

Enhancing e-Learning Skills during the Pandemic: The Role of Effective Communication

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Abstract. The current Covid-19 pandemic has caused educational institutions to switch to online learning mode in order to prevent the spread of the virus and ensure students can continue to receive their education. This study aimed to investigate how students use online media as a learning tool and what level of satisfaction their needs for learning were met. The study employed a quantitative descriptive method and the findings showed that most students used *ekuliah* unisba, Zoom, email, and WhatsApp group for their learning activities. Additionally, the study found that students had to adapt to the use of online media in order to satisfy their learning needs, and that lecturers had a role to play in helping them as they transition to online learning. This study can be used as material for further research in the fields of education and communication. It is an important contribution to the literature, as it provides insight into the challenge of transitioning to online learning during the Covid-19 pandemic and how it can be successfully achieved.

Keywords: University, Students, *Ekuliah*, Online Media.

1. Introduction

The World Health Organization (WHO) has declared the coronavirus, or COVID-19, a pandemic since it has spread to more than 100 countries in the world. WHO defines a pandemic as a situation when the entire world's population is likely to be infected and some of them have the potential to fall ill. The COVID-19 pandemic has had an impact on various sectors of life, such as the economy, social life, and education. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) stated on Thursday (5/3) that the coronavirus outbreak had an impact on the education sector. This impact was felt globally, where 26 countries completely closed school activities and 20 countries partially closed schools, affecting the learning activities of nearly 376.9 million children and adolescents due to the COVID-19 pandemic (Huang et al., 2020). The same thing happened in Indonesia. School activities are suddenly required to use an online system, which does not rule out the possibility of having many obstacles in its use because not all children master the technology, there are constraints in facilities and infrastructure, problems with network access, and there is a lack of budget readiness for online facilities (Syah, 2020). If it continues to increase, it is certain that the impact on the education sector will also increase, especially for the most affected parties, namely students in educational service providers such as schools at all levels, non-formal educational institutions, and universities (Sulaiman & Ahmadi, 2020).

Local governments in various regions of Indonesia have issued appeals related to anticipating the spread of COVID-19. There are two points of the appeal related to education: Teaching and learning activities at all levels of education are carried out at home; and teachers and lecturers conduct the teaching and learning process through online media. This appeal encourages educators and students to practice mastering the use of technology in supporting the learning and teaching processes through various types of online platforms (Harahap et al., 2020; Rahmat et al., 2023; Siahaan, 2020). The appeal is being met by instituting home learning for all students and temporarily closing schools and colleges (Ahmadi & Yanuarti, 2020).

During the COVID-19 pandemic, the process of teaching and learning activities that were originally carried out in classrooms face-to-face has to be replaced by distance learning through the utilization of social media and a number of learning applications on the internet. To obtain effective learning outcomes, lecturers must continue to adapt and innovate in creating interesting learning content with the help of technology (Rumaksari, 2021). Educators, including lecturers, must be able to innovate in designing and carrying out learning programs by maximizing the existing online media so that teaching and learning activities can be conducted effectively even though they are done at home. Technology-based learning media innovation helps achieve learning success in this current pandemic situation (Ahmadi et al., 2020; Hasanah et al., 2021; Kurnia et al., 2022).

Distance learning is not new in the world of education in Indonesia since it has been regulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 24 of 2012 concerning the Implementation of Distance Education. This system is part of an integrated system of Indonesian education. Distance learning takes advantage of the development of science and technology to support progress in the field of education in order to create a highly competitive society (Kusumawardhani & Burhanuddin, 2020).

Universitas Islam Bandung conducts learning by utilizing information and communication technology through the application of e-learning at ekuliah.unisba.ac.id. E-learning facilities can store learning data, correct incorrect learning data quickly and easily, monitor the process of student learning activities, and share the learning through forums (Saifudin & Suharso, 2021). This learning system is carried out by using computer devices, laptops, or cellphones through the Moodle application connected to an internet network, which allows lecturers to conduct learning simultaneously at the same time via social media groups such as WhatsApp (WA), eKuliah, Zoom, and others (Ahmadi et al., 2024). The learning facilities mentioned above can help students study together at the same time despite being in different places. Lecturers can also provide a measurable task and make sure that learning activities can be carried out every day. There are many other innovations that educators can do to ensure that learning is conducted properly and students get the knowledge they need according to the applicable curriculum.

