THE USE OF LEARNING APPLICATION BY ENGLISH LECTURES DURING ONLINE CLASS AT PANDEMIC ERA

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2025M/ 1446 H

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THE USE OF LEARNING APPLICATION BY ENGLISH LECTURER'S DURING ONLINE CLASS AT PANDEMIC ERA

Submitted to the Tarbiyah and Teachers Training
State Institute of Islamic Studies Langsa as Fulfillment of the
Requirement
For The Degree of *Sarjana Pendidikan (S.Pd)* In English Language Education

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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul **"The Use of Learning Application by English Lecturer's During Online Class at Pandemic Era"** untuk memperoleh gelar sarjana pendidikan merupakan hasil karya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 15 Juni 2025

Yang membuat pernyataan



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ACKNOLEDGEMENT

In The Name of Allah, Most Gracious, Most Merciful

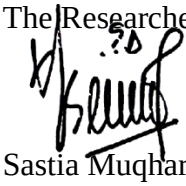
Alhamdullilaahi Robbil ‘Aalamiin, praises and grateful to Allah SWT, peace and blessings be upon to the great prophet Muhammad SAW, his friends, family and followers until the end times. The researcher realize that since the preparation research until the result of this research there are many difficulties and challenges faced, but thanks to the blessing of Allah Almighty and the guidance of various parties, all difficulties and challenges face can be overcome.

The researcher realizes that many hands had given their helps and useful suggestion for the completion of this thesis. Her deepest gratitude goes to the researcher’s beloved parents, Without the assistance of these people, this thesis would never have existed. Therefore, the researcher would like to express her appreciations and thanks to all of them particularly:

1. Prof. Dr. Ismail Fahmi Arrauf Nasution, MA the Rector of Langsa State Institute of Islam (IAIN Langsa).
2. Dr. Amiruddin, MA the Dean of Teacher Training and Education Faculty.
3. Dr. Fakhrurrazi, M.Hum the Head of English Education Department of Langsa State Institute of Islam (IAIN Langsa) and also as the first supervisor.
4. Her High appreciation and great thankfulness are due to supervisor Nina Afrida, MPd and Cut Intan Meutia, MA, Who have given their valuable time and guidance to finish this thesis.

5. The researcher's beloved parents who always support me in finished this study
6. I would like to express my deepest appreciation to Mauloeddin Afna, M.Pd., Shafridawati, M.A., and Zahratul Idami, M.Pd. for their kind willingness to participate in this research and for taking the time to assist in the data collection through the questionnaire provided. Their support and contribution have been truly valuable in the completion of this study
7. Also thank for my special support system who always gave me motivate and pray for me in finishing this research.
8. Thanks to all the researcher's friends in English Education Department 2018 for all support and motivation.

The Researcher



Sastia Muqharani

TABLE OF CONTENTS

PAGE

ACKNOWLEDGEMENT ..... **iv**

TABLE OF CONTENT ..... **vi**

ABSTRACT ..... **viii**

CHAPTER I: INTRODUCTION **1**

A. Background of Study 1

B. Research Question of Study 6

C. The Purpose of Study 6

D. Significance of Study 6

E. Scope of Study 7

CHAPTER II: LITERATURE REVIEW 8

A. Previous of Study 8

B. Theoretical Framework 12

1. Learning Application 12

a. Definition of Learning Aplication 12

b. Type of Learning Aplication 13

c. E-Learning Aplication Advantages 14

d. The Different Generation Learning Aplication 17

e. The Kinds of Learning Aplication 18

2. English Teaching Activity 21

a. Definition of English Teaching Activity 21

b. Teaching Style 25

c. Compenent of Teaching Activity 27

3. Online Learning 30

a. Definition of Online Learning 30

b. Characteristic and Benefits of Online Learning 31

c. Factor to Consider and Condition in Take Adventages of online Learning 33

d. Online Learning Model 35
e. Teaching Media for Online Learning 36

CHAPTER III: RESEARCH METHOD 41
A. Research Design 41
B. Place and Time of Research 41
C. Subject of Study 42
D. Technique of Collecting Data 42
E. Techniques of Analysis Data 44

CHAPTER IV FINDING AND DISCUSSION 46
A. Research Finding 46
B. Discussion 53

CHAPTER V CONCLUSION AND SUGGESTION 56
A. Conclusion 56
B. Suggestion 57

BIBLIOGRAPHY 59

ABSTRACT

Sastia Muqharani, 2025. The Use of Learning Application By English Lecturer's During Online Class at Pandemic Era. *Skripsi* English Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Langsa

