

ABSTRAK

Debi Rahma Hafiani, 2025. **Implementasi *Technological Pedagogical and Content Knowledge* (TPACK) pada Calon Guru Ekonomi Mahasiswa Angkatan 2021 Pendidikan Ekonomi di Universitas Siliwangi.** Jurusan Pendidikan Ekonomi Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi Tasikmalaya. Dibawah bimbingan Astri Sriagustini, M.Pd dan Iis Aisyah, M.Pd

Masalah dalam penelitian ini adalah masih adanya mahasiswa calon guru yang belum optimal dalam mengintegrasikan aspek teknologi, pedagogi, dan konten saat melaksanakan Pengenalan Lapangan Persekolahan (PLP). Penelitian ini bertujuan untuk mendeskripsikan implementasi *Technological Pedagogical and Content Knowledge* (TPACK) pada calon guru ekonomi mahasiswa angkatan 2021 Pendidikan Ekonomi di Universitas Siliwangi. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi yang dianalisis menggunakan model interaktif Miles, Huberman, dan Saldana. Hasil penelitian menunjukkan bahwa calon guru ekonomi telah mengimplementasikan TPACK dalam pembelajaran, terutama pada aspek *Technological Knowledge* (TK), *Pedagogical Knowledge* (PK), dan *Content Knowledge* (CK). Namun, ditemukan pula beberapa tantangan dalam pengintegrasian teknologi, seperti keterbatasan sarana serta penguasaan perangkat lunak. Meskipun demikian, mahasiswa menunjukkan kemampuan adaptif melalui upaya kreatif dan penggunaan pendekatan saintifik, kontekstual, serta deep learning dalam pembelajaran. Kesimpulan dari penelitian ini adalah mahasiswa telah menunjukkan integrasi TPACK yang adaptif dan progresif sebagai calon guru yang siap menghadapi tantangan pembelajaran di era digital.

Kata kunci: Calon Guru Ekonomi, CK, Pembelajaran Abad 21, PK, TK

ABSTRACT

Debi Rahma Hafiani, 2025. "Implementation Of Technological Pedagogical and Content Knowledge (TPACK) Among Prospective Economics Teachers From The 2021 Cohort Of The Economics Education Program at Siliwangi University". Department of Economic Education Faculty of Teacher Training and Education Siliwangi University Tasikmalaya. Under the guidance of Astri Sriagustini, M.Pd dan Iis Aisyah, M.Pd.

The problem in this study is that some pre-service teachers have not yet optimally integrated aspects of technology, pedagogy, and content in the implementation of the Field School Introduction (PLP). This research aims to describe the implementation of Technological Pedagogical and Content Knowledge (TPACK) among pre-service economics teachers of the 2021 cohort at Universitas Siliwangi. This research used a qualitative approach with a descriptive method. Data were collected through interviews, observation, and documentation, and analyzed using the Miles, Huberman, and Saldana interactive model. The results show that pre-service economics teachers have implemented TPACK in teaching, particularly in the aspects of Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK). However, several challenges were identified in integrating technology, such as limited facilities and software proficiency. Nevertheless, students demonstrated adaptive capabilities through creative efforts and the use of scientific, contextual, and deep learning approaches in teaching. The conclusion of this research indicates that the students have shown adaptive and progressive integration of TPACK, positioning them as future teachers ready to face the challenges of digital-era education.

Keywords: *21st Century Learning, CK, Economics Pre-Service Teacher, PK, TK*