

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The study explored the factors that influence English teachers' perceptions of the urgency of TPACK in English language teaching at SMK Negeri 1 Rejang Lebong. The findings reveal that all four participants consistently perceived TPACK as important, necessary, and urgent. However, this perception does not exist in isolation. It is actively shaped by the interaction of six contextual and professional factors: professional development experiences, school infrastructure and resource availability, teaching experience and student characteristics, teacher competence and attitudes toward technology, generational gap between teachers and students, and government policy on student device use.

Among these factors, curriculum demands from the Deep Learning policy created a shared institutional urgency that positioned TPACK as a professional obligation rather than a personal choice. At the same time, the absence of TPACK-specific professional development meant that this obligation was not accompanied by the conceptual or practical support teachers needed to act on it meaningfully. School infrastructure consistently emerged as the most concrete constraint on implementation: teachers who perceived TPACK as urgent and possessed the will to integrate technology were regularly limited by unreliable internet access, shared projectors, and the absence of student devices.

Teaching experience in a vocational context contributed a distinctive dimension to these perceptions. Teachers' awareness of variation in student digital readiness across vocational programs shaped how they designed TPACK-integrated activities, with many arriving intuitively at a content-first planning sequence that reflects the TPACK intersection in practice. Teacher competence and attitudes toward technology further mediated these perceptions, with self-efficacy in technology use functioning as a confidence multiplier that made TPACK feel more actionable for some teachers and more daunting for others. The generational gap between teachers and students added a layer of psychological complexity, experienced by some as professional vulnerability and reframed by others as a collaborative pedagogical opportunity.

Overall, the findings suggest that teachers' perceptions of TPACK urgency are not simply a matter of individual belief or motivation. They are shaped through the interaction of individual, institutional, and policy-level factors that either enable or constrain meaningful technology integration. These teachers do not need to be convinced that TPACK matters. What they need is a school system that genuinely supports them in acting on that conviction.

Overall, the findings suggest that teachers' perceptions of TPACK urgency are shaped through the interaction of individual, institutional, and contextual factors. Understanding these factors is important for supporting meaningful technology integration in vocational school settings, particularly in contexts where teachers demonstrate strong commitment but continue to face structural limitations.

B. Suggestion

Based on the findings of this study, several suggestions are proposed.

First, for school administrators and educational stakeholders, greater attention should be given to the infrastructural conditions that support technology-integrated teaching. The findings show that teachers already recognize the importance of TPACK and demonstrate a willingness to integrate technology into their instruction. Therefore, efforts should focus not only on encouraging technology use but also on providing the resources necessary to make such integration sustainable. Improving internet accessibility, expanding technological facilities beyond the computer laboratory, and ensuring the availability of classroom equipment may help teachers implement TPACK more effectively.

Second, professional development programs should move beyond general technology training and provide opportunities that specifically address the integration of technology, pedagogy, and content knowledge. The participants demonstrated practical experience with technology use, yet none reported receiving formal TPACK-focused training. Workshops and training activities that explicitly connect technological tools with English language pedagogy may help teachers develop a more systematic understanding of TPACK and strengthen their confidence in applying it.

Third, English teachers are encouraged to continue exploring technology integration in ways that remain responsive to their students' needs and vocational backgrounds. The findings suggest that meaningful technology

integration occurs when teachers adapt digital tools to authentic learning contexts rather than using technology solely to satisfy curriculum requirements. Continued collaboration among teachers may also provide opportunities to share strategies and overcome common challenges.

Finally, future researchers may examine how teachers' perceptions of TPACK urgency are reflected in actual classroom practices. Studies involving a larger number of vocational schools or different geographical contexts may also contribute to a broader understanding of how institutional and contextual factors shape technology integration in English language teaching.



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