Supervisor (1). Nina Afrida, M.Pd **(2).** Cut Intan Meutia, MA

The problem of the study was to investigate the utilization of learning applications by English lecturers during online classes at IAIN Langsa amid the COVID-19 pandemic. The aim of the research was to find out how the lecturers used the applications in online classes at IAIN Langsa. The method of research used was qualitative. Data were collected through open-ended questionnaires completed by three English lecturers. The findings revealed that online learning served as a crucial alternative for sustaining the teaching and learning process during the pandemic. Lecturers employed various digital platforms, including Zoom, Google Meet, WhatsApp, Google Classroom, and AI-based tools such as Eduardo.AI. These applications facilitated material delivery, task assignment, feedback provision, and communication. While, some platforms enabled real-time interaction, others supported asynchronous learning, with varying degrees of effectiveness depending on usage and student engagement. Challenges encountered included poor internet connectivity, limited access to digital devices, and low digital literacy among students. Lecturers also faced difficulties in maintaining student focus, encouraging participation, and preparing interactive content. Student comprehension varied some adapted well, while others struggled due to technical barriers and limited interaction. In conclusion, the study showed that while online learning provided a viable solution during the pandemic, its success was significantly influenced by the digital readiness of both lecturers and students. Effective implementation required not only appropriate technological tools but also strong motivation, adaptability, and support systems to overcome the challenges of remote education.

Keywords**:** ***Online learning, learning applications, and English lecturers***

CHAPTER I

INTRODUCTION

A. Background of Study

The Covid-19 pandemic has become a contemporary problem in the world of education, as well as all sectors of human life. This is because all access to human interaction must be limited to break the "chain" of the spread of the virus, which is thought to be very dangerous and lead to death. This is also the basic reason for the transfer of all learning activities through virtual (online). The term work from home (WFH) is also known to employees and education personnel.[1]

Supporting these efforts, the government through the ministry of education and culture has officially established an online learning policy in the Covid-19 pandemic situation (Permendikbud number 4 of 2020). In this regulation, the principles and limitations of the online learning system are regulated in such a way that they are carried out from their respective homes.

These efforts must be balanced with improving the quality of educators in using virtual methods and other learning tools.[2] The application of online learning is considered appropriate as an alternative to the learning process in the era of the Covid-19 pandemic. Likewise, there are still various weaknesses, especially in terms of using the application for teachers who are accustomed to offline learning systems (face to face).

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[1] W. Zendrato, Gerakan Mencegah daripada Mengobati Terhadap Pandemi Covid 19. *Jurnal Education and Development*, (2020). 8(2), 242. http://journal.ipts.ac.id/index.php/ED/article/view/1689.

[2] G. Sajow, Kebijakan Pemerintah dalam Pelaksanaan Pendidikan Menengah Melalui Pembelajaran Dalam Jaringan (Daring). *Jurnal Politico*, (2022). 11(1)

For this reason, the lecturer or teacher are given the freedom to create the learning process. Even though the online learning system has various weaknesses in the implementation process, it provides a lot of convenience by learning from each other's homes (without being bound by learning space and time). This is of course supported by the very rapid sophistication of technology and information, as well as fast internet service facilities so that learning continues to be carried out properly without worrying about the spread of the Covid-19 virus.[3]

The current digital era, with its various sophistications, is faced with an emergency in the form of the Covid-19 pandemic. Even so, education as the front line in the human resource empowerment sector must continue to run. For this reason, the application of online learning is considered appropriate as an alternative to learning, through the use of the internet network.[4] In this way, learning will continue, and limited access and interaction during the pandemic will also be maintained.

The current COVID-19 global pandemic has affected several billions of students worlwide as many education are closing down for months. Suddenly, teachers are forced to prepare online learning materials and transfer their face-to-face teaching activities to online learning platforms. This has posed lots of pressures and challenges to them. Students are also facing many obstacles as many of them are not used to online learning mode. Educational institutions and

[3]Baety, D.N., &Munandar, D.R. Analisis Efektivitas Pembelajaran Daring dalam Menghadapi Wabah Pandemi Covid-19. *Edukatif: Jurnal Ilmu Pendidikan,* (2021). 3(3), 880-989.