Distance education is an effort to respond to the circular letter issued by the Ministry of Education and Culture to make learning from home more flexible. The Director General of Dikti (higher education) suggested that the universities, with their autonomy to provide flexibility in the implementation of distance learning in the COVID-19 emergency period. Information and communication technology plays an important role in learning as a flexible component for the realization of a two-way online learning process through various activities provided by lecturers (Rifa'ie, 2020). The college and university leaders are given broad authority to take the right and necessary steps in implementing distance learning activities according to their respective conditions.

This research highlights the use of online media (ekuliah.unisba, moodle application, zoom, e-mail, Google Classroom, WhatsApp group, and other online media) by students of the Islamic University of Bandung in carrying out the learning process and satisfying the learning needs based on psychological communication theory.

2. Literature Review

Almost everyone uses online media in their various activities because online media is rapidly becoming a means to find and share information, conduct education, socialization, campaigns, and even entertainment. The advantages offered by online media to users are real time contents, flexibility in using the media (anytime, anywhere), and economy in terms of costs because users only have to subscribe to the internet network to get various facilities presented by online media.

Based on previous studies, several points about online learning: (1) It is effective in improving learning quality because the learning process is not limited to a specific time and space; (2) The commonly used e-learning systems are Edmodo, Moodle, and Google Classroom; (3) Moodle has more complete features than Edmodo and Google Classroom, but it requires its own server hosting and an administrator as the main monitor; (4) To maximize the features of e-learning, training should be given to students and teachers/lecturers; (5) A stable internet connection is crucial so that e-learning can be accessed optimally (Lim, 2004; Rifa'ie, 2020).

There are many platforms and online media that can be accessed via the internet by teachers and students. Unfortunately, there are also obstacles in the application of online learning, two of which are limited mobile data for accessing the internet and the lack of knowledge of educators and students in the operational aspects of online learning. Hence, the best possible efforts from all parties are needed to overcome those problems. One of the learning approaches that can optimize online learning is project-based learning. This is in line with the research findings of (Arizona et al., 2020), which stated that a project-based online learning system provides many opportunities for learning citizens, in that it facilitates students to learn concepts in depth and improves learning outcomes.

It seems that e-learning will continue to be conducted considering that the COVID-19 outbreak in Indonesia has not yet ended and that such systems are expected to help prevent the spread of COVID-19. Thus, it is uncertain when the schools with face-to-face learning will be reopened, but surely not

anytime soon. Based on previous studies, the lack of facilities and infrastructure caused by economic factors and technological unpreparedness also become obstacles in the ongoing online learning activities. Hence, the learning outcomes provided by students are not 100% smooth or effective (Cyly et al., 2019; Huang et al., 2020; Rajabalee et al., 2020)

Changes in the world of technology, in addition to providing convenience to users, can also be considered a form of recovery/upgrade of previously existing media. Such changes can be felt, for instance. In the past, when people wanted to play music, it was necessary to look for music albums, but changes have brought various media music channels, such as Spotify, Joox, Youtube Music, and many others, as restorations or upgrades of radio. Not only that, but there is also Youtube as a form of change and upgrade of television media, as well as the Skype application, which replaces the telephone as a mode of communication that people frequently used to use back then (Ahmadi et al., 2020).

The younger generation's awareness of communication changes The media has also changed the way activities are carried out; for example, activities that require face-to-face meetings can now be carried out online when the situation does not permit them to use the internet's facilities. The younger generation spends more time using online media for various purposes, from communicating to sharing information, photos, and videos through social media. The implementation of online-based learning in higher education is very important to creating a world class university. To achieve the goal, as revealed by (2018) in his research, it is necessary for lecturers in Islamic universities to be aware of the importance of using this new learning system, the presence of improved facilities, and the need for cultural growth related to the use of online-based learning among students.

The use of online media in the realm of education is currently growing and is certainly one of the alternatives to conducting the teaching and learning process. The COVID-19 virus pandemic has brought about changes in the education sector, that require educational activities at all levels of education to be transferred online, from basic to higher education institutions. The research results relevant to this study state that the Online Learning System (SPON) is a form of ICT-based education system to support the teaching and learning process by using internet media and stand-alone computers. The purpose of this study is to apply an online learning system (SPON) that can be used as a supplement for students' learning (Susilo & Rohman, 2019).

