



## Implementation of the online learning process for students of UIN Imam Bonjol Padang

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### ABSTRACT

Online learning is a new form of learning that can be carried out by students in line with current technological developments. This research aims to dig deeper into the implementation of the online learning process among UIN Imam Bonjol Padang students. The method used is descriptive with a qualitative approach. The results obtained from this research are the need to plan online learning before using it in a learning activity. The lecturer's plan to conduct online learning can have an impact on how effectively the plan is implemented. UIN Imam Bonjol Padang students use group study tactics to complete the online learning they have to carry out. In implementing online learning, various types of media are also needed for various aspects of material during online learning to support the learning process with access to the library. A structured implementation of online learning will create an ideal process for implementing education, making it easier for students to follow the learning process.

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### ABSTRAK

Pembelajaran online menjadi bentuk pembelajaran baru yang dapat dilakukan oleh mahasiswa sejalan dengan perkembangan teknologi sekarang ini. Tujuan dari penelitian ini adalah untuk menggali lebih dalam implementasi proses pembelajaran secara online di kalangan mahasiswa UIN Imam Bonjol Padang. Metode yang digunakan adalah deskriptif dengan pendekatan kualitatif. Hasil yang diperoleh dari penelitian ini adalah perlunya membuat perencanaan pembelajaran online sebelum menggunakannya ke dalam suatu kegiatan pembelajaran. Rencana dosen untuk melakukan pembelajaran online dapat berdampak pada bagaimana rencana tersebut efektif dilaksanakan. Mahasiswa UIN Imam Bonjol Padang menggunakan taktik belajar kelompok untuk menyelesaikan pembelajaran online yang harus dilaksanakannya. Dalam menerapkan pembelajaran online, diperlukan juga berbagai jenis media untuk berbagai aspek materi saat pembelajaran online dalam menunjang proses pembelajaran dengan akses ke perpustakaan. Dengan pelaksanaan yang terstruktur ketika pembelajaran online maka akan menciptakan proses yang ideal dalam pelaksanaan pendidikan sehingga memudahkan mahasiswa mengikuti proses pembelajaran.

**Kata Kunci:** implementasi pembelajaran; pembelajaran online; proses pembelajaran

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## **INTRODUCTION**

The curriculum is referred to as the “heart” of education; therefore, it must be an integral part of every educational endeavor. A curriculum is adaptive, evolving over time to reflect the needs of society. To ensure students are prepared to face future challenges, the curriculum plays a vital role in education. While many educational programs have been carefully designed, not all lecturers and institutions truly understand how to implement them effectively. As long as students exist in the world, there will be lecturers who deliver information, attitudes, and skills to their students. In turn, students will always be engaged in the learning process. Students, lecturers, and various learning materials together form the “learning environment.”

The term “online learning” refers to a new approach in education that utilizes information technology within the classroom (Fitriyani *et al.*, 2020). Online learning is a set of techniques used in distance education, where teaching and learning are conducted simultaneously yet independently (Mustofa *et al.*, 2019). Since it operates through internet networks and Web 2.0, online learning relies heavily on technological tools and internet infrastructure, as discussed by Alessandro in the book *Digital Skills and Competence, and Digital and Online Learning*. In online learning, students are not required to physically attend a higher education institution to participate in lectures and other forms of instruction. Similar to conventional educational methods, students can prepare for exams and quizzes independently at home. Media that facilitate interaction between lecturers and students enable learning to continue uninterrupted.

Through online learning platforms, students can access lecture materials, complete assignments set by lecturers, engage in peer discussions, and share insights and experiences using digital technologies. Students in online learning receive support and guidance through electronic means. There are benefits for all parties involved when online learning is implemented. Institutions can avoid course cancellations due to low enrollment, professors can allocate more time for research and community service, and working students can pursue their education without needing to travel to campus. The primary focus of this study is the implementation of online learning among students in the *Bahasa Inggris* program at *UIN Imam Bonjol Padang, Kota Padang*. This university integrates religious values as the foundation of its educational approach, combining them with the advancement of scientific knowledge.

