

CHAPTER V

CLOSURE

A. Conclusions

Based on the findings and discussion, the following conclusions can be drawn:

1. Evidence of Learning Loss

The evidence presented in the findings highlights the significant post-pandemic learning loss experienced by English education students, showcasing a decline in academic performance, critical thinking skills, time management, and motivation. The challenges of limited social interaction, increased mental health issues, and the shift to online learning have contributed to this decline. The findings underscore the need for targeted interventions and support systems to address the negative impacts of the pandemic on students' academic progress and overall learning experiences.

2. Solutions to Learning Loss

The solutions proposed by English education students in the findings to address the learning loss phenomena emphasize the importance of an adaptable curriculum with diverse materials, flexibility, support from peers and instructors, enhanced social interaction, and access to resources. Students advocate for a curriculum

that caters to different learning styles, provides flexibility and support to overcome challenges, fosters social interaction for critical thinking development, and ensures access to resources for effective learning. Implementing these solutions can help mitigate learning loss, enhance student engagement and motivation, and create a supportive learning environment conducive to academic progress and overall well-being.

B. Suggestions

This study's primary limitation lies in the sample size. The qualitative nature of the research, relying solely on interviews with a limited number of participants, restricts the generalizability of the findings. Future research should incorporate quantitative methods alongside qualitative approaches to gather comprehensive data that is both in-depth and statistically robust. This triangulation of methods would allow for a more nuanced understanding of learning loss.

Building on this research, future studies could:

1. Expand the sample size to include a larger and more diverse population of participants.
2. Employ quantitative methods, such as standardized tests or pre- and post-test assessments, to measure learning loss more objectively.
3. Investigate the effectiveness of various interventions designed to address learning loss in online environments.

Implications for Practice:

This research can serve as a valuable springboard for educational institutions and policymakers, especially English Education Department of UIN Antasari Banjarmasin. The findings highlight the importance of strategies to:

1. Bridge the digital divide by ensuring equitable access to technology and the internet for all students.
2. Develop high-quality e-learning services that are engaging, well-aligned with learning objectives, and cater to diverse learning styles.
3. Provide psychological support to students to help them manage the challenges associated with online learning and maintain motivation.

By implementing these recommendations, educational institutions can create more effective online learning environments that mitigate learning loss and promote student success in the digital age.