The statement above is strengthened by (Yanuarti & Sari, 2019) who reveal that in higher institutions, lecturers are required to be able to use the available online learning media, ranging from platforms that can be used by the whole community to platforms that are specifically designed for internal institutions. Likewise, students need to understand the learning process through online media so that they can carry out learning procedures and instructions properly. Lecturers play an important role in providing learning instruction by assigning more assignments that apply case analysis to current phenomena and analyze these phenomena to be linked to learning materials.

The change of teaching and learning activities to an online system should not be considered a problem or obstacle. On the contrary, this should be taken as a challenge for institutions and stakeholders to develop the ability to use sophisticated communication media and maximize their use. Students can easily access one of the information presented in online media. When students are given coursework, assignments can be easily collected and stored in the form of digital preservation. That way, lecturers will find it easier and faster to process each student's assignments and exams and send the grades to the students concerned.

The role of lecturers in the e-learning process is not only to provide instructions, but also to apply the concept of persuasion so that students are willing and able to be involved in the process. Students' participation in the e-learning process fosters a sense of responsibility rather than simply aborting obligations. According to Burgon and Huffner (2002), one of the functions of high-tech communication media is to educate, direct, and persuade in order to foster a desire to learn through e-learning that has been provided and is supported by an intensive briefing process by the related lecturers, because not all students are able to quickly accept the new e-learning process (Husnita, 2019).

Educational institutions should always strive to improve the quality of the systems they create in order to encourage students to participate in teaching and learning activities using the concept of e-learning. The use of online media as a form of e-learning can drive student progress in the future because the habit of using online media as a means of education can increase students' intention to use

e-learning systems in the future (Salloum et al., 2019). Research on this topic is still very much needed. Therefore, this study aims to describe the relationship between online learning through e-learning or Zoom and the learning process in universities.

3. Methodology

The research method is a method used to achieve the desired goal, namely obtaining clear information about the problem being studied. Based on the objectives to be achieved, this research uses a descriptive method (Johnson & Christensen, 2017). Descriptive research aims to systematically describe the facts or characteristics of a particular population or a particular field in a factual and accurate manner (Creswell & Creswell, 2018).

The descriptive method is used by observing phenomena, identifying questions, developing hypotheses, testing hypotheses, and discovering new observations, questions, and hypotheses (Dewantara, 2011; Mudjiyanto, 1992). The purpose of research is to provide an accurate picture of individuals, situations, or groups as a study to find new meanings, describe what exists by observing, describing, and documenting situations that occur naturally without any manipulation or control variables (Sugiyono, 2017). The goal of this action is to describe a variable phenomenon regarding the use of online media among students in a naturalistic manner.

3.1 General Hypothesis

The use of online media among students in the learning process provides satisfaction and motivation to gain knowledge and insight according to the curriculum.

1. Sub-hypotheses

Students actively learn through trusted online media to find information about assignments given by lecturers; Students have different motives for seeking information about assignments given by lecturers through various sources in Indonesian online media; Students have an agenda that is sought after when scrolling for assignments given by lecturers in Indonesian online media; Students are satisfied with online media for meeting curriculum-based learning needs that are supplemented by non-media activities.

2. Population and Research Sample

Population is a collection of research objects, and the population in this study is the student as communicator in the teaching and learning process. The selected population was 341 students at the Islamic University of Bandung in the city of Bandung.

The sampling technique was carried out by means of simple random sampling using Slovin's formula. The sampling fraction is 20% because "in many studies, this fraction is often considered an adequate sample size" (Creswell & Creswell, 2018; Sugiyono, 2017). In addition, the determination of sample size also pays attention to the degree of uniformity in the population and the data analysis plan (Guan et al., 2019). Based on these things, the research sample was obtained from as many as 77 students at the Islamic University of Bandung (Unisba).

3. Data Collection Technique

Data in this study were obtained by applying the following techniques (1) Field survey by collecting field data through google forms distributed to the research respondents; (2) Interview with the academics of Universitas Islam Bandung (Unisba) via *Whatsapp*; (3) Literature study by observing the use of online media in online learning, as well as tracing the phenomena from various other scientific sources.