Due to time constraints and a reduced workload, lecturers tend to focus on the most essential aspects of course content during online instruction. Consistent with previous research findings, lecturers perceive online learning as less effective than traditional classroom teaching, as they spend less time discussing key points of the material with students and assign fewer homework tasks (Yaya *et al.*, 2021). Online assessments are now conducted orally from each participant’s home, typically via Zoom meetings or delivered through WhatsApp groups rather than in written form. WhatsApp groups are used to distribute assignments, after which students with access to smartphones are evaluated both orally and in writing (Alaby, 2020).

The implementation of media-based online learning has been highlighted in several previous studies. Online learning emerged as the primary solution during the COVID-19 pandemic,

when face-to-face classroom instruction was no longer feasible (Liu & Ilyas, 2020). The impact of the pandemic on learning implementation brought both significant challenges and opportunities, including the availability of adequate technology, internet connectivity, readiness of students and teachers, transformation in mastering new technologies, and the potential for more innovative learning approaches (Paseleng & Sanoto, 2021). These studies provide a comprehensive overview of the continuity of online learning processes in universities.

The quality of online education can be enhanced by improving institutional infrastructure and facilities. The conclusion of this study is supported by findings from other research (Istiqomah & Akhmad, 2021), which revealed that meeting instructors' needs in online education—such as providing computers and internet data packages—is an effective way to reduce students' difficulties in online learning. Moreover, the use of online learning requires both lecturers and students to install communication applications such as Zoom Meeting and WhatsApp on their devices. Based on the aforementioned background and previous studies, the researcher aims to explore more deeply the implementation of online learning processes among students at UIN Imam Bonjol Padang. This study is expected to serve as a guideline for the proper application of online-based education.

## LITERATURE REVIEW

### Online Learning Implementation

The term "online learning" refers to the process of applying online learning within academic settings. This study focuses on students who participate in online learning by using the internet as a tool for learning. Students can study at their own pace by taking classes online. Online learning is a form of distance education. Administrators responsible for implementing distance or online learning must be able to develop control systems that emphasize the intensity of the learning process, as online learning is not bound by fixed study hours or program duration. The development of various media and strategies for online learning is carried out to optimize its implementation (Dewanty & Farisya, 2023). In addition, since it directly affects how well the learning process functions, the completeness of infrastructure and technological proficiency are additional aspects that must be carefully managed.

Learning is the process of acquiring information and understanding, developing competencies in skills and character, and cultivating commitment and values through guidance (Rohmawati, 2015). This implies that effective *pembelajaran* is the result of a structured process. Learning can also be viewed as a process of instructing students through a sequence of interactions with their lecturers. Beyond classroom hours, students may engage in learning activities outside scheduled lectures and at home. The use of information technology in education can also be beneficial, as it enables lecturers to teach with greater confidence. *Pendidikan online* is one form of innovation in the educational field that integrates information technology into the learning process (Fitriyani *et al.*, 2020). Online learning is a type of distance learning that employs various instructional strategies and teaching-learning activities conducted separately (Mustofa & Budiwati, 2019).

Online learning is a form of modern education that utilizes technological advancements and is conducted through the use of computers and internet connections rather than direct face-

to-face interaction between teachers and students (Mustakim, 2020). Online learning or distance learning is defined as education that emphasizes independent learning (Gencosman, 2021). Online learning relies on the accessibility of supporting technologies used; it can be conducted anytime and from anywhere.

