SCRIPT JOURNAL
Journal of Linguistic and English Teaching
http://jurnal.fkip-uwgm.ac.id/index.php/Script
P-ISSN: 2477-1880; E-ISSN: 2502-6623
April 2022, Vol. 7 No. 1

Problems of the Online-Based Curriculum of Language Learning in Higher Education in the post-Pandemic

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Abstract

Background:
Universities must design post-pandemic online learning strategies and pay attention to the characteristics of students and lecturers in their learning. The learning process in higher education is also expected not only to hone students' abilities academically or vocationally but also to be able to produce students who have digital skills.

Methodology:
The purpose of this study was to determine what factors had the greatest impact on the success of learning English in higher education. This research was conducted at UNIKARTA in Tenggarong City, East Kalimantan, Indonesia, as part of the university's English language education program. A total of 135 questionnaires were sent out to English majors who met the selection criteria. All responses were comprehensive and met the criteria for processing in Lisrel 8.70 software. The extent to which students in higher education are successful in their efforts to learn English serves as the study's dependent variable (Y).

Findings:
The research findings illustrate that all the independent factors studied to determine the success of learning Indonesian.

Conclusion:
This research recommends that stakeholders are expected to evaluate the obstacles or obstacles faced so that all online learning activities innovate by producing better learning applications. For further research, it is advisable to use a mixed-method approach to triangulate the results using quantitative and qualitative methods and use a wider sample so that the results can be more generalized.

Originality:
This study examines post-pandemic language learning, as opposed to online language learning mentioned in earlier research. This research focuses mostly on significant topics such internet network, infrastructure, and lecturer quality.

Keywords	:	Internet; infrastructure; online curriculum; language learning.
DOI	:	http//dx.doi.org/10.24903/sj.v7i1.1081
Received	:	January 2022
Accepted	:	March 2022
Published	:	April 2022
How to cite this article (APA)		Armadi, S. (2022). Problems of the Online-Based Curriculum of Language Learning in Higher Education in the post-Pandemic. *Script Journal: Journal of Linguistics and English Teaching, 7*(1), 158-175. https://doi.org/http//dx.doi.org/10.24903/sj.v7i1.1081

1. INTRODUCTION

In the past, universities required daily, weekly, or even more frequent classroom meetings between students and teachers. The majority of instruction time in these classes is spent listening to a lecturer (Davies et al., 2016). Universities, like many other educational institutions, have embraced hybrid and fully online content as a result of the rapid development of new technologies in digital education (Stevens et al., 2021). The COVID-19 pandemic has also had a significant impact on the way we teach and learn. In most cases, people now use their computers or mobile devices to engage in face-to-face education (Yudiawan et al., 2021).

The term "online learning" refers to a relatively new approach to education that makes use of the Internet and other digital media to disseminate educational materials and resources to students. To put it another way, the concept of online learning reimagines and reimagines the content and method of instruction of conventional education as a digital one. In today's world, the majority of people think that attending school online is a good idea. The proliferation of online degree programs is evidence of this trend (Budhianto, 2020). With the advent of online education, students are no longer limited to a classroom schedule (Mas'udatul et al., 2021).

The success of online education depends on a number of factors, including the availability of appropriate technology and the competence of both instructors and students (Dinata, 2021). The potential of both instructors and students to learn effectively in an online environment is crucial to the achievement of this goal. Teachers' and professors' originality is crucial to the development of instructional methods (Dinata, 2018).

A better context for improving the student experience can be provided through a deeper familiarity with online learning in higher education. Several aspects of online instruction have the potential to influence its delivery. The significance of thinking about the parts of online learning tools, arguing that ineffective technologies can reduce learning and engagement if students and teachers waste time and energy on mundane tasks like gaining access to content (Dumford & Miller, 2018; Restauri et al., 2001). Online courses that experience technical difficulties can be frustrating for students and negatively impact their attitude toward education as a whole. Because of this, it is important for online schools to provide accessible curricula and sufficient technological support (Dumford & Miller, 2018).

