

CHAPTER IV

CONCLUSION AND SUGGESTION

By focusing on the data that has been collected, the researcher will discuss in depth the conclusions reached in this chapter. The main purpose of this sub-chapter is to summarize the challenges faced by English teachers in integrating technology into learning based on Merdeka Curriculum.

4.1 Conclusion

This research has investigated the challenges faced by English teachers in integrating technology into Merdeka Curriculum-based learning. The main focus of this research is on the characteristics of Merdeka Curriculum as key indicators, as well as the use of Digital Competence for Educators indicators as research instruments. This research also limits its reach by using the TPACK (Technological Pedagogical Content Knowledge) model to ensure a more in-depth and targeted analysis.

The results show that the challenges faced by English teachers in integrating technology are diverse. Some of the main challenges identified include:

1. **Lack of Training:** Many teachers felt that they did not receive adequate training to use technology in learning.
2. **Lack of Confidence:** Many teachers experience uncertainty and lack of confidence in integrating technology into their teaching methods.
3. **Inadequate Infrastructure:** Infrastructure limitations, such as poor internet access and lack of technology devices, are significant barriers.
4. **Confusion in Finding and Managing Digital Resources:** Teachers often struggle to find and manage relevant and quality digital resources.
5. **Competency Differences:** There are competency differences between students and between teachers themselves, which can affect the effective use of technology.

To overcome these challenges, some teachers have developed effective strategies, including:

1. Self-learning: Many teachers take the initiative to learn independently through various online resources.
2. Participating in Webinars and Trainings: Active participation in webinars and trainings from the Program Mengajar Mandiri (PMM) is one way to improve digital skills.
3. Sharing with MGMP Groups: Collaboration with colleagues in the subject teachers' association (MGMP) helps teachers share experiences and strategies.
4. Stimulating Student Character: Teachers try to integrate student character development with the use of technology in learning.
5. Creating Interactive Digital Learning Media: Efforts to create interesting and interactive digital learning media are an important focus in improving student engagement.

Overall, this study emphasizes the importance of training support, infrastructure improvement, and collaboration between teachers in facing the challenges of technology integration into Merdeka Curriculum. With the right strategies, it is hoped that English teachers can be more effective in utilizing technology to improve the quality of learning in the classroom.

4.2 Suggestion

Researcher understand that this research is far from perfect. Researcher offer this research as a reference or guideline for further research. But the weaknesses of this thesis include: competency digital materials are discussed in general, the components of the Merdeka Belajar Curriculum that are discussed are only their characteristics and TPACK is only used as an analysis tool.

4.2.1 For Teacher

Digital Competency Enhancement: Teachers are advised to attend trainings and workshops that focus on the use of technology in teaching. This can help them feel more confident and skilled in integrating digital tools into the classroom.

Collaboration Between Teachers: Encouraging collaboration between teachers through forums or working groups can help share experiences and strategies in dealing with similar challenges. It can also create a mutually supportive learning community.

4.2.2 For School

More structured and continuous training programs are needed for teachers to improve their digital competencies. This training should include the use of various technology tools and innovative teaching strategies.

4.2.3 For Future Research

This study is general in nature and provides an initial overview of the challenges faced by English teachers in integrating technology. Future research could focus on specific aspects of the learning model relating to digital competence.

