quantitative descriptive research methods. The population in this study were all students of the Office Administration Education Study Program Class of 2019 as many as 59 college students with a sample using the census sampling technique. Data collection was carried out by means of observation, documentation and distributing questionnaires. The questionnaire was first tested for validity using the Product Moment correlation formula and the reliability test using the Cronbach's Alpha formula. The data analysis technique uses multiple linear regression tests, partial hypothesis testing (t-test), simultaneous hypothesis testing (F-test) and determination coefficient testing (R^2).

The results of this study show, The results of this study show that the multiple linear regression equation $Y = 22.486 + 0.276X_1 + 0.365X_2$. The t-test data analysis states that Mastery of Technological Pedagogical And Content Knowledge (TPACK) has a positive and significant effect on Readiness to Become a Prospective Teacher seen from the tcount > ttable value (5.386 > 2.003) with a significance value (0.000 < 0.05) and Adversity Quotient has a positive and significant effect on Readiness to Become a Teacher seen from the tcount > ttable (3.943 > 2.003) with a significance value (0.000 < 0.05). F test data analysis states that Mastery of Technological Pedagogical And Content Knowledge (TPACK) and Adversity Quotient simultaneously has a positive and significant influence on Readiness to Become a Prospective Teacher seen from the value of Fcount > Ftable (44.797 > 3.16) with a significance value of 0.000 < 0.05. Then, for the coefficient of determination, the R Square value is 0.615 or has a contribution of 61.5% to the Readiness to Become Prospective Teachers. Overall it can be concluded, that between Mastery of Technological Pedagogical And Content Knowledge (TPACK) and Adversity Quotient has a positive and significant influence as well as contributing either individually or together to the Readiness to Become Prospective Teachers.

Keywords: Mastery of Technological Pedagogical And Content Knowledge (TPACK), Adversity Quotient, Readiness to Become Prospective Teachers