

CHAPTER V

CLOSURE

A. Conclusion

Based on the findings above weighted by their pros and cons as well as the students' data with the input from the teacher, it can be concluded that:

The results of comparing between the two teaching methodologies, offline and online, showed that they caused similar student outcomes. The students seemed to grasp very well all the details of the learning material in both, with only minor technical issues that occurred during online learning and that were quickly resolved. Students of various classes, such as IPA, IPS 1, IPS 2, and Agama, got more or less equal average marks, therefore giving an impression as if this shifting from offline to online was not even a matter for them. This result simply justifies only the adaptability and the strength of the students and teaching faculty to maintain the standards of education amidst a change in the environment.

The teaching methods, technique, and media used in the offline and online settings are analyzed here. Clearly, this shows that both models have equal strengths and weaknesses. The offline learning was to a great extent characterized by traditional classroom tools—textbooks, whiteboards, and the physical dictionary—all of which allowed for direct interaction and immediate feedback. In contrast, online learning was characterized by digital resources such as e-books, educational videos, and online platforms that flexibly availed a wide scope of materials. Even though it initially suffered from a number of device availability and internet connectivity challenges, the integration of digital tools and media into the learning process proved to be quite helpful in maintaining student engagement and continuity of learning. This comparison can also indicate how both offline

and online teaching methods can complement each other in a way that may become very relevant for future educational strategies.

Regarding whether or not online class is more viable than the other or vice versa, based on the findings above, it can be concluded that both are equally viable. The students may need some time to adjust but the results show that their score did not fall far from when they were doing offline class. This would mean that the students, given proper online class, would actually be able to perform at the same rate as if they were in offline class.

B. Suggestions

The researcher found there are things that need to be improved for further research with this topic. The researcher would like to give some suggestions as follows:

1. The students should be allowed to actively engage in online and offline classes in order to bring out the best learning experience. Students should be able to engage with the materials being taught, ask questions, and create time for clarification in order to make them understand the lesson and apply their knowledge in various ways. Moreover, students should make themselves adaptable to new technologies and learning methodologies since it is part of today's fast-moving educational environment. This adaptability helps students not only in present studies but also in future academic and professional challenges. Central to balancing online and offline learning activities are effective time management and self-discipline. A well-structured schedule containing time for studying, assignments, and personal activities is capable of providing students with the ease of management of academic responsibilities. Studying regularly and setting small goals helps a student to keep focused and interested in what is being learned, avoiding distractions and increasing productivity within the online learning environments.

2. The teacher needs continuous professional development to keep up to date on the latest technologies in education and new pedagogical methods. Training in this area may refer to the use of digital tools, management of online classrooms, and innovative techniques for teaching a lesson in an online or offline class environment. Using a variety of instructional methods and media is important for keeping the students' attention and meeting different learning styles. Group discussions, multi-media, and activities that are hands-on make the lessons more interesting and effective. Also, teachers should bear in mind that all students have to enjoy equal access to learning resources and tools of instruction, especially so in online settings. Technical support, additional help for students having problems using the technology, and accessible materials all assist in creating an inclusive and supportive classroom environment.
3. Further research needs to be conducted on a larger spectrum of subjects, across grade levels, and settings in order to get a better understanding of the efficacy of online and offline teaching approaches. Any research on long-term effects of online vs offline learning on students' performance and engagement would be very useful in contributing to the development of effective teaching strategies. Moreover, examination of the socio-emotional sides of learning online and offline would further clarify how these different environments affect student well-being and social interaction.