ICT-based curriculum development must lead to an integrated education system that fosters an independent, dynamic, and technologically advanced nation. All of this must be

accompanied by ready human resources in terms of thinking, behavior orientation, attitudes, and value systems that support an ICT-based curriculum for human benefit (Munir, 2008). According to the description, the researcher wants to examine several things: (1) the quality of the internet network and the successful implementation of the online curriculum; (2) lecturers' IT skills on the successful implementation of the online curriculum; (3) the completeness of supporting facilities and infrastructure on the successful implementation of the online curriculum; (4) the quality of the internet network on the success of learning English; (5) lectors' IT skills on the success of learning English. The enhancement of this research is also encouraged by several previous studies:

1.1 The Relationship between the Quality of the Internet Network, the Successful Implementation of the Online Curriculum, and the Success of English Language Learning

The term "Internet" refers to the system of interconnecting computer networks around the world. The Internet's expanded functionality has facilitated numerous positive changes in the world (Yuhelizar, 2008). The Internet is a global communications and information network that facilitates the exchange of data and information among computers located in different parts of the world. In actual use, a computer needs a lightweight application called a browser in order to "talk" to other computers. In this context, the proliferation of browser applications has tracked the development of Internet infrastructure, most notably broadband Internet access, along with all its benefits and drawbacks (Jubilee, 2010).

The Internet has grown to become the largest global network of computers. (Computers in a network are linked together in order to share data and applications.) There is more than one network that makes up the Internet, as the name implies. Instead, it consists of a cooperative set of individual networks. The Internet regulates the transmission of data from one network to another, allowing computers all over the world to communicate with one another (Clay, 1995). As a result, the Internet can be used to bring together individuals from all walks of life. The Internet is used by millions of people around the world for a wide range of reasons. There are a lot of Internet users all over Indonesia. It's a vital resource for education in both the workplace and the classroom. Everyone is aware of the Internet's existence because of the many benefits associated with using it. The Internet as a whole is too complex for any one person, group, or nation to manage effectively (Sidharta, 1996).

The development of technology has had a significant impact on the method of education, particularly in regard to the accessibility of pedagogical resources via the internet.

The Internet is being utilized more frequently in a variety of contexts. Utilization of the Internet in an educational setting typically serves administrative as well as academic purposes (Sudarsana, 2018). The use of the internet in the classroom is an unavoidable requirement that simply cannot be disregarded. The Internet has developed into an extremely dependable method or means of communication, and its use is extremely helpful for the advancement of the goals of researchers, lecturers, and students. Therefore, it is very important to have a solid understanding of the features and capabilities of the Internet in order to make effective use of it for the purpose of advancing education, and this is especially true within the context of educational institutions. Both the instructors and the students have access to a wide variety of resources and information thanks to the Internet (Munir, 2008; Sudarsana, 2018).

Students have the ability to search for and download required course materials through the use of the internet. The increase in the number of websites, blogs, emails, and social networks has resulted in an expansion of the communication networks that exist between lecturers, students, and their peers. Utilization of the Internet that is both beneficially directed and monitored can have a positive impact on the academic performance of students (Hasan et al., 2019). The Internet has evolved into a dependable method of communication, and researchers, teachers, and students who make use of it will find that it is extremely helpful for their respective endeavors. Because of this, it is essential to have a solid understanding of the features and capabilities of the Internet so that it can be put to the best possible use for the development of the education industry, particularly in areas that are associated with the actual act of learning (Munir, 2008). The researcher puts forward H_1 as well as H_4 after considering the information presented above:

H_1: The quality of the Internet network has a positive and significant impact on the successful implementation of the online curriculum

H_4: The quality of the Internet network has a positive and significant impact on the success of English language learning

1.2 Relationship between Lecturer's IT Ability, Successful Implementation of Online Curriculum, and Success of English Language Learning

In the online lecture model, the lecturer plays an important role as a provider of learning materials, stimulus, and guidance for students. The success of the learning process is certainly very much determined by the lecturer (Santoso, 2021). Compeau & Higgins (1995) emphasize that a lecturer must have computer self-efficacy in order to be able to use information technology to facilitate teaching and learning processes and achieve optimal

academic success. Lecturers must be appropriate and efficient investigators to become professional information designers using online and educational curricula. If lecturers work in this way or do online activities, they must enjoy their work environment and be ready to share their understanding of online learning with students (Munir, 2008).

