CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter discuss about conclusion and suggestion about pre-service English teachers' perception on TPACK and their technostress during teaching internship of Islamic higher education.

A. Conclusion

This research aims to determine the perceptions of pre-service English teachers on TPACK and their technostress during teaching internships. The results show that pre-service English teacher perception on TPACK and technostress have a significant correlation. For pre-service English teachers' perception on TPACK has seven aspects of knowledge such as technological knowledge, pedagogical knowledge, content knowledge, technological pedagogical knowledge, pedagogical content knowledge, and technological pedagogical content knowledge which has a moderate category. In this case the pre-service English teacher has been able to apply their TPACK quite well during their teaching internship. Many of them scored well on the TPACK aspects they had implemented in their teaching internships. However, there are still a number of pre-service English teachers who have low scores for several aspects of the TPACK. Many of the pre-service English teachers can handle classes well, such as teaching methods that involve active students in class, assessment using technology such as quizzes, class management, conducting lecturers in class, providing feedback to students, using a variety of teaching strategies so that students who they teach them to understand learning English, and apply their English skills well.

For pre-service English teachers' perception on technostress has aspects such as techno overhead, techno invasion, techno complexity, and techno insecurity has a moderate category. Meanwhile, their techno uncertainty has a low category. The technostress aspects of pre-service English teachers here are in the moderate category due to their different perceptions in responding to technostress. Some of them had low and high scores in perceptions of technostress and so had a moderate average. However, in techno uncertainty, those in the low category are quite good because they have an influence on their TPACK abilities. Especially after the

COVID 19 pandemic, which shifted the learning system a lot by involving ICT. This makes it easier for pre-service English teachers to integrate ICT into learning English in teaching internships. This research is important in order to know the pre-service English teachers' perception on TPACK and technostress during teaching internship of Islamic higher education.

B. Suggestion

Pre-service English teachers' perception on TPACK and their technostress is important to know the correlation because this can affect the application of ICT integration in learning and teaching English. In this research, the average value of the TPACK aspects of the pre-service English teacher was in the moderate category. Suggestion for pre-service English teacher is the need for development in several aspects of TPACK such as technological knowledge, pedagogical knowledge, content knowledge, technological pedagogical knowledge, technological content knowledge, pedagogical content knowledge, and especially technological pedagogical content knowledge. This is important so that pre-service English teachers can develop their TPACK skills to be better in the future. In addition, there is technostress from the pre-service English teacher who has a moderate and low category. For aspects of technostress that are in the moderate category, such as techno overhead, techno invasion, techno complexity, and techno insecurity, this needs development so that their technostress is reduced so they can implement TPACK properly. Then for techno uncertainty they get the low category which is good in implementing their TPACK. For future research it will be useful to continue research on research on TPACK and technostress by adding variables such as gender and teaching experience using technology for future internship practices.