### **Advantages and Disadvantages of Online Learning**

Online learning has both benefits and drawbacks. The advantages of online learning can be experienced when there is adequate readiness and understanding of the learning models and methods being used (Hongsuchon *et al.*, 2022). In addition, the readiness of devices and perceptions of online learning itself also influence the extent to which its benefits are felt (Wei & Chou, 2020). In the book *Pelaksanaan Pembelajaran Daring di Era COVID-19* written by Gilang, the advantages and disadvantages of online learning are outlined. From both the lecturer and student perspectives, it offers convenience in accessing learning content using smartphones or other technical devices such as laptops connected to the internet. Learning activities can also be carried out anytime and anywhere by utilizing online learning, regardless of time, as long as adequate access is available.

On the other hand, the affordability of internet data packages and the ease of accessing various learning resources make it easier for students to stay up to date without worrying about missing lessons due to unavailable data. Additionally, many individuals who wish to learn something new often lack time. The fact that their time is already consumed by work is one possible reason. This issue can be addressed through online learning, which allows the learning process to continue without being constrained by fixed class schedules. By using online learning, lecturers and students gain broader perspectives, as they encounter a wealth of information previously unknown to them. This is because some content available on online platforms has not yet been published in printed form, such as books, which are commonly used in traditional teaching methods. This differs from direct instruction using printed textbooks.

Online learning also reduces the direct experiences that are typically gained through in-person learning processes, although it does offer alternative forms of experience (Bird *et al.*, 2022). It also influences the nature of communication within the learning process, gradually shifting from formal formats—such as online learning platforms or email—to more informal modes including instant messaging, group chats, audio calls, video calls, and others (Alawamleh *et al.*, 2020). Another effect is the emergence of stress and excessive anxiety, as well as difficulty concentrating, which are commonly experienced during online learning sessions (Lemay *et al.*, 2021).

## **METHODS**

The main focus of this study is to explain a phenomenon by carefully analyzing the data that has been collected; therefore, a descriptive qualitative approach was chosen. This research was conducted by analyzing the implementation of online learning among students in the *Tadris Bahasa Inggris* program at UIN Imam Bonjol Padang. The study was carried out in several stages: the pre-field stage, fieldwork, data analysis, and report writing—these four stages form the structure of this research project. The aim of descriptive qualitative research

is to provide a comprehensive overview of the phenomenon being studied and to offer broader justification and answers to open-ended research questions. In qualitative research, humans are the primary source of data collection, and the findings are often presented in the form of short essays or descriptive statements.

## **RESULTS AND DISCUSSION**

### **Online Learning Planning**

As a result of the convenience offered by online learning, students can study whenever it suits them best. Educators responsible for delivering distance or online learning must be skilled in designing regulatory frameworks to ensure that students can make the most of their study time and educational opportunities. This enables consistent assessment of students' progress. In addition, there are additional elements that must be managed due to their direct impact on the efficiency of the educational process: the completeness of infrastructure and technological proficiency, both among students and lecturers. Students in the *Tadris Bahasa Inggris* program at UIN Imam Bonjol Padang receive learning plans from their lecturers, allowing them to organize strategies and resources to participate effectively in online learning. Researchers can conclude that the accessibility of identification information is related to the success of implementing online learning plans, based on findings from existing studies. Based on information obtained from students of the *Tadris Bahasa Inggris* department at UIN Imam Bonjol Padang, several photos and information about instructors were not available when students participated in online learning.

Researchers can conclude that the accessibility of identification information is related to the successful implementation of online learning plans based on existing study findings. Based on information obtained from students of *Tadris Bahasa Inggris* at UIN Imam Bonjol Padang, several photos and details about instructors were not available when students participated in online learning. This is predicted by observing the general outline of the university requirements that students must follow. The semester learning plan, which includes the full identity of the course, is recommended by the online learning process handbook as part of the quality criteria for the learning process.