[4] M., Uyun, & I. Warsah, IAIN Curup Students' Self Endurance and Problems in Online Learning During the Covid-19 Pandemic. *Edukasi Islami: Jurnal Pendidikan Islam*, (2022). 10(01), 395-412.

governments are struggling to provide online platforms with enough capacity and bandwith to accomodate massive online learners simultaneously. Teachers' professional training and support for mastering online teaching and learning competence is urgently needed. Hodges defined emergency teaching as "a temporary shift of instructional delivery toan alternate delivery mode due to crisis circumstances.[5] It involves the use of fully online teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid corses.

Therefore, the government took wise steps so that the teaching-learning system can continue to run, a solution for learning from home emerged using a learning application or commonly called E-learning. E-learning itself is also applied by IAIN Langsa English lecturers in online classes during the pandemic. E-learning is a learning model that utilizes technological facilities information and communication and to support the distance learning process in addition to e-learning. There are several other uses of technology that are used to improve teaching and learning process through distance learning including by using communication media such as WhatsApp, Google Class, You Tube, and the zoom application that can bring together lecturers and students virtually so that the teaching and learning process can well conveyed.

Through the implementation of this distance learning policy it is hoped that the world of education will participate in supporting the government in

[5] Charles Hodges and others,eds. *The Difference Between Emergency Remote Teaching and Online Learning*,(USA: Education Review,2020), 2-5.

reducing the rate of the spread of covid 19 and the world of education in Indonesia can run even though our country battling the corona pandemic.

Based on the observations in the 2020-2021 pandemic era, online classes using learning applications carried out online by lecturers and students have positive and negative impacts. The problems that the researcher want to examine in the research this time are the problems that arise during the implementation process using learning applications in students' online classes, problems that are also faced by lecturers themselves when teaching students using learning applications in online classes. In addition, learning carried out online in all courses with different materials, times and methods carried out by each lecturer provides a new experience for students at that time. Both experiences that are easy for them to accept and participate in developing and can also be said to be experiences that require time to develop students' abilities in each learning they take part in.

Therefore, many learning opportunities have also arisen in this difficult time. A committed community of lecturers must learn how to record videos and upload them, how to handle learning platforms, how to conduct collaborative learning, how to facilitate forums and respond to student posts effectively and how to manage them. time and meet student expectations. While great pressure was put on the lecturers in the colleges, they still had no choice whether to accept or reject this situation. Solutions from English lecturers to the study from home policy are invaluable for diagnosing students' learning needs more easily which ultimately leads to a wide selection of alternative learning strategy solutions that

can be chosen for more effective learning for all students, so that the quality of the learning process can be improved. Because of these problems, there is a solution regarding the effectiveness of online English teaching at the English Department of IAIN Langsa.

According to Wu et al., Teachers' satisfaction with online teaching can influence their personal self-efficacy beliefs (which are considered an important index of online teaching quality), making it imperative to explore the experiences of university teachers and their comments on the effects of teaching during COVID-19."[6] In addition, the application of learning applications in online language classes seems to be lacking. By knowing the experience of lecturers in implementing learning applications in online classes, it can be an evaluation of the effectiveness of implementing learning applications in online classes in the future to improve English teaching and learning activities. Lecturers can adapt the methods found from this study to achieve the effectiveness of implementing learning applications in online classes at certain times or normal teaching periods. Therefore, this research intends to explore about *"**The Use of Learning Apllication By English Lecturer's During Online Class At Pandemic Era".***

[6] Wu, C. H., Chen & T. C. Chen, An Adaptive e-learning system for enhancing learning performance: Based on dynamic scaffolding theory. *Eurasia Journal of Mathematics, Science and Technology Education*, (2018). 14(3), 903–913.

B. The Research Question of Study

Based on the background above, the researcher would like to formulate the research question as follow “How kinds the lectures use the application in online class at IAIN Langsa?

C. The Purpose of Study

Based the purpose of conducting this research is to find out about the kinds lectures use the application in online class at IAIN Langsa.

D. Significant of Study

There are theoretical and practical significances from this research as follows;

Theoretically, This research can be useful as a source of reference for relevant research on online English learning or activity and this research can be useful as input for increasing knowledge about learning during pandemic at university.

