CHAPTER V   CONCLUSION AND IMPLICATIONS

The last chapter provides a comprehensive summary of key findings that emerge from the exploration of how Indonesian EFL teachers transitioned into and engaged in remote learning in the context of the COVID-19 pandemic. It looks at how those educators adapted to a sudden shift to online learning and highlights some of the challenges they faced and what they did to overcome them. It then describes some ramifications of these results for educational practice and policy before offering conclusions based on the investigation. Moreover, it offers considered propositions to assist in developing future practices and establishing conducive policies within the remit of EFL education. Using the Community of Inquiry (CoI) framework focusing on Teaching Presence, the research provides valuable perspectives on teaching effectiveness during emergency remote learning in Indonesia.

5.1 Summary of Key Findings

The research examined three foundational research domains of high-quality Virtual Learning Environments (VLEs): Course design and organization, Facilitating Discourse (FD), and Direct Instruction (DI) in online environments. Understanding how English as a foreign language (EFL) teachers adapted online teaching, all areas were explored. This section presents a synopsis of the strongest findings derived from this extensive study.

a. **Course Design and Organization**: In designing and organizing their online courses, Indonesian EFL teachers adopted an array of instructional strategies. These strategies ranged from a combination of synchronous sessions, including live meetings through Zoom, with asynchronous activities through Google Classroom. Teachers were responsive and took a considered approach to curricular innovation to meet the needs of

increasingly digital learning spaces. But there were challenges: for example, limited access to technology infrastructure of sufficient quality, unstable connectivity and lack of student engagement. And yet teachers responded with extraordinary resilience and creativity, adapting their materials and instructional strategies repeatedly to meet the challenges of delivering remote instruction.

b. **Facilitating Discourse**: The findings showed that EFL teachers did seem to implement different teaching strategies aimed at the interaction of students and at encouraging profound communication in their online classrooms. These strategies included discussion boards, collaborative group activities, and structured peer feedback, all aimed at enabling communication and interaction. Both synchronous approaches — like live video conferencing, live chat sessions, and virtual breakout rooms — and asynchronous tools were pulled into action. Interestingly, synchronous types of interactions appeared the most potent in developing a community sense and social presence. However, teachers continued to challenge students with diminished motivation, disengagement, and ongoing technical issues that limited participation and remained major hindrances to facilitating discourse during the pandemic.

c. **Direct Instruction**: EFL teachers utilized alternative modes of direct instruction for their lessons in synchronous learning settings via video conferencing software like Zoom or Skype, hybrid video lessons, and linear directives. Although direct teaching was the dominant element of their lesson design, it was often complemented by more student-centered practices, such as collaborative group work, interactive discussions and peer assessment activities. Eighty-seven percent of teachers blended their pedagogy, combining direct instruction from the teachers themselves with opportunities for independent, self-directed learning. However, the absence of stable internet connectivity proved to be a major obstacle.

Teachers worried that the disruption undermined the links they had built with their students and each other in the classroom — links that are at the heart of the learning experience, and of an accurate assessment of the support various students need to succeed.

5.2 Implications for Practice

The findings from this study have several implications for practice in the context of remote and online teaching, particularly for EFL educators in Indonesia:

a. **Improved Technological Integration**: The study emphasized that limited technological infrastructure at many schools was often a major sticking point that affected the success of online education overall, and was one of a number of repeat problems. This limitation had a detrimental impact on teachers' ability to create and deliver high-quality digital courses as well as on students' ability to sufficiently engage in online learning activities. The challenges were exacerbated by unreliable internet access, old devices, and lack of technical support. In most cases, digital literacy skills are better than nothing, but future teacher training activities should focus even more on teaching this exact compared to The usage of educational technology. Moreover, schools, and educational authorities should improve digital infrastructure, School and Educational authorities should also be able to invest money for ensuring good infrastructure -- so no gap arise in providing good quality of online instruction especially to those in rural and lesser infra-developed areas.

b. The findings suggest that despite many EFL teachers showing creativity and adaptability, the large majority of them did not plan for online teaching, as they were unprepared for this to happen overnight. To combat such challenges, it is pertinent to develop ongoing and structured professional development programs. Such programs should help fill

teachers' need for digital skills and pedagogical approaches to online teaching. Some of the more common topics are best practices in virtual course design, asking effective interactivity questions to promote discussion, intelligent uses of technology, and how to keep students engaged virtually.

c. **Promoting Student Engagement**: During the remote instruction period, many teachers worried students were losing participation and motivation in online teaching. Many students struggled to engage with course materials during virtual learning, often exacerbated by the isolating aspects of going online. To mitigate this, teachers are advised to embrace various types of interactive techniques such as gamification, project-based learning, and peer collaboration which all promote active engagement. They need to see their teachers, and their teachers need to see them — a combination of synchronous video sessions and activities with the opportunity for feedback, processing and sharing in between. These techniques are ways of ensuring students have autonomy, but also feel supported and connected to their learning community.

d. **Building a Sense of Community**: Building community, social presence, and connection in online learning environments is more important than ever. Specifically, synchronous methods, particularly video conferencing and live discussions, were identified as critical to fostering a shared sense of belonging among students (Martin et al., 2021). In service to this teachers should prioritize synchronous interactions such as timely feedback, group discussions and in class activities on their virtual learning classroom. These strategies allow students to feel appreciated, connected, and emotionally supported during such online experiences."

