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The Technological Pedagogical and Content Knowledge Ability of Prospective Mathematics Teacher Students in Microteaching Practice

The aim of this research is to describe the Technological Pedagogical and Content Knowledge (TPACK) abilities during teaching practice in the Microteaching course. The research method is qualitative descriptive. The research subjects are 71 students from the Mathematics Education program at the Faculty of Teacher Training and Education, Mataram University, who are currently taking the microteaching course. The data collection technique is a self-assessment questionnaire. The questionnaire consists of 7 components that are a combination of technological knowledge, pedagogical skills, and content knowledge in the subject of mathematics. The research results show that the lowest assessment is in content knowledge ability (medium category), while the highest is in technology and pedagogy knowledge ability. (high category). The overall percentage of TPACK ability is 81.44, which falls into the high category. The recommendation from this research is that the reinforcement of content in the form of mathematical concepts should be implemented in lectures to minimize conceptual errors in the teaching of prospective teacher students.

Primary authors: NOVITASARI, Dwi (University of Mataram); ARY SUJAYA, Ketut (University of Mataram); HAYATI, Laila (University of Mataram); SUBARINAH, Sri (University of Mataram); PRAYITNO, Sudi (University of Mataram)

Presenter: PRAYITNO, Sudi (University of Mataram)

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