

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of findings and discussion and the suggestion related to this research. It sums up how the students and the lecturer view Social Presence in online learning through LMS (Learning Management System).

5.1 Conclusions

The primary objective of this study was to examine the students' and lecturer's perceptions of social presence in online learning through LMS. Through the analysis of participants' responses and insights shared during interviews, this section presents the conclusions drawn from the study. The results of this study provide insightful information about how lecturer and students view social presence in the context of online learning via a learning management system (LMS). The opinions of the participants shed light on many different aspects of social presence and its impact on academic outcomes.

The value of participating actively in LMS assignment and material was stressed by participants. They emphasized the relevance of adhering to directions, reading the assigned readings, finishing assignments, and participating in class discussions as major contributors to effective learning outcomes. For a comprehensive understanding of the material and its impact on results, it was also determined that understanding the sequential flow of the lectures was essential.

The fact that not all online learning sessions offered the same opportunity for discussion or active engagement was noted by the students. Some participants expressed different views regarding the efficacy of forced involvement, raising worries about the restricted impact when participation is felt to be required. Despite this, students understood the benefit of adding to the discussion board, improving their writing, and learning new information from the viewpoints of their peers.

The lecturer was a major factor in determining social presence. Participants emphasized the value of the lecturer's participation and feedback in fostering a positive learning environment. They recommended that teachers take an active role in discussions, give prompt comments on tasks, and answer inquiries from students. It was believed that the lecturer's active participation was essential for encouraging social presence and improving student learning.

The results of this study have significant implications for teaching techniques and online course design. A well-organized course design with a sequential flow, explicit introductions, practice examinations, educational resources, and plenty of discussion opportunities within the LMS can considerably boost social presence in online learning using the LMS. A planned strategy like this encourages predictability and aids in students' understanding of the course progression.

Incorporating engaging course material and engaging elements like videos, quizzes, and real-world examples also increases student participation and fosters a

feeling of community. Social contact and community development are further facilitated by the inclusion of collaborative learning activities, such as group projects and online group activities.

Furthermore, the lecturer's active participation and prompt response are crucial in fostering a positive learning environment. To create a sense of lecturer presence and boost student engagement, lecturer should actively participate in conversations, give prompt comments on assignments, and reply to questions from students. The fusion of video conferencing platforms, virtual office hours, and collaborative tools can enable real-time collaboration and participation to harness technology in creating social presence. Additionally, it was noted that integrating Artificial Intelligence (AI) components into the LMS might enhance social presence and enable project-based and collaborative learning experiences by automating assessment, evaluation, and communication.

In conclusion, this study have provided insight into how both students and lecturer view social presence in online learning through the LMS. It is hoped that this study adds to the growing body of knowledge about online learning and inspires additional research and innovation in the discipline of social presence in the context of learning management systems.

5.2 Suggestions for Future Research

While this study provides significant insights on both students' and lecturers' perceptions of social presence in online learning via the LMS, it is critical to realize its limits. The study focuses on a single course, which may limit

the generalizability of findings. To improve the reliability of future research, these limitations could be addressed by increasing the sample size, using mixed-methods approaches, or studying different teaching strategies.