

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides conclusion to summarize the research finding in chapter four as well as suggestion related to further action for educator and other researchers in related topic.

5.1 Conclusion

This study aimed to design the ICT competences-integrated models of teaching of Practical Key Teaching Competence for ELESP, so it became necessary to reach some prerequisite goals which are formulated in sub research question. The first sub question is to identify and analyze the extent on how far the existing models of teaching components of Practical Key Teaching Competence have been integrated by ICT competences. It is found that the ICT competences indicators were mostly integrated in the components of content/materials, teaching method, teaching and learning activity and assessment. The existing models of teaching have been indicating all levels of ICT competence: Technology Literacy, Knowledge Deepening and Knowledge Creation. However, Technology Literacy was mostly applied in the existing models of teaching, meanwhile Knowledge Deepening was as the second level that was found and Knowledge Creation as the last level that was found mostly in the assessment.

Moreover, the second sub question is to analyze the procedures of integrating ICT competences in the Practical Key Teaching models of teaching design. Based on the findings in the first sub-question this study tried to infuse the ICT competences in the models of teaching components such

as Basic Information and course description, goals, objective, teaching method, teaching materials, learning media, teaching and learning activities and assessment. That integration or infusion can be explicitly or implicitly explained in the models of teaching of practical key teaching competences subject.

Third, by considering the result of both sub questions above, the result was used as a based to design the new ICT competence integrated models of teaching of Practical key teaching competences. The type of ICT competence integrated models of teaching was used to design models of teaching of Lesson Course Planning and Classroom Management and Teaching Practicum Courses. The proposed models of teaching of Practical Key Teaching Competence were integrated by ICT competences implicitly and explicitly into the models of teaching components. The designed the models of teaching which implemented ICT competences in all levels: technology literacy, knowledge deepening, and knowledge creation. The cognitive, humanistic and behavior approach were applied and modified with Scaffolding, Project-based Learning and Computer Assisted Instruction to design the models of teaching of practical key teaching competences Courses. Moreover, the coverages of practical key teaching competences goals and objective are derived from EPG qualification descriptors.

5.2 Suggestion

The result of the result illustrate that the ICT integration in practical key teaching competence models of teaching is dispensable, where the ICT competence enhancement for students of ELESP is not enough accommodated in the models of teaching. Therefore, the researcher suggests the teacher and education researcher as well as models of teaching developer not only to

maximize to infuse the ICT competence in the teaching and learning process and enhance students' competence on ICT. These actions can be held by applying by integrating ICT competences in ELESP course models of teaching. The researcher realizes that this design of ICT competence integrated models of teaching has many limitations, there still huge work to reach the ideal state of integrating ICT competences in models of teaching, but the researcher expected that this research can be helpful for other researcher in conducting more research related with Practical Key Teaching Competence Model of Teaching.