4. Data Analysis Technique

Data tabulation was carried out after data collection through questionnaires was completed. Testing the relationship between the independent variable and the dependent variable was carried out using an ordinal scale by sorting the classification from the lowest level to the highest. The data analysis technique used in this study is Spearman rank analysis.

$$r_s = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

Spearman's Rank Correlation Formula

Description:

- r_s : Spearman's Rank Correlation Coefficient
- n : Number of sample size
- n^2 : Total square of rank

4. Result and Discussion

4.1 Dimension of Credibility

The value of credibility is one of the keys to the success of a communicator in conveying information to the communicant. The goal is that the message carried is easy to understand and the communicant is sure of what is conveyed; this also applies as a form of identifying the source of information that is considered credible by the recipient (Metzger & Flanagin, 2013). One of the benchmarks in this study is the credibility dimension of a lecturer's delivery of learning materials to students online.

One thing that affects the credibility of communicators is the media used in the process of teaching and learning activities, considering that not all online media are able to provide effectiveness in learning activities. Effective media can be measured by the quality of the information presented and the ease of accessibility, so that it has a positive influence on user perceptions and the perceived benefits of the online media system (Salloum et al., 2019). This is in line with the findings of this study, which found that 77.40% of Unisba students perceived online learning through Ekuliah and Zoom as effective. The value of effectiveness in learning through online media devices really needs to be considered since the quality of online media used for teaching and learning processes will affect the credibility of the media itself, which has an impact on usefulness (Salloum et al., 2019).

The use of media devices for learning requires the support of human resource capabilities, such as the competence of lecturers in using online media to improve student learning achievement by delivering material packaged according to the type of media used (Yanuarti & Sari, 2019). This is in line with the findings of this study, which stated that as many as 85.19% of Unisba students assessed that lecturers had expertise in online teaching via the Zoom application.

The ability of lecturers to use virtual space is one of the efforts to convey learning materials through online interaction, in which the concept is almost similar to offline learning. This is in line with research findings, which noted that 49.61% of Unisba students did not find it difficult to understand the lecture given during online learning through the Zoom application and Ekuliah. However, it turned out that not all students felt the same way. The data revealed that 50.39% of Unisba students had difficulty understanding the lecture given during online learning through the Zoom application and Ekuliah. Unstable connectivity and signal capture in a location, which is critical for the continuity of online learning, are constraints in the credibility of online learning. A bad signal will have an impact on less than optimal material capture; it occurs because the geographical location of each student's house is different.

To be easily accepted and understood, lecturers present learning materials to students in the form of appropriate online media and supporting equipment (Noor et al., 2020). Lecturers deliver learning material through Zoom to interact face-to-face online and utilize the Learning Management System (LMS), which has been designed for the delivery and explanation of material, discussions, questions, and answers, as well as appropriate assignments/practices to create a conducive online learning environment (Cyly et al., 2019).

Changes in learning patterns do not change the role of lecturers, which is to always assist and educate students. What has changed in this online system is only the media intermediary for learning activities, but the system and the quality of lessons still continue to go hand in hand. According to the study's findings, 81.56% of Unisba students perceived the role of lecturers when they taught online. Lecturers always strive for smooth communication during the learning process through various online media. Lecturers and students need to collaborate with each other to keep fostering the spirit of learning and teaching by trying to improve communication competence between them (Sulaiman & Ahmadi, 2020).

The various endeavors made are based on the ability of educators to master learning through various types of online media platforms. According to the findings of this study, 85.45% of Unisba students believed that lecturers could master the learning by using Zoom applications and Ekuliah. In principle, educators have a large and strategic role. Thus, in current conditions and the rapid development of technology, it is crucial for educators to be adaptive to the development of learning media and be able to bring the virtual world into reality right in front of us (Basar, 2021; Setiadi et al., 2024).

Table 1. The Dimensions of Lecturer Credibility

Statement	STS = 1		TS = 2		CS = 3		S = 4		SS = 5		Total score	Ideal Score	%
	F	Score	F	Score	F	Score	F	Score	F	Score			
1. I perceive that learning through ekuliah and zoom is effective	0	0	6	12	19	57	31	124	21	105	298	385	77.40
2. Lecturers have the expertise in online teaching through Zoom application	0	0	0	0	8	24	41	164	25	125	328	385	85.19
3. I have no difficulty in understanding the lecture during online learning through Zoom application andekuliah	10	10	38	76	15	45	10	40	4	20	191	385	49.61
4. I can perceive the role of lecturers when they teach online	0	0	2	4	14	42	37	148	24	120	314	385	81.56
5. Lecturers can master the learning by using Zoom application and ekuliah	0	0	1	2	13	39	27	108	36	180	329	385	85.45
Total											1460	1925	75.84

4.2 Dimension of Attraction

Unisba students have been able to adjust their learning patterns through online classes, either via the Zoom application or eKuliah in the teaching and learning process. This activity is inseparable from the development of media, since new media and old media complement each other to be more effective in their use, as in today's online learning (McMullan, 2020).

