

## **CHAPTER V**

### **CLOSURE**

In this chapter, the researcher presents the result of the study which consist of conclusion and suggestion. The first part provides conclusion from the result of the research. The second part presents suggestions for the lecturer, the students, and the other researchers.

#### **A. Conclusion**

In summary, the following conclusions can be drawn from the research findings:

1. Digital technology used by pre-service teachers in teaching practice are Microsoft PowerPoint, Google Translate, YouTube, Google Forms, and Quizizz.
2. The role of digital technology used by pre-service teachers in teaching practice is facilitator, creative tool, and self-directed learning.
3. Technical challenges encountered by pre-service teachers encompass issues related to internet connectivity, limited technology infrastructure, and language barriers. Meanwhile, the pedagogical challenges are the lack of student involvement and the difficulty of maintaining students' full attention to the lesson, ensuring active participation and student attention.

#### **B. Suggestions**

Based on the research findings, the following suggestions are proposed for various stakeholders

1. It is recommended that lecturers embrace the multifaceted roles of digital technology in strengthening 4C skills within teaching methodologies. Providing guidance and conducting training sessions for peers on the effective integration of the latest technological advancements are crucial initiatives. Additionally, ensuring the maintenance of technological infrastructure is paramount to mitigate potential technical impediments.
2. Encouraging pre-service teachers to actively engage in exploring the potential of digital technology as facilitators, creative tools, collaborators, communicators, and instruments for self-directed learning is imperative. Seeking guidance from instructors to navigate technical and pedagogical challenges will significantly optimize the learning process and enhance the development of 4C skills.
3. For educational Institutions, further research is recommended to delve into effective strategies for embedding digital technology in education and evaluating their sustained impact on academic performance, particularly in 4C skills development. Assessing the readiness of educational institutions for digital integration in teaching practices will contribute significantly to a comprehensive understanding of this domain. Institutions should prioritize the establishment of support structures, both technical and pedagogical, to facilitate the seamless incorporation of digital technology into teaching practices

4. Practicum supervisors and educational management teams should consider adopting and supporting the integration of digital technology in the practicum experience. Providing resources, training, and a conducive environment for pre-service teachers to experiment with and apply digital tools during their teaching practice will contribute to their professional development and enhance the overall effectiveness of the practicum program.
5. Schools are encouraged to create a conducive environment for the integration of digital technology in teaching practices. Providing support for teachers and students in terms of infrastructure, training, and access to digital resources will facilitate a smoother transition toward a more technology-enhanced learning environment. Collaborative efforts between schools and educational institutions can foster a holistic approach to digital technology integration, ensuring that both students and teachers are well-prepared for the demands of the 21st-century learning landscape.