Practically, the result of this research can be implemented by English teachers can make it efficient the learning process, and help facilitate students to improve learning outcomes. In addition, the students can improve the knowledge about online learning in the Covid-19 pandemic. Lastly, for other researcher, can increase the knowledge and information about English teaching activity during pandemic era.

E. Scope of Study

This research is limited and focused on how to apply learning applications by English lecturers in English Department IAIN Langsa that teaching some skill reading, writing, listening, speaking 2020-2021 during pandemic. In this research the learning application thau used by the lecturers arezoom meeting, google classroom, whatsapp aplication, and AI based tool.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This chapter presents the findings of the research conducted to explore the use of learning applications by English lecturers during online classes in the pandemic era. The study was carried out at IAIN Langsa and involved three English lecturers as participants. Data were collected using an open-ended questionnaire consisting of five questions aimed at understanding how lecturers utilized various learning applications, the challenges they faced, and their perspectives on the effectiveness of online teaching during the pandemic. The data were analyzed qualitatively to identify common patterns and insights regarding the integration of digital tools in the teaching and learning process during this period. The following are answers from three lecturers regarding the learning applications used during the pandemic era.

1. What do you think about online learning when the Pandemic Era? Tell obout it!

The responses from the three English lecturers at IAIN Langsa revealed varying yet complementary perspectives on online learning during the pandemic.

> Mr. MA" expressed a positive view, highlighting that online media combined with the support of AI-based learning assistants was instrumental in helping both lecturers and students stay engaged and meet the course objectives. This integration of digital tools allowed the teaching and learning process to continue effectively despite the absence of in person classes.

> Mrs. SW regarded online learning as the only viable alternative during the pandemic to ensure that the educational process remained uninterrupted. This viewpoint underscores the urgency and necessity of transitioning to digital platforms, not by choice but by circumstance.

> Mrs.ZI “offered a more detailed reflection, acknowledging that online learning brought significant changes to the field of education. The sudden shift to platforms like Zoom and Google Classroom was challenging, especially for those unfamiliar with digital tools. Accessibility issues were also raised, as many students in rural or low-income areas lacked adequate devices and internet access. However, the lecturer also noted the benefits of online learning, such as its flexibility and the ability for students to study from anywhere at any time.

All three lecturers recognized that online learning, while essential during the pandemic, came with both advantages and drawbacks. While it enabled educational continuity and introduced new methods of digital instruction, it also led to reduced student motivation, feelings of isolation, and difficulties in maintaining focus. Nonetheless, the experience has influenced the future of education by highlighting the importance of digital readiness and the potential of blended learning approaches.

2. Can online learning facilitate your learning process? Explained!

In response to the second question regarding whether online learning can facilitate the teaching and learning process, all three lecturers gave affirmative answers, though with different emphases based on their experiences.

> Mr. MA “ highlighted the usefulness of specific digital tools, particularly mentioning *Eduardo.AI*, an artificial intelligence-based application.

According to the lecturer, this application significantly assisted in guiding the learning process and ensuring that course objectives were followed effectively.

Mrs. SW “ emphasized the convenience offered by online platforms, pointing out that they provide various tools to simplify communication and interaction with students. These tools also allow students to access a wide range of learning resources, thereby enhancing the overall learning experience.

Mrs ZI “gave a more comprehensive explanation, stating that online learning facilitates the teaching process in several key ways. These include time and location flexibility, the ease of delivering lessons and assignments remotely, and the ability to share learning materials in digital format. Students benefit from being able to revisit recorded lectures and materials at their own pace, improving comprehension and retention. Furthermore, online systems enable lecturers to monitor student progress through digital records and assessments. Nevertheless, the lecturer also acknowledged certain limitations, such as reduced face-to-face interaction and occasional technical difficulties”.

Overall, the responses indicate that online learning is seen as an effective facilitator of the teaching and learning process, especially when supported by appropriate tools and platforms. However, it is also recognized that online learning cannot fully replicate the dynamics of in person interaction, and therefore, a balanced approach is necessary.

3. What the difficulties did you face when studying online?

When asked about the difficulties encountered during online teaching, all three English lecturers reported facing various challenges, particularly related to technical issues and student engagement.

> Mr. MA "identified two major obstacles: the limited availability of internet data packages for students and unstable connections during live Zoom sessions. These problems often made it difficult for students to log in or stay connected throughout the class, reducing their ability to fully participate in synchronous learning activities".

