

CHAPTER V

CLOSURE

In this section, the researcher present the overall findings and discussion that answer the three research questions that have been formulated in the previous chapter. In addition, the researcher also presents some suggestions that are relevant to the topic.

A. Conclusion

Synchronous online learning, as implemented at UIN Antasari Banjarmasin, is characterized by three main features: accessibility, independency, and interactivity. Accessibility was enabled through the use of widely available platforms like Google Meet and Google Sites, although infrastructure limitations still affected its effectiveness, especially for students in rural areas. Independency was promoted through student preparation and participation, aligning with adult learning and constructivist theories. Interactivity, while somewhat constrained by the virtual medium, was encouraged through strategies such as group discussions, the use of names, and integration of multimedia content. These findings suggest that synchronous learning in this context is both strategically adapted and pedagogically aware, though still hindered by technological limitations.

Lecturers faced several challenges in synchronous online learning,

including internet instability, particularly in underdeveloped areas, and difficulties keeping students engaged due to “camera-off” habits and lack of non-verbal cues. Motivation issues like Zoom fatigue and the informal feel of online classes also hurt performance. Assessing oral skills was problematic, and poor time management and rigid institutional policies added strain. While synchronous learning supports educational continuity, it needs stronger systemic, pedagogical, and emotional support to succeed.

Lecturers generally viewed synchronous online learning as a necessary and valuable alternative during the pandemic, though with clear limitations. One lecturer viewed it as an opportunity for pedagogical innovation, emphasizing structure and interactivity. The other took a more cautious stance, acknowledging its benefits (flexibility, recording options, and digital competence) but emphasizing the irreplaceable value of in-person interaction, especially in language learning. Both lecturers stressed the need for continuous professional development, better internet access, and institutional support. Their reflections confirm the importance of teacher adaptability and the urgent need for systemic reforms to ensure equitable and effective online learning.

B. Suggestions

Drawing on the conclusions above, several suggestions are proposed for future improvement in the implementation of synchronous online learning at UIN Antasari Banjarmasin:

1. Teachers

Continuous professional development for teacher is essential. Training should focus on digital pedagogy, online student engagement, and flexible assessment strategies, especially in language education where skills like speaking and listening require innovative approaches in an online setting.

2. Students

If students experience problems in synchronous online learning class, they are advised to ask for help or discuss with the teacher to find the right solution. It is important for students to pay attention to the direction taught by the teacher, as the teacher acts as a guide in learning activities. Thus, students can better understand the material and improve their learning outcomes.

3. Other Researcher

Future researcher are encouraged to conduct broader studies involving more lecturers and students across various faculties to gain deeper insights into synchronous online learning. Moreover, institutions and educators should adopt blended learning models that combine synchronous and asynchronous methods to address diverse learner needs and improve accessibility.