In addition, lecturers as teaching staff have also been able to explain each learning process well and are quite innovative since online media has its own challenges for its users to obtain trusted information (Metzger & Flanagan, 2013). According to the study's findings, 77.40% of Unisba students thought there was a discussion of the material provided during online learning.

Hovland and Weiss (1951) state that students will trust the English teacher who teaches them English. However, students will not accept (don't believe) if the English teacher becomes a communicator in biology lessons since they know the teacher is an English teacher, not a biology teacher. Aside from expertise, credibility can be seen in a person's appearance as a communicator in order to persuade the communicant (Kurniawan & Puspitaningtyas, 2016).

Attraction is one of the requirements for being a good communicator. Situational factors that influence interpersonal attraction are physical attractiveness, reward, similarity, and ability. A successful communicator can be identified by physical attractiveness characteristics; for example, a communicator who is idolized or favored by the communicant will have opportunities for communication that will satisfy the communicant.

Shelly Chaiken (1979) conducts field studies to investigate the effect of communicator beauty on persuasion. She criticized laboratory studies that cast doubt on the effect of physical attraction because they drew mixed conclusions. Laboratory research overestimates physical attractiveness and influences students as the objects of the research to answer according to the wishes of the researcher.

The similarities between communicators and communicants tend to make communication more effective. The first reason is that similarities make decoding easier, namely the process of translating received symbols into ideas. Second, similarities help build a common premise. Third, the communicant is interested in the communicator. As has been repeatedly mentioned, people tend to

like other people who have dispositional similarities. Fourth, similarities foster respect and trust in communicators.

Most of the material discussions from each lecturer at the Islamic University of Bandung can still be well received by students; assignments are given regularly so that there is no significant difference between offline learning in the classroom and the online learning that is currently running. This is in line with the research findings that 75.32% of Unisba students easily understand the lessons given, even though learning is delivered online through the Zoom application and eKuliah. Online learning does not reduce students' ability to understand the lessons presented because it can also train students to improve their level of digital media literacy skills and explore various learning materials (Ahmadi et al., 2023; Asamoah, 2021).

Even though they take online classes, students and lecturers are required to dress neatly and politely in accordance with the provisions so that the lecture atmosphere can be maintained. This study found that 81.55% of students perceived that lecturers looked neat and attractive when they did online learning through the Zoom application. Hovland and Weiss (1951) stated that the success of a communicator can be seen from the characteristics and physical attractiveness, for example, communicators who are idolized or favored by the communicant are likely to create communication that can satisfy the communicant. Communicants tend to communicate more effectively due to the following reasons: similarities that facilitate decoding or the process of translating received symbols into ideas; similarities that shape the same premise; communicants who have interests in communicators where someone tends to like people who have a dispositional similarity with him/her; and similarities that foster respect and trust in communicators (Kurniawan & Puspitaningtyas, 2016).

Even though it is conducted online, the process of learning still needs an atmosphere that can inspire learning enthusiasm because this study found that 78.70% of Unisba students feel happy when lecturers provide material online through the Zoom application and Ekuliah. This happens because lecturers are able to design and collect materials concisely to facilitate understanding and innovate in terms of delivering teaching materials with methods and techniques that can support the success of online learning (Rahayu & Wirza, 2020).

The pleasure and excitement of the learning process are also based on the direct interaction between lecturers and students. This study found that 87.53% of respondents thought interaction between lecturers and students was needed in learning through Zoom and Ekuliah. Interaction in the learning process is carried out in the form of questions and answers in discussion forums or directly on online Zoom, as well as providing material and explanations. Interactions with lecturers are needed so that learning values remain conducive and students can be actively involved in online classes (Parks-Stamm et al., 2017). This is also in line with the findings of this study, which showed that 84.42% of students perceived that lecturers provided good interactions when online learning took place via Zoom and Ekuliah applications.

Although the interaction takes place online, the level of students' focus in receiving subject matter and information must be considered. In this study, 49.35% of students focused during the lecture online using Zoom and Ekuliah applications, but 50.65% of the students did not. They could not focus on capturing every piece of material given because they were disturbed by unfavorable home conditions and the breakdown of the signal network. Thus, before conducting online learning, it is necessary to prepare conducive home conditions and a strong signal so as not to be constrained during the learning (Astuti et al., 2020).