Lecturers' plans to conduct online learning can affect how effectively those plans are implemented. This enables lecturers to create e-learning modules based on the expertise needs outlined in the course outline. Preparation is carried out with the aim of directing the learning process in the right direction to achieve the predetermined goals, as conveyed in the book *Desain pembelajaran PAUD* written by Fadlillah. Each time a lecturer teaches a lesson, they need to develop an implementation strategy. Unstructured online learning can make it difficult for students to understand the material and ultimately hinder their ability to achieve their educational goals. There are still verbs that have not been tested, but subsequent online learning outcomes are developed using the ABCD formula, which consists of Audience, Behavior, Condition, and Degree. This is done with the hope that students will gain a deep and comprehensive understanding of the material covered in the learning objectives. Students also receive limited guidance during online learning on how to utilize online learning in their studies. In terms of information, visually appealing competency maps are designed to help students navigate their own learning. Competency standards are

developed in line with the learning objectives, while indicators are developed with less precision. Both students and teachers need to conduct research with the ultimate goal of creating good course products both inside and outside the classroom (Darmawan *et al.*, 2019).

In other words, lecturers sharing the syllabus and *RPS* is a step toward realizing the lecture process. Based on findings from studies on the implementation of *RPS* in higher education institutions, lecturers need to include their personal identification in every *RPS* they create, along with course details, course credit value, course code, semester, and the name of the class supervising lecturer (Sitepu & Lestari, 2018). According to the *Buku Panduan Proses Pembelajaran Online* from *Kemedikbudristek*, online learning *RPS* must include elements such as the lecturer's photo and email, a course summary or description, a program map, and learning strategies. Learning media, technological resources, and evaluation methods must be clearly described. The plan must also meet the content requirements of learning standards, which set minimum standards for the quality and scope of educational resources. The capacity to use narratives about systematic learning to influence learning outcomes is also considered important by the study's authors.

Researchers also found that students from the *Tadris Bahasa Inggris* department at UIN Imam Bonjol Padang had access to a syllabus organized in the form of a table containing the lecture schedule, activities, and strategies to achieve LO. Weighting is provided using learning outcome assessment standards, and the learning process based on outcomes is available in an online format. Learning objectives for attitude, knowledge, general skills, and specific skills are all included in the *RPS*, making the document comprehensive. Learning outcomes and *SAP* are also mentioned. Competency standards, basic competencies, subject/learning materials, learning activities, competency achievement indicators for assessment, assessment methods, time allocation, and learning resources are components of the course syllabus (see: <https://bdkmakassar.kemenag.go.id/berita/perencanaan-pengajaran-dalam-pembelajaran>). Students from the *Tadris Bahasa Inggris* department at UIN Imam Bonjol Padang have access to estimated study loads and weekly schedules, as well as references that are consistent with current subject materials and prepared in a non-sequential manner. Relevant datasets and sources, along with media, are needed for use in learning planning.

In another study, the importance of learning planning includes the development of a syllabus and *RPS* that refer to content standards, as well as the planning of learning implementation and the preparation of learning media and resources, learning assessment tools, and learning scenarios (Rimbarizki, 2017). Curriculum and instruction are adjusted according to the selected teaching methods. One of the most important steps students must take before starting online learning is completing the online learning preparation phase, by outlining everything they need to prepare. Comprehensive and extensive preparation for online learning is required well before the learning process begins. The goal of online learning planning is to give students the sense that what they are learning is relevant to their lives and not just a collection of facts they need to memorize. Each lecturer is responsible for creating their own online lesson plan.

## **Online Learning Activities**

Students from the *Tadris Bahasa Inggris* department at UIN Imam Bonjol Padang have mostly participated in online learning their lectures. In its implementation, lecturers need to carefully consider strategies that will enable students to engage effectively in online learning. After developing online teaching strategies, lecturers must integrate technology into their instruction. It remains essential to stay focused on the learning objectives when participating in online learning activities. With the availability of online learning activities, students enjoy greater flexibility in how they learn. For instance, they can access learning materials not only during class hours but also at any time by downloading them from the internet and reviewing them at their convenience (Darmawan *et al.*, 2018). Online learning content is designed to spark curiosity and interest in students, thereby motivating them to learn. This enables students from the *Tadris Bahasa Inggris* department at UIN Imam Bonjol Padang to study at their own time and pace. Student motivation and independence in the classroom increase when they have access to online learning (Sadikin & Hamidah, 2020). Attitudes of autonomy, creativity, and self-direction in the classroom can be cultivated through online learning (Waruwu, 2020). Learning motivation is the engine that keeps the wheels of education turning. Through this approach, students can develop a more nuanced understanding of complex issues.

