

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the discussion, conclusion, and recommendations of the implementation of TPACK and the challenges of using it were presented. Firstly, the findings gained from the analysis of the data provided by the data collection tools used to gather evidence for the research questions of the study were discussed and concluded briefly. Subsequently, recommendations for future research and practices were provided.

A. Conclusion

Based on the findings of a study conducted at SD Swasta Islam Terpadu Nurul Azizi, the researcher came to the following conclusions:

The study on the implementation of Technological Pedagogical Content Knowledge (TPACK) in English language learning at SD Swasta Islam Terpadu Nurul Azizi reveals that while teachers have strong pedagogical knowledge (PK) and content knowledge (CK), they still face challenges in technological knowledge (TK), which hinders the optimal integration of technology in the teaching process. Teachers recognize that the use of technology in instruction can enhance student engagement and improve the effectiveness of English language learning, yet several factors, such as a lack of formal training, difficulties in aligning technology with the curriculum, and technical issues, remain major obstacles. Despite these challenges, teachers have developed various strategies to overcome them, including using simple and familiar digital tools, implementing

student-centered learning approaches, adopting blended learning methods, engaging in self-learning and collaboration with colleagues, addressing technical issues, and fostering a supportive teaching environment. These efforts demonstrate that teachers are actively seeking solutions to enhance their use of technology in teaching, yet greater institutional support is still needed to ensure the long-term success of technology integration.

Based on the percentage analysis, the study found that 90% of teachers have strong content knowledge (CK), ensuring their ability to effectively teach grammar, vocabulary, pronunciation, and writing skills in English. Additionally, 85% of teachers have strong pedagogical knowledge (PK) and successfully implement student-centered teaching methods to enhance student comprehension. However, only 60% of teachers feel confident in their technological knowledge (TK), indicating a gap in their ability to effectively utilize digital tools that requires further skills development. Furthermore, only 55% of teachers feel confident in integrating TPACK, suggesting that while they understand the role of technology in education, they still face difficulties in applying it effectively in the classroom. Additionally, 50% of teachers struggle with aligning technology with the English curriculum, highlighting the need for structured training and access to digital resources that better support their instructional needs.

To enhance the implementation of TPACK, SD Swasta Islam Terpadu Nurul Azizi should consider several strategic recommendations to help teachers overcome technological challenges and increase their confidence in using technology in instruction. The school can provide hands-on training programs

specifically designed to improve teachers' ability to integrate digital tools into lesson plans. Additionally, expanding IT support at the school is crucial to ensure that teachers can easily resolve technical difficulties when using technology in the classroom. Encouraging knowledge-sharing workshops can also be an effective solution, allowing teachers to exchange experiences, share best practices, and receive guidance on technology integration from more experienced colleagues. Furthermore, developing a digital resource library containing interactive learning tools aligned with the national English curriculum can assist teachers in finding relevant digital materials for their lessons. Finally, implementing a phased approach to technology adoption is essential, enabling teachers to gradually integrate digital tools into their teaching before transitioning to more advanced and technology-driven methods.

By addressing these challenges through the proposed recommendations, SD Swasta Islam Terpadu Nurul Azizi can enhance teachers' technological competence, increase student engagement in learning, and ensure that technology becomes an effective tool in English language instruction. Improved TPACK implementation will also contribute to a more innovative, engaging, and effective learning experience for students, creating a more modern and technology-enhanced educational environment.

B. Suggestion

Based on the results of this research, the researchers expected several suggestions. The researchers hoped that these suggestions would be useful,

especially for English teachers, students, school principals, and other researchers.

These suggestions were as follows:

1. Teachers

As educators, teachers play a crucial role in integrating technology into the English learning process. To enhance their skills and effectiveness in technology based teaching, teachers should:

- ❖ Improve their technological skills through training and self-learning. Teachers should actively participate in professional training, webinars, and workshops focused on using technology in English instruction. If formal training is unavailable, teachers can engage in self-learning through online tutorials, discussions with colleagues, and hands-on practice with digital tools.
- ❖ Use technology gradually and according to instructional needs. Teachers do not need to adopt all technologies at once; instead, they can start with simple tools such as digital presentations, educational videos, or interactive quizzes before moving on to more advanced platforms like Google Classroom or e-learning systems.
- ❖ Create more interactive student-centered learning experiences. By leveraging technology, teachers can develop project-based learning, gamification, and online discussions that encourage students to actively participate in lessons.
- ❖ Adapt to technological advancements and continuously innovate. Teachers should stay updated with new educational technologies and

explore ways to effectively integrate them into their teaching strategies to improve student learning outcomes.

- ❖ Collaborate with fellow teachers to share experiences. Engaging in peer discussions about challenges and solutions in implementing technology allows teachers to learn from one another and develop the best strategies to overcome obstacles in using technology in the classroom.

2. Students

Students, as learners, also need to take an active role in using technology to improve their English skills. The following suggestions can help students make the most of digital learning:

- ❖ Use technology responsibly to support learning. Students should utilize technology for educational purposes, such as learning apps, watching educational videos, and participating in online exercises to enhance their listening, speaking, reading, and writing skills.
- ❖ Engage in self-study with digital resources. Students can use online learning platforms, digital dictionaries, grammar-checking tools, and interactive English-learning websites to further develop their skills outside of school hours.
- ❖ Actively participate in technology-based learning. Students should engage in online discussions, interactive quizzes, and digital projects assigned by their teachers, ensuring they actively learn rather than passively consuming content.

- ❖ Manage screen time wisely. Students should balance their time spent on technology, ensuring they are not overly focused on gaming or social media, but instead using digital tools to support their academic growth.
- ❖ Be disciplined and responsible in online learning. When participating in e-learning platforms, students should follow instructions, complete assignments on time, and communicate respectfully in online discussions to maintain a productive learning environment.

3. Principal

As the leader of the school, the principal plays a vital role in ensuring that technology is effectively integrated into English language learning. The following actions can support successful technology adoption:

- ❖ Provide adequate technological infrastructure. The principal should ensure that every classroom is equipped with necessary digital tools, such as computers, projectors, stable internet access, and educational software to facilitate technology-based learning.
- ❖ Organize regular training sessions for teachers. To help teachers become more proficient in technology use, the school should regularly conduct workshops and training programs focused on integrating technology into English instruction, ensuring that teachers feel confident and capable in using digital tools.
- ❖ Foster a school culture that supports technological innovation. The principal can encourage teachers to experiment with technology-based

teaching methods and provide recognition or incentives for those who successfully implement innovative strategies in their classrooms.

- ❖ Ensure IT support and technical assistance for teachers. Since many teachers experience technical challenges, the principal should appoint IT staff or provide troubleshooting guides to assist teachers in managing technological issues during lessons.
- ❖ Integrate technology into school policies. The principal can create policies that gradually implement technology in teaching, such as incorporating digital tools into lesson planning and assessment strategies, while ensuring alignment with national curriculum standards.
- ❖ Collaborate with external organizations. The principal can establish partnerships with universities, training institutions, or educational technology companies to gain access to teacher training programs, digital learning software, and additional technological resources to support technology integration in the school.