

CHAPTER V

CLOSURE

A. Conclusion

This study aimed to explore pre-service teachers' experiences in implementing active learning strategies to engage students in classroom practice and to examine the challenges they faced during the implementation process. Based on the findings and discussion presented in the previous chapter, several conclusions can be drawn.

1. Regarding pre-service teachers' experiences in implementing active learning strategies to engage students in classroom practice, the findings indicate that the implementation of active learning strategies provided both positive and challenging experiences for pre-service teachers. During their teaching practicum, the participants experienced a range of emotions, including nervousness, anxiety, confidence, satisfaction, dissatisfaction. Although feelings of nervousness were commonly experienced at the beginning of their teaching practice, their confidence gradually developed through repeated teaching experiences, successful classroom interactions, and support from mentor teachers and peers. The findings also showed that active learning strategies such as Question and Answer (QnA), gamification, and collaborative learning contributed to increased student engagement. Students became more willing to participate in classroom

activities, ask and answer questions, share their opinions, and collaborative with their classmates. In addition, both participants perceived active learning as an effective approach because it encouraged student-centered learning, promoted learner independence, and created a more interactive classroom atmosphere. Their reflections suggest that active learning not only benefits students' participation but also supports deeper learning experiences.

2. Regarding the challenges faced by pre-service teachers when applying active learning strategies in the classroom, the study found that pre-service teachers encountered several challenges while implementing active learning strategies. The most common challenges included the gap between theoretical knowledge and actual classroom practice, difficulties in classroom management, time management issues, and low confidence or self-efficacy. Although the participants had learned various teaching theories and strategies during their university studies, they realized that actual classroom situations were often more complex and unpredictable than expected. Managing student behavior during active learning activities, maintaining students' focus, and ensuring that activities were completed within allocated time were among the major difficulties they experienced. Furthermore, feelings of nervousness and uncertainty sometimes affected their teaching performance, particularly when facing unfamiliar classroom situations or activities that did not run as planned. Despite these challenges,

the findings demonstrate that the participants actively sought ways to overcome the difficulties they encountered. Through reflection, adaptation, practical teaching experience, and support from mentor teachers and peers, they gradually improved their classroom management, time management, and teaching confidence. These experiences helped them better understand the realities of classroom teaching and strengthened their ability to implement active learning strategies more effectively.

B. Suggestions

Based on the findings, discussion, and conclusions of this study, the researcher proposes several suggestions for the following parties:

1. For Pre-Service Teachers

Pre-service teachers are encouraged to continue implementing active learning strategies in their classroom practice because these strategies have been shown increase student engagement, participation, interaction, and independence. However, successful implementation requires careful preparation, effective classroom management, and appropriate time allocation. Therefore, pre-service teachers should develop their ability to adapt active learning activities to different classroom situations and student characteristics. In addition, they are encouraged to engage in continuous reflection, seek feedback from mentor teachers and peers, and use teaching

experiences as opportunities to improve their confidence and professional competence.

2. For the Teaching Practicum (PPL) Team

The findings of this study indicate that pre-service teachers often face challenges related to the gap between theoretical knowledge and classroom realities, classroom management, time management, and self-confidence. Therefore, the Teaching Practicum Team is encouraged to provide more opportunities for practical teaching experiences that closely reflect actual classroom conditions. Greater emphasis should also be placed on developing classroom management skills, time management strategies, and adaptive teaching practices through microteaching activities, workshops, and reflective discussions. In addition, strengthening mentoring and support systems during the teaching practicum may help pre-service teachers build confidence and better prepare them for the challenges they may encounter in real classroom settings.

3. For Future Researchers

Future researchers are encouraged to investigate the implementation of active learning strategies with a larger number of participants and in different educational contexts to obtain broader perspectives and improve the generalizability of the findings. Since this study focused on the experiences and challenges of two pre-service teachers during their teaching practicum, future studies may examine the perspectives of mentor

teachers or students to gain a more comprehensive understanding of active learning implementation. Furthermore, future researchers may explore specific active learning strategies, such as gamification, collaborative learning, or QnA activities, in greater depth to identify their effectiveness, challenges, and impact on student learning outcomes.