Moreover, lecturers allow very limited student-lecturer communication during online lessons. Additionally, some online presentations can be viewed repeatedly during online lectures, but feedback is typically provided only by the lecturer. In this situation, the lecturer plays a crucial role in promoting independent learning by providing students with accessible, comprehensive, and goal-driven content that they can explore and investigate on their own. To carry out the online learning process, students need to engage in interaction with lecturers/tutors or with fellow students through ICT-based media, as has been practiced by both lecturers and students from the *Tadris Bahasa Inggris* department at UIN Imam Bonjol Padang.

The teaching method involves the use of online tutorials. The timing is flexible and can be adjusted according to individual needs. Lecturers and students must be able to communicate with each other in various ways during online learning process, whether through more direct channels such as chatting or messaging, or through more indirect channels such as forums (Rusman, 2012). Furthermore, online learning also affects the nature of communication that occurs during the learning process, gradually shifting from formal forms using learning platforms or email to more informal forms such as instant messaging, group chats, audio calls, video calls, and others (Alawamleh *et al.*, 2020). Since online learning is carried out independently by the students themselves, it is essential for them to engage with one another and with the lecturer through the platforms provided. When students struggle to understand a topic, such discussions become even more crucial.

Online learning serves at least three purposes in educational efforts: (1) Supplementary online education. Students from the *Tadris Bahasa Inggris* department at UIN Imam Bonjol Padang will have the option to utilize online learning materials, which will free them from the constraints of traditional learning systems while saving time and space. Although participation in this online learning system is voluntary, it will undoubtedly benefit students who choose to engage with it. (2) Complementary online learning, in which students from the *Tadris Bahasa Inggris* department at UIN Imam Bonjol Padang use online resources designed to complement what they receive in class. These resources serve as reinforcement

or remedial support when students participate in traditional learning activities. (3) Online learning as a substitute, meaning it provides students from the *Tadris Bahasa Inggris* department at UIN Imam Bonjol Padang with an alternative model to traditional lecture-based learning. In the book titled *Pengembangan E-Learning: Teori dan Desain* written by Darmawan, it is stated that the goal of online learning is to enable students to control the time they spend in lectures in a way that aligns with the rest of their academic schedule.

### **Online Learning Delivery Strategies**

Research findings indicate that students from the *Tadris Bahasa Inggris* department at UIN Imam Bonjol Padang only employ group learning tactics to complete their online learning. The idea is that students can participate in the online learning process in groups at the same time, such as a group of students engaging in discussions or video conferences about the subject matter in various formats. Students can learn to collaborate and take responsibility for their work when studying in groups. To fully benefit from online learning, students must collaborate on group projects and enhance the motivation and learning strategies they employ (Ghifari *et al.*, 2022; Hapsari *et al.*, 2023).

When students work together to find solutions to challenges, they can share a wide range of perspectives and ideas. Group interaction feels more authentic; it is important to recognize not only verbal signals but also nonverbal cues—verbal expressions that carry socio-emotional information (Tantri, 2018). Students' ability to ask each other questions in group settings and present themselves socially and emotionally as human beings is one way online learning has transformed the dynamics of traditional classrooms. Students can gain a great deal by engaging in collaborative learning activities such as discussion groups. Discussions offer many benefits beyond producing useful conclusions; they can foster democratic values, the development of critical and creative thinking, the cultivation of a sense of responsibility, the encouragement of confidence to share viewpoints, and increased motivation to learn.