This study has disclosed that Indonesian EFL teachers encountered significant challenges in transitioning to an online mode of delivery, yet they found creative and innovative way-outs to ensure that students continued to engage and

keep up with the learning material. Effective emergency remote teaching requires strong teacher agency and adaptability, but even more so a deep commitment to students' learning and success. The contact was crucial, and the study's insights illuminated the key trade-offs that arise — between teacher availability and student engagement, for instance, or thoughtful use of technological tools and online overload — in reaching the goal of a productive online learning environment.

Having used established theoretical framework used to interpret its findings, Community of Inquiry (CoI), this research is helpful to deepen the understanding of EFL Indonesian teachers as they navigate the online teaching environment during the COVID-19 pandemic. The importance of this study lies in its attempts to enrich the emerging literature on online learning in the domain of EFL instruction and offer some practical suggestions to enhance the practice of remote teaching in the future.

5.3 Recommendation for Policy

a. **Educational Policy on Remote Teaching**: The government and educational institutions should provide clear norms and laws for online learning, particularly in situations of crisis. These should ensure that resources are shared equitably, from access to technology to technical support to compensate for the disadvantages that the rapid pivot to remote learning may have caused and that there are mechanisms in place to offer any critical help and services to teachers and students. Adequate technical support and stable internet connections would lower barriers to supporting remote learning and give all students the same shot at engaging with it.

b. **Support for Teacher Professional Development**: In light of the above, teacher professional development must feature prominently in education policy agendas, to ensure teachers can teach well online. Educate the faculty on infusing technology into pedagogy, strategies to engage the learners, and a dominating teaching presence in remote classrooms.

c. **Addressing Technological Gaps**: Evidence from the pandemic indicates that the urban-rural divide is exacerbated by differences in access to technology — an access gap that can compound problems carceral policy, such as policies ensuring that all students who need them receive the technology needed to enable online learning. This might include access to subsidized devices, expanded internet infrastructure and work with children and their families on how to use educational technology well.

d. **Enhancing Collaboration and Support**: You should work with encouraging teachers to collaborate with their peers, exchange good practices and support each other in improving online teaching practices. It is the responsibility of schools and educational bodies to foster a partnership environment in which teachers can enhance their craft and share resources and what it discover to reinforce the teaching community as a whole.

5.4 Limitations of the Study

The results of the present study should be interpreted considering a few limitations. One limitation of the study is that it was based entirely on self-report data obtained from semi-structured interviews, FGDs, and teacher journals. Participants' narratives, while appropriate for narrative inquiry and providing rich contextualized perspectives, are of course susceptible to recall bias, memory selection, and social desirability bias. There may be some unintentional bias in participants highlighting successful approaches and minimizing struggles, especially in the case of retrospective reflections on emergency remote teaching.

Second, documentary artefacts, for example, lesson plans, logs of activity in the LMS, examples of student work, or screenshots of course materials, were not obtained on a regular basis. The lack of data also restricts the ability to triangulate data and to validate claims about teaching practices with observable evidence.

There is, as a limitation here, no artefacts, although there is increased transparency in the precise attribution of quotes and in the labelling of datasets.

Third, the results must be interpreted as occurring within a particular space and time- namely, during the COVID-19 pandemic in Indonesia. These teaching practices illustrate a response to pedagogical crisis constraints such as bandwidth, mobile-first access, and institutional instability. Therefore, the application of these methods in a pre-planned online learning environment rather than an emergency context might not be feasible. The evolution of teaching presence in more stable online environments has to be investigated by future studies.

Finally, the sample size of the study, nine secondary EFL teachers, was adequate for narrative inquiry, but does not lend itself to statistical generalization. Focus was on depth rather than breadth, affording individual voice and context. More significantly, no students were interviewed and no actual classes were observed, limiting the interpretive lens even further. Looking back, the analysis could have also benefited from student comments and observational data to provide a greater perspective on the teaching presence in these online courses.

5.5 Final Thoughts

This study demonstrates the extraordinary resilience, ingenuity, and commitment of Indonesian EFL teachers during a time of great upheaval in education due to the COVID-19 pandemic. They were faced with many challenges like lack of delivery technology, bad internet connection, and students losing interest but teachers adapted quickly to this new normal and gave quality lectures through online platforms. They saw their job first and foremost as teachers — and they didn't back down when the heat was on. However, in order for online education to be effective and sustainable in the long term, it is important to continue to support educators by providing them with teaching materials and development opportunities. If adopted, these could go a long way in addressing the

challenges of digital education in setting the foundation for future teaching strategies and policy in both Indonesia and beyond.