**CHAPTER V**

**CONCLUSION, LIMITATION AND SUGGESTION**

 This chapter presents conclusions and suggestions in accordance with the research findings. The first part is the conclusion of the research results and the second part is the suggestions related to the objectives of the teaching and learning process.

1. **Conclusion**

 From the research that has been conducted on teacher perceptions of students' bad habits in online learning with a total of six teachers from three schools in Garut, it can be concluded that the teacher's handling of students who often cheat must be followed up. This is done to achieve the maximum learning objectives without cheating behavior. Followed up here in the sense that the teacher can make various efforts to minimize students doing this in their own way without making students uncomfortable. The six teachers in this study thought that cheating was not justified, even in any form dishonesty would not be good for the future. Regarding the opportunities for students to cheat or not, according to research, this can be seen from the situation and conditions of students such as external and internal factors. Then the factors that cause students to cheat can also be an alternative for future learning with effective learning strategies that don't take much time but the material can be delivered to students well and easily understood, so they never think about cheating. Making questions or selecting materials is made as efficient as possible to make it easier for students to learn, and also does not require students to be able to fully understand the material because after all, each student's memory is different in each lesson. In terms of the difficulty of the teacher in dealing with students cheating to measure how easy and difficult it is, it is more dominant to a level that is neither too difficult nor too easy. These statements have different points of view because in this study the participating teachers consisted of teachers of different subjects.

1. **Limitation**

 The purpose of this study was to determine the teacher's perception of the bad habits of students who cheat in online learning. However, certain limitations must be considered. This research was conducted with the number of participants as many as six teachers located in three junior high schools in Garut. Results should be interpreted with caution until further data from similar studies in educational institutions and other areas are obtained.

1. **Recomendation**

 The facts on the ground have shown that online education has changed significantly in recent years. One of the main challenges in online education is the validity of assessments. Therefore, it is necessary to conduct further research on the motivation to cheat and the types of cheating. To reduce students from cheating, it is necessary first to know the motivation for cheating and the types and technologies of cheating. Furthermore, fraud prevention methods reduce this bad habit. As fraud prevention methods develop, new types and technologies of fraud also emerge. As a result, there is no system that can reduce all types of cheating in online exams, and more advanced methods must be used. It seems that the most efficient strategy for dealing with cheating is to reduce the motivation to cheat.

 Many previous studies have also been carried out according to students' perceptions so research on student perceptions is still relatively rare. When research on perceptual cheating is carried out further, it is likely that the impact will result in various ways of managing children's motivation to cheat.