

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 1.1.CONCLUSION

According to the research mentioned above, there are at least three significant problems with how parents view online learning, particularly in the context of research and in Indonesia's rural areas. In particular, a decline in children's motivation for online learning, unequal distribution of digital infrastructure throughout Indonesia, and parents' conservative mindset that education is the job of educational institutions.

Most parents misunderstand education, believing that it is the job of educational institutions to involve themselves in their children's education and that parental readiness to be a teacher at home is at an all-time low. In the meantime, the study's findings have shown that parents' participation in their children's education positively impacts their academic performance. Children's declining motivation to study during this crisis is not a problem unique to them; somewhat, it is influenced by both their internal and external environments. Parents need to take the lead; it is even better if other family members assist kids with their homework.

It will significantly benefit the child's natural incentive to grow and be awake if there is constant communication between parents and teachers, parents and children, teachers and students, and students with their groups. Through intense dialogue, parents' and students' impacts of stress can even be managed. Regarding the availability of telecommunications infrastructure to support the

adoption of ICT-based education, it is not a simple, inexpensive, or quick job. Local governments must dare to treat this issue as more important than health. All parties must be willing to cooperate, especially a powerful government with a significant budget.

Additionally, Indonesian villages receive assistance from the central Government each year ranging from hundreds of millions to billions of IDR to help build Indonesia from the village's periphery. Through community cooperation, these grants can hasten the equal distribution of telecommunication network accessibility in off-the-grid locations. Similarly, if it is meant to expand students' access to technology-based education services, educational institutions (schools), school funding, or operating costs coming from central government finances will be better.

## **1.2.SUGGESTIONS**

Based on the research finding, the researcher tries to give some suggestions after finishing this study. The suggestions are listed below.

### **1.2.1. For English Teacher**

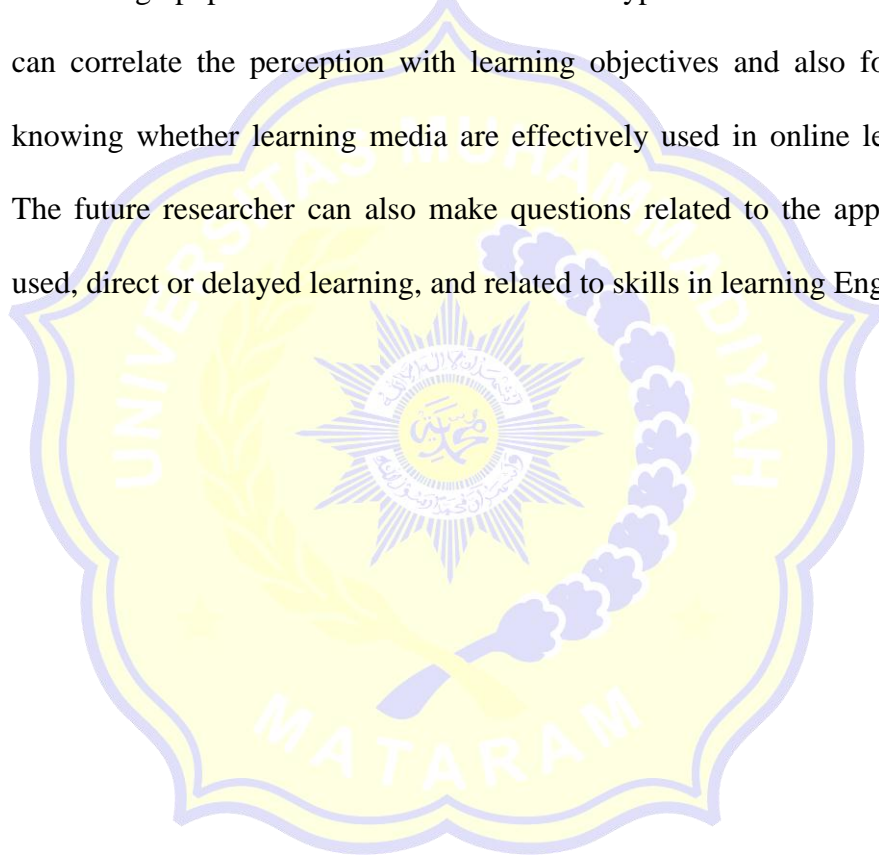
Learning will be effective if there is interaction between teacher and student. Education will also be effective if student learning outcomes are assessed or evaluated. The goal is to measure how successful a teacher is in teaching his student and how much the percentage of the student understands the material that the teacher has taught.

### 1.2.2. For Students

Students can ask the teacher if they encounter difficulties while online learning, not delaying work because of delaying one assignment, then there will be more and more other assignments.

### 1.2.3. For Other Researchers

Future researchers can discuss the use of online media, specifically with a large population and different research types. The future researcher can correlate the perception with learning objectives and also focus on knowing whether learning media are effectively used in online learning. The future researcher can also make questions related to the application used, direct or delayed learning, and related to skills in learning English.



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MATARAMI





DIYAH