

CHAPTER VI

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of the study based on the findings and discussions from the previous chapters. The conclusions are drawn to summarize the key results of the research on students' learning experiences in using E-learning Madrasah. Meanwhile, the suggestions are proposed as constructive input for teachers, students, and future researchers to improve the implementation of E-learning Madrasah and to overcome the challenges identified in this study.

A. Conclusions

Based on the findings and discussions presented in the previous chapter, several important points can be concluded regarding students' learning experiences and students' challenges in using E-learning Madrasah in the EFL classroom. These conclusions highlight the main challenges faced by students, their strategies in dealing with those challenges, and the overall impact of the platform on their learning process.

1. Students' experience on using E-learning Madrasah was divided into five categories. First category was about the access which was easily to be accessed to get course Information. It was because the students' assumed that E-learning was a new experience for them. It could be a solution to cover the learning process in COVID-19 situation. It was very helpful to be used during online learning. Second category was about students' autonomous Learning. Almost students could learn independently. They must be familiar with the technology.

They could find other sources from the internet and handout. Third category was technology adaptation. Both teacher and students used WhatsApp as the other application to support learning processes. By creating WhatsApp group, it could make them feel free to communicate and interact. Fourth category was Web-Based Learning System. it revealed that the teacher must provide appropriate materials like providing Youtube video, power point slides, and documents. Meanwhile, the students also assumed that the teacher must give the explanation more detail like in offline learning. Fifth category was Technical Support. Mostly technical issue that could happened was from the internet connection. The bad signal and connection affected learning process and assignments submission.

2. The study revealed that students faced diverse challenges in using E-learning Madrasah for their English learning. These challenges were the students' ability to manage the platform, navigating its web features, internet connectivity, technical issues, pedagogical aspects, and student motivation. While some students were able to adapt and become independent in operating the platform, many others struggled at the beginning and needed support from teachers and peers. This shows that digital literacy is not instantly acquired but developed gradually through exposure, experience, and guidance. Another important finding is that technical and infrastructural problems, such as slow navigation, disappearing tasks, and unstable internet connections, played a significant role in disrupting learning. These issues often caused stress and reduced students' trust in the platform. Moreover, pedagogical limitations such as excessive

workload, lack of interactive activities, and delayed feedback from teachers also affected students' engagement. These problems highlight that successful digital learning requires not only functional technology but also a well-balanced instructional design that supports interaction, communication, and timely responses. Finally, motivation emerged as a central factor influencing students' learning experiences. Automated feedback features and consistent teacher encouragement helped increase motivation, while the absence of timely feedback led to disengagement. Overall, the findings suggest that while E-learning Madrasah provided a valuable platform for maintaining learning during the shift to digital education, its effectiveness depends on addressing technical barriers, improving pedagogical design, and strengthening teacher-student interaction. In this way, students can experience more equitable, engaging, and supportive online learning environments.

B. Suggestions

Based on the conclusions drawn from this study, several suggestions are proposed to provide useful insights for future improvement. These suggestions are intended not only for researchers, but also for teachers, students, and stakeholders who are involved in the implementation of E-learning Madrasah.

1. For the English teacher should pay more attention and help the students to easily navigate the system of E-learning Madrasah. They are also suggested to maintain the use of it in term of teachers-students interaction, adopt more interactive strategies when using E-learning Madrasah. Providing timely feedback, balancing assignments, and designing engaging activities.

2. For the stockholder, it is suggested to ensure that the use of E-learning Madrasah runs effectively. By improving technical infrastructure such as providing user-friendly platforms that minimize errors, organize regular training and workshops.
3. For future researchers, it is a need to conduct further research on how to solve the problem of online learning process, especially for E-learning Madrasah. Future researchers may also expand the scope of study by including more participants across different regions and levels using mixed-methods research and focusing on teachers' and students' strategies coping on the challenges.