

RINGKASAN

Penelitian ini merupakan penelitian kuantitatif yang dilakukan kepada mahasiswa Pendidikan Ekonomi Universitas Jenderal Soedirman dengan tujuan untuk menganalisis pengaruh kecerdasan emosional, status sosial ekonomi, dan *Technological Pedagogical Content Knowledge* (TPACK) terhadap kesiapan menjadi guru pada mahasiswa Pendidikan Ekonomi. Populasi yang diambil dalam penelitian ini adalah mahasiswa pendidikan ekonomi angkatan 2021 dan 2022 yang sudah lulus mata kuliah *microteaching* sebanyak 94 mahasiswa. Jumlah sampel yang diambil yaitu seluruh populasi yaitu 94 mahasiswa dengan pengambilan sampel *total sampling*. Teknik pengambilan data dalam penelitian ini menggunakan kuesioner tertutup, wawancara, dan dokumentasi.

Hasil penelitian ini menunjukkan bahwa pertama, kecerdasan emosional berpengaruh positif terhadap kesiapan menjadi guru. Kedua, status sosial ekonomi berpengaruh positif terhadap kesiapan menjadi guru. Ketiga, *Technological Pedagogical Content Knowledge* (TPACK) berpengaruh positif terhadap kesiapan menjadi guru.

Implikasi dari penelitian ini yaitu: Program Studi Pendidikan Ekonomi Universitas Jenderal Soedirman dapat menyisipkan materi pengembangan kecerdasan emosional dalam mata kuliah, mengembangkan program pendampingan dan pemberdayaan mahasiswa yang kurang mampu, memperkuat integrasi teknologi kurikulum dan praktik pembelajaran, selain itu orang tua diharapkan selalu memberikan dukungan moral dan perhatian terhadap perkembangan akademik anak.

Kata Kunci: Kecerdasan Emosional, Status Sosial Ekonomi, *Technological Pedagogical Content Knowledge* (TPACK), Kesiapan menjadi Guru

SUMMARY

This is a quantitative study conducted on students of Economics Education at Jenderal Soedirman University with the aim of analyzing the influence of emotional intelligence, socioeconomic status, and Technological Pedagogical Content Knowledge (TPACK) on their readiness to become teachers. The population that was studied was economics education students from the 2021 and 2022 intakes who had passed the microteaching course, totaling 94 students. The number of samples taken was the entire population, namely 94 students with total sampling. The data collection technique in this study used closed questionnaires, interviews, and documentation.

The results of this study indicate that, first, emotional intelligence has a positive effect on readiness to become a teacher. Second, socioeconomic status has a positive effect on readiness to become a teacher. The third is that teacher preparation is positively impacted by Technological Pedagogical Content Knowledge (TPACK).

The implications of this study are: The Economic Education Study Program at Jenderal Soedirman University can insert emotional intelligence development material into courses, develop mentoring and empowerment programs for underprivileged students, strengthen the integration of curriculum technology and learning practices, and parents are expected to always provide moral support and attention to their children's academic development.

Keywords: Emotional Intelligence, Socioeconomic Status, Technological Pedagogical Content Knowledge (TPACK), Readiness to become a Teacher