These findings lead researchers to conclude that both lower-order and higher-order thinking are offered through guiding questions, the introduction of new material, and the use of case studies to facilitate the generation of new ideas. It is important to remember that constructivist theory, which encourages student participation, must also be integrated into resources for online learning. The critical thinking skills of students from the *Tadris Bahasa Inggris* department at UIN Imam Bonjol Padang need to be developed through the online learning process by collecting data and solving problems. Learning should be *learner-centered*, with an emphasis on students actively participating in the classroom (Oktavian & Aldya, 2020). It is the students themselves who determine how well they absorb information during online learning (Sadikin & Hamidah, 2020). Additionally, learning materials are presented from a pedagogical perspective and can be utilized in various ways, with presentation alone being sufficient.

Online learning can disseminate pedagogical tools that enable independent learning and knowledge development regardless of place and time. Students can acquire and refine their *media literacy* skills through various delivery modalities (Fuadi *et al.*, 2020). Students from the *Tadris Bahasa Inggris* department at UIN Imam Bonjol Padang must cultivate independence and a thirst for knowledge when learning is defined by the students

themselves. The level of autonomy each student possesses in the classroom can influence their level of achievement. Furthermore, researchers view the *Sistem Manajemen Pembelajaran* (LMS) as a key feature of distance education. By using LMS, students from the *Tadris Bahasa Inggris* department at UIN Imam Bonjol Padang can freely communicate with their instructors without fear of retaliation from their peers. Most students feel safe expressing their opinions. Effective online teaching yields positive outcomes for learners (Handarini & Wulandari, 2020), highlighting the need for a well-designed online learning environment. An open, distributed, and adaptable learning environment better accommodates new approaches that place the learner at the center and utilize a variety of relevant learning materials. The teaching methods employed by lecturers must be consistent with the content delivered in order to maximize the effectiveness of the interactions that occur. The potential for optimal outcomes from viable learning methods requires the use of appropriate approaches.

### **Use of Media and Technology in Online Learning**

The use of instructional media and technology by students from the *Tadris Bahasa Inggris* department at UIN Imam Bonjol Padang is consistent across courses and tailored to the needs of each subject. Therefore, it is important to understand that various media and technologies are required for the effective implementation of online learning content. Today's instructional media practitioners are essential to the success of innovative learning (Darmawan *et al.*, 2019). However, there are shortcomings in the integration between content and learning materials, even though their usefulness continues. This includes content that still requires explanation, guidance, or supervision by lecturers or tutors. On the other hand, the benefits of online learning—such as the ability to revise and store learning materials that are otherwise difficult to access—can be diminished by the use of instructional media that lack clear integration and diversity.

It is crucial to remember that different types of media are needed for various aspects of subject matter in online learning. Media can be viewed as a means of transmitting lecturers' knowledge to students (Imania & Bariah, 2019). Resources available to achieve educational goals—such as the use of radio, television, books, newspapers, magazines, and so on—are considered instructional media. The term "relevant" indicates that the media used can still support the implementation of online learning, even though the integration of the provided content remains uncertain. Computers or laptops are common components of media and technology in online learning, as they are intended and used as efficient tools for teaching and learning related to course content.

Instructional media and technology play a crucial role in the online learning process. Furthermore, the implementation phase often involves the use of low-quality and widely available learning formats. Online learning requires the support of accessible technology. The range of online learning media options spans from simple text exchanges (chatting) to streaming megavideos and video conferencing. To support students in online learning, all online learning platforms provide a variety of useful tools and resources (Hidayat & Noeraida, 2020). The exchange of information between sender and receiver is at the core of online learning. Lecturers can deliver information or act as message managers, which is also essential for assessing teachers' readiness in terms of their familiarity with and preferences

for online learning environments (Gebremaiam, 2024). In order for students to receive information using synchronous communication tools such as Google Classroom, lecturers must ensure optimal conditions so that the communication process can take place effectively.

