

## **CHAPTER V**

### **CLOSURE**

#### **A. Conclusion**

This study aims to examine teachers' efforts in responding to changes in educational technology as well as their experience, challenges and efforts of the participants in adapting to educational technological change. The results in this study are based on three research question:

1. The findings of first research question of experience indicate that teachers with prior experience using educational technologies often experience emotional responses such as anxiety and fear of technical errors when integrating technology into their teaching. Additionally, the extensive preparation required for technology-based instruction leads some participants to prefer more traditional teaching methods.

2. The most frequently reported challenges include limited technological facilities, insufficient familiarity with new tools, and the need to re-learn certain technologies from the beginning. In addressing these challenges, teachers adopt several strategies, such as participating in seminars and formal training programs. At UIN Antasari, teachers also engage in informal knowledge-sharing with colleagues regarding newly discovered technologies.
3. The most influential Effort, however, is teachers' self-directed learning, through which they independently explore and practice new educational technologies for classroom use. To remain informed about technological developments, teachers also monitor educational content on social media platforms that highlight innovations relevant to teaching and learning.

## **B. Suggestions**

Based on teachers' emotional experiences with educational technology including anxiety, enthusiasm, and satisfaction several recommendations emerge for addressing technological change in the educational sector. First, comprehensive and well-designed teacher training programs are essential to ensure that teachers feel more confident, effective, and engaged when using new technologies. Such training should not only introduce tools but also provide practical guidance for managing technical difficulties that commonly generate anxiety.

Furthermore, technologies that demonstrably support instructional processes or administrative tasks should be given adequate attention and strategic integration within educational institutions. Ensuring that these tools have a meaningful place in daily practice will help accelerate educational advancement and better equip teachers to adapt to ongoing technological developments.

For UIN Antasari, the Language Development Unit (UPB) could organize informal gatherings or discussion sessions focused on sharing educational technology practices. Such relaxed and collaborative meetings would allow tutors to more comfortably explore, understand, and experiment with new educational technologies, thereby supporting their adaptation to ongoing technological developments in education.