The learning process in higher education is not only able to hone students' abilities academically or vocationally but also produce skilled students in the digital era, known as the 4.0 era. It is one of the expectations placed on the learning process in higher education. The ability lecturers need to carry out learning effectively is inseparable from the role of lecturers in ensuring students enter the world of work with the skills needed for the 4.0 era. In the 4.0 era, lecturers must be able to transform into educators who can study the mentality of their students, have a basic understanding of digital technology, and can integrate classroom activities that have been carried out so far with various online learning media platforms (Ritonga et al., 2021). Thus, H_2 and H_5 are developed.

H_2: Lecturer's IT ability has a positive and significant impact on the successful implementation of the online curriculum

H_5: Lecturer's IT ability has a positive and significant impact on the success of English language learning

1.3 The Relationship between the Completeness of Supporting Facilities and Infrastructure and the Successful Implementation of the Online Curriculum

As defined by (Mujisuciningtyas, 2014), "facilities and infrastructure" include all resources that contribute directly to student success in the classroom. Study rooms, adequate lighting, textbooks, and other learning resources are essential for effective student study. Learning facilities, both on-campus and off, and their availability and completeness are crucial for online and distance education. There should be a designated classroom location where professors and students can work together for optimal educational outcomes. The delivery of course materials and the learning process as a whole would suffer greatly without the availability of appropriate educational technology. When students have access to high-quality classrooms, they are better able to expand their knowledge, gain deeper insights, and acquire new resources, experiences, and abilities. If a topic piques a student's interest, they are more likely to take the time to learn about it. Increased student motivation to learn and subsequent academic autonomy is a direct result of this (Santoso, 2021).

Further research and development are required to produce e-learning systems that effectively use the Intelligent Tutoring System (ITS) application to produce online learning

strategies that can solve a wide range of educational issues. The incorporation of ITS into the design of e-learning systems has the potential to significantly enhance the efficiency and flexibility of the educational process. When students do a better job of learning, they are able to more efficiently acquire new information and develop their abilities (Munir, 2008). Independent student achievement has been shown to be strongly influenced by the quality of a school's learning facilities and infrastructure (Sari et al., 2017). The findings of a study by (Sudarwo, 2018) corroborate this idea, showing that students' levels of independence improve significantly after improvements are made to the school's physical and technological infrastructure. This is why the researcher has come up with H_3 and H_6 to complement.

H_3: Completeness of Supporting Facilities and Infrastructure has a positive and significant effect on the success of the implementation of the Online Curriculum

H_6: Completeness of Supporting Facilities and Infrastructure has a positive and significant impact on the success of English language learning

1.4 The Relationship of the Successful Implementation of the Online Curriculum to the Success of English Language Learning

From the perspective of progressive education, courses should adhere to the lecture process's guiding principles (suitability of the process to the nature of the subject, variations in methods that accommodate individual student differences, arrangement of levels of difficulty). Class participation and interaction can be regulated, various learning styles can be highlighted, and new skill development can be encouraged (Suryaman, 2020). Meanwhile, a good curriculum, from a sociological vantage point, should be able to transmit cultural values from one generation to the next. Cultural agility is a mega competency for 21st century professionals, and this type of curriculum can help students develop it. There are at least three parts to this mega competency: cultural minimization (the ability to rein in one's behavior and adopt appropriate norms when working abroad), cultural adaptation, and cultural integration (Suryaman, 2020).

H_7: The successful implementation of the online curriculum has a positive and significant impact on the success of English language learning

The model's theoretical constructs have been used to inform a contextualization that takes into account the circumstances at UNIKARTA. The incorporation of constructs into this model has been modernized to reflect the circumstances of the research field in question. Figure 1 presents a framework for the study, which includes a summary of the construction's detailed description, which can be found above.