> Mrs.SW mentioned signal problems as a significant barrier, along with the potential for distractions in the students' home environments. Unlike traditional classrooms, online learning often places students in less structured settings, where concentration can be disrupted by family members, noise, or multitasking.

> Mrs.ZI "provided a detailed explanation of the challenges faced. Similar to the others, she emphasized poor internet connectivity as a major issue, causing delays, unclear audio, and frequent disconnections. She also highlighted the lack of face-to-face interaction, which made it difficult to interpret students' understanding due to the absence of visual cues like facial expressions and body language. Moreover, maintaining student engagement proved more difficult in the online setting. Some students turned off their cameras, remained silent, or avoided participation. Preparing effective online materials also required more time and creativity to ensure the content was both clear and engaging".

In summary, all lecturers agreed that despite the accessibility offered by online learning, it came with notable challenges. These included unstable internet

connections, reduced student interaction, potential distractions at home, and the extra effort needed to create interactive and effective online content.

4. What online learning models do you use during a pandemic?

In response to the question regarding the online learning models employed during the pandemic, all three lecturers consistently mentioned the use of synchronous meeting platforms as their primary tools for conducting online classes.

> Mr MA "stated that she mainly used Zoom, considering it the most obvious and effective tool for real-time online meetings.
>
> Similarly, Mrs. SW reported utilizing both Zoom and Google Meet as the main platforms for delivering live instruction and interacting with students during scheduled class times.
>
> Mrs. ZI used Zoom, Google Meet, and WhatsApp as the online applications she used throughout the pandemic. While Zoom and Google Meet were primarily used for synchronous sessions, WhatsApp served as a complementary tool for quick communication, sharing materials, and providing instructions to students who might face technical difficulties with video conferencing platforms.

The consistent use of Zoom and Google Meet among all participants suggests a strong preference for real-time, video-based teaching methods during the pandemic. Additionally, the inclusion of WhatsApp by one lecturer highlights the importance of flexibility and accessibility, especially for students with limited internet access or bandwidth.

5. How is students ability in understanding material through the application used!

When asked about students' ability to understand learning material through the applications used during online classes, the responses from the three lecturers varied, reflecting both strengths and limitations observed during implementation.

> Mr. MA expressed concern, noting that many students found it difficult to fully grasp the material through online platforms, particularly Zoom. She emphasized that live, face-to-face explanations were more effective for her students. To address this gap, she reported repeating explanations multiple times and enhancing her lessons with PowerPoint presentations, websites, and additional references to support student understanding.
>
> In contrast, Mrs SW observed generally positive outcomes. According to him, students had ample opportunities to ask questions whenever they encountered difficulties, and the online setting allowed him to provide more personalized feedback. This interaction contributed to improved student comprehension in his classes.
>
> Mrs ZI offered a more nuanced view. She acknowledged that not all students shared the same experience or learning outcomes. Factors such as poor internet connectivity, limited access to devices, and a lack of digital literacy hindered some students from fully benefiting from online instruction. She further noted that student engagement played a critical role in understanding students who kept their cameras off or did not interact during Zoom sessions were often less focused. While platforms like WhatsApp were helpful for quick updates and communication, they

were limited in delivering complex explanations. Long text messages, for instance, were often misunderstood or overlooked by students.

Overall, the lecturers agreed that while online applications offered valuable support for remote learning, their effectiveness in facilitating students' understanding greatly depended on several factors, including the nature of the material, the method of delivery, student participation, and access to reliable technology.

Based on the responses gathered from the three English lecturers at IAIN Langsa through open-ended questionnaires, it can be concluded that online learning during the pandemic era played a crucial role in maintaining educational continuity, despite the many challenges it posed.

All lecturers acknowledged that online learning applications, such as Zoom, Google Meet, Google Classroom, WhatsApp, and AI-based tools like Eduardo.AI, were central in facilitating teaching and learning processes. These platforms provided flexibility, supported the sharing of learning materials, and enabled real-time interaction between lecturers and students.

However, the findings also revealed significant difficulties. Common issues included unstable internet connections, limited access to devices, lack of digital literacy, reduced student engagement, and the absence of direct, face-to-face interaction. These challenges often hindered the learning process and made it more difficult for students to fully understand the material being delivered online.

In terms of students' ability to comprehend content, the responses were mixed. While some students were able to adapt well and benefit from the

accessibility of resources and personalized feedback, others struggled due to technical limitations and a lack of active participation. The effectiveness of online learning was closely tied to both the quality of digital infrastructure and the students' motivation and adaptability.