### **Online Learning Support Services**

Applications for online learning support services utilize the availability of information, technical resources, and instructional support services. This service concept is considered one of the most crucial aspects of all learning activities. Academic and administrative information services for students are only available during working hours. Administrative information services allow students to automatically evaluate the teaching system, as well as provide options for external and internal testing, registration services, and automated library services (El-Sofany & El-Hagggar, 2020).

Therefore, when online learning is implemented, it is recommended that support services such as academic information, academic administration, and TIK technical assistance be available anytime and anywhere, so as not to disrupt students in carrying out the learning process during online lectures. Researchers found that campuses offer learning support during online education, considering that students of the *Tadris Bahasa Inggris* program at UIN Imam Bonjol Padang are physically separated from the institution, lecturers, and fellow students. Thus, the provision of information and consultation services becomes highly important during online learning. These services are offered with the aim of providing as much information as possible to students. It is expected that with easier and more comprehensive access to information, students of the *Tadris Bahasa Inggris* program at UIN Imam Bonjol Padang will be more motivated to learn and better equipped to overcome obstacles in their academic journey.

Research findings also indicate that students of the *Tadris Bahasa Inggris* program at UIN Imam Bonjol Padang, in accessing various digital learning materials, are limited to library facilities that provide technical assistance, while online complaint services are only available during working hours. Individuals seeking information must be able to utilize the available sources of information (Wibowo *et al.*, 2018). Students will find it easier to complete assignments given by lecturers if they have easier access to various resources in the library. It is expected that through the provision of information services, students can obtain the information they need. This is based on three main components of communication: sender, receiver, and intermediary (Darmawan, 2020). Information services are services that provide individuals with the information they require. The knowledge acquired by an individual is necessary for them to make plans and decisions more effectively. Therefore, it can be concluded that information services are essential to support students in the online learning process. During online learning, this material must be accurate and usable by students.

Academic administrative support and TIK technical assistance must be available anytime and anywhere to ensure that students' learning processes are not disrupted. Students must also be able to obtain information regarding their academic progress and achievements, as well as access forums for student complaints. These services focus on identifying the challenges faced by students and resolving those issues effectively in accordance with academic regulations. Students are informed verbally or in writing when a problem cannot be resolved

due to conflict with existing regulations. *Pendidikan jarak jauh* is defined by characteristics such as physical separation between students and lecturers, instructional program management, communication, and two-way communication technology (Darmawan *et al.*, 2018). By removing physical barriers as a factor in classroom learning, online education enables universal access to learning. However, the availability of support services remains limited to working hours for the student population (Riaz, 2018). Students of the *Tadris Bahasa Inggris* program at UIN Imam Bonjol Padang receive these services effectively, which facilitates the implementation of online learning and allows students to overcome challenges optimally in accordance with academic regulations.

## CONCLUSION

The phenomenon of online learning discussed here provides a specific overview that emphasizes the implementation of ideal education. In practice, several elements must be fulfilled, including proper planning, innovative learning activities, material delivery strategies, technological collaboration in implementation, and support services when encountering difficulties in certain subjects. Each time a lecturer conducts a learning session, they need to develop a strategy for its implementation. Unstructured online learning can make it difficult for students to understand the material, ultimately hindering their ability to achieve educational goals. To carry out the online learning process, students need to interact with lecturers/tutors or with fellow students through TIK-based media. The learning methods presented by lecturers must be consistent with the content delivered to maximize the effectiveness of the interaction. Online learning requires the support of available technology. Lecturers can deliver information and act as message managers so that students can receive information using synchronous communication tools such as Google Classroom. Information services are essential to support students in the online learning process. These services focus on identifying the challenges faced by students and resolving those issues effectively in accordance with academic regulations.

## AUTHOR'S NOTE

The author declares that there is no conflict of interest related to the publication of this article. The author affirms that the data and content of the article are free from plagiarism.

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