The subject matters presented online have similarities with those that were learned offline, which means students get a similar portion of the material that is still within the lecture syllabus. This study showed that 79.74% of students perceived that the material presented online was the same as what was learned offline, and the level of seriousness of students in accepting online learning was 79.22%. The seriousness and success of an online learning is determined by the participation and involvement of students in each learning process (Rajabalee et al., 2020).

Table 2. Dimension of Lecturer Attractions

Statement	STS = 1		TS = 2		CS = 3		S = 4		SS = 5		Total Score	Ideal Score	%
	f	Score	F	Score	f	Score	F	Score	f	Score			
1. Discussion of the material provided during online learning	0	0	6	12	14	42	41	164	16	80	298	385	77.40
2. I can easily understand the lessons provided even though the learning is conducted online via Zoom application and ekuliah	0	0	8	16	17	51	37	148	15	75	290	385	75.32
3. I perceived that the lecturer looks neat and attractive while doing online learning via Zoom application and ekuliah	3	3	0	0	8	24	43	172	23	115	314	385	81.55
4. I feel happy when the lecturer gives material online via Zoom application and ekuliah	2	2	4	8	12	36	38	152	21	105	303	385	78.70
5. The interaction between lecturers and students is very much needed in learning via Zoom application and ekuliah	0	0	1	2	7	21	31	124	38	190	337	385	87.53
6. Lecturers interact well with students during online learning via Zoom application and ekuliah	0	0	0	0	11	33	38	152	28	140	325	385	84.42
7. I still focus when lecturers is explaining the lessons online via Zoom application and ekuliah	11	11	37	74	16	48	8	32	5	25	190	385	49.35
8. The online learning provided by the lecturer has the similarities with the one that learned offline	0	0	2	4	14	42	44	176	17	85	307	385	79.74
9. I always take learning activities seriously even though learning is conducted via Zoom application and ekuliah	0	0	1	2	21	63	35	140	20	100	305	385	79.22
Total											2669	3465	77.03

5. Discussion

This study examines the effectiveness of online learning at the Islamic University of Bandung, the use of online media as a learning tool, and student motivation in following the learning process. As it is said by Diao & Hedberg, the effectiveness of online learning at the Islamic University of Bandung, the use of online media as a learning tool, and student motivation in following the learning process.

As it is said by (Diao & Hedberg, 2020) one way of learning today is by mastering skills in developing knowledge and technology-based activities. Meanwhile, motivation, according to the

research by (Emda, 2018), has an important position in achieving learning objectives that have been set. Motivation arises not solely from the students themselves, but there must be teacher involvement in motivating them. This motivation will provide enthusiasm so that students understand their direction in learning. This is in line with the research by (Lim, 2004), which states that motivation can be seen in the learning content, the learning process, and the students' ability to learn during online learning. Learning motivation can arise if students have a desire to learn. Therefore, students should have both intrinsic and extrinsic motivation to be able to optimally achieve the learning objectives that have been formulated.

Based on the results of the data analysis described previously, there are eight indicators of learning motivation, namely concentration, curiosity, enthusiasm, independence, readiness, encouraging enthusiasm, never giving up, and self-confidence, which show an average score of 80.27% and include very good criteria. Despite being hit by the COVID-19 pandemic, students should stay positive and have high learning motivation. This is in accordance with the research by (Dollinger & Lodge, 2019) and Lodge (2019) learning experience for students. Although there are shortcomings in the implementation of online learning, there is no other choice but to optimize the online learning system since, in an emergency like this, only technology can help bridge the transfer of knowledge from lecturers to students (Fitriyani et al., 2020).

This research is expected to contribute to the growing literature on online learning by helping to understand the teaching and learning process through online media that makes students more motivated to study independently (*student center learning*).

6. Conclusion

This study examines the effectiveness of online learning through ekuliah and Zoom applications for students at the Islamic University of Bandung. The credibility of the lecturers in delivering learning materials to students through online facilities is greatly influenced by the students' perceptions, the material discussed, and the interactions made by the lecturers during Zoom. Situational factors that affect interpersonal attraction are physical attractiveness, rewards, similarities, and the ability of lecturers to carry out the teaching and learning process through ekuliah or zoom. The results of this study indicate that attractive lecturers are more likely to become effective lecturers so that they can motivate students to be more diligent and serious about attending lectures through ekuliah and zoom.

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