In conclusion, the lecturers' experiences suggest that while online learning was an essential alternative during the pandemic, it cannot fully replace traditional classroom interaction. It highlighted the need for balanced approaches, such as blended learning, and improved digital readiness among both educators and students to face similar situations in the future.

B. Discussion

The findings from the open-ended questionnaires administered to three English lecturers at IAIN Langsa during the pandemic provide valuable insights into how online learning applications were utilized, as well as the challenges and opportunities that came with their use.

Firstly, all lecturers agreed that online learning was a necessary alternative during the pandemic to ensure the continuity of education. Applications such as Zoom, Google Meet, WhatsApp, Google Classroom, and AI-based tools like Eduardo.AI were widely used. These tools supported virtual communication, content delivery, and assignment management. This aligns with the views of Dhawan (2020), who emphasizes that digital platforms became central to maintaining teaching and learning during the COVID-19 crisis.

However, the effectiveness of these platforms was mixed. One lecturer mentioned that while AI-assisted tools helped maintain course objectives, students often needed more than just digital delivery they required real-time explanations and guidance. Another lecturer noted that the digital environment allowed for personalized feedback and easier access to materials, showing that with proper implementation, online learning could enhance learning outcomes. Yet, these benefits were not uniformly experienced. As stated by the third lecturer, students' understanding varied greatly depending on their internet connectivity, access to devices, and digital literacy echoing what Hodges et al. (2020) describe as the "inequality of access" during emergency remote teaching.

The major difficulties highlighted were unstable internet connections, students' lack of engagement, and limited interaction. These are consistent with findings from previous studies indicating that many students struggled with motivation and focus in online settings due to a lack of social presence and structured learning environments (Bao, 2020). Instructors also reported that preparing engaging materials for online delivery required more time and effort than in traditional settings.

Interestingly, while the same online platforms were used across all participants, the experiences and perceived effectiveness varied. This underscores that the success of online learning is not only dependent on the platform itself, but also on how it is implemented, the context in which it is used, and the preparedness of both teachers and students.

In conclusion, the discussion reveals that online learning during the pandemic was a double edged sword. On one hand, it introduced innovative tools and flexible learning models; on the other hand, it exposed gaps in digital infrastructure and readiness. Moving forward, it is important to adopt a more inclusive and blended approach that combines the strengths of online tools with the benefits of in-person interaction.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study explored the use of learning applications by English lecturers during online classes at IAIN Langsa in the pandemic era. Based on the data collected from open-ended questionnaires answered by three English lecturers, Online learning was considered a necessary alternative to maintain the teaching and learning process during the COVID-19 pandemic. All lecturers used various digital platforms such as Zoom, Google Meet, WhatsApp, Google Classroom, and AI-based tools like Eduardo.AI. The learning applications helped lecturers deliver material, assign tasks, provide feedback, and communicate with students. Some tools enabled real-time interaction, while others supported asynchronous learning. However, their effectiveness varied based on how they were used and the level of student engagement. Several challenges emerged, particularly related to internet connectivity, students' limited access to devices, and a lack of digital literacy. Additionally, lecturers found it difficult to maintain student focus, ensure participation, and prepare engaging online materials. The ability of students to understand material via online platforms was mixed. While some students adapted well, others struggled due to technical issues and the absence of direct interaction. Success in online learning depended not only on the platform used but also on students' motivation and readiness.

B. Suggestions

Based on the findings and conclusions of this study, several suggestions are proposed for different stakeholders:

1. For Lecturers

   Lecturers should continue improving their digital competencies and adopt a flexible teaching approach that balances synchronous and asynchronous learning. Using interactive materials and encouraging student participation can help improve online learning outcomes.

2. For Institutions (IAIN Langsa)

   The institution should provide adequate support for online teaching, such as stable internet infrastructure, training on digital pedagogy, and access to licensed learning platforms. Institutions should also consider developing blended learning models that combine online and face-to-face instruction.

3. For Students

   Students are encouraged to become more proactive and responsible in their learning process. They should improve their digital literacy and actively participate during online classes to enhance understanding.

4. For Future Researchers

   Further studies involving a larger number of participants or multiple institutions could provide deeper insights into the effectiveness of online learning tools. Researchers may also explore student perspectives to

complement lecturers' views and compare both sides of the online learning experience.