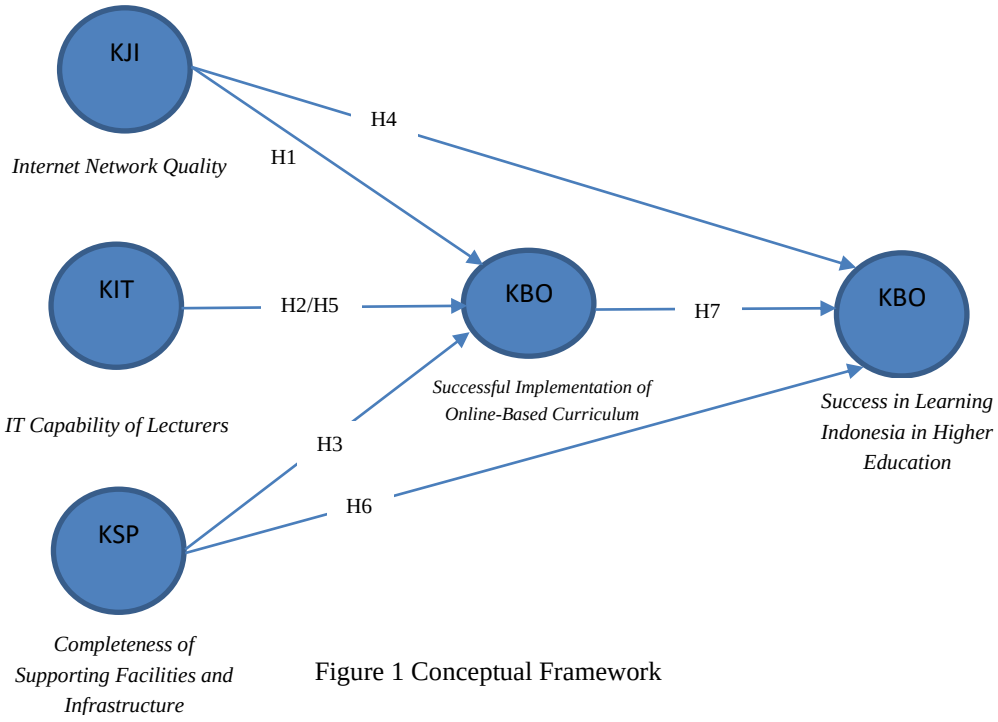

Figure 1 Conceptual Framework

2. METHODOLOGY

Researchers took a quantitative methodological approach to this study. The Marburg schools contributed to the positivist philosophical current, which in turn gave rise to the quantitative approach. Analysis is the scientific study of individual parts and how they work together in a larger whole. Problems are defined, theoretical underpinnings are sought, hypotheses are formulated, instruments are developed, and instruments are tested on the population and then samples, data are collected, analyzed, and recommendations are made. The purpose of this research was to determine what factors—including the quality of the internet network, the IT capabilities of the lecturers, the fullness of supporting facilities and infrastructure, and the successful implementation of the online-based curriculum—had the greatest impact on the success of learning English in higher education. Associative methods are used in this study. Research that looks for links between multiple factors is called "associative." For the sake of developing a theory can be used to anticipate and regulate a phenomenon (Ghozali, 2015). This research was conducted at UNIKARTA in Tenggarong City, East Kalimantan, Indonesia, as part of the university's English language education program.

2.1 Population and sample

The population is the set of things or people that researchers study and draw conclusions about. Both the sample size and the geographic scope of each study must be specified. There are both a limited number of people (the "finite") and an infinite number of

people (the "infinity") in the population (Sugiyono, 2018). But in reality, a population that can never decrease is considered infinite. According to their intrinsic characteristics, people can be classified as either homogeneous or heterogeneous. The characteristics of the population from which the sample was drawn are included in the results. Researchers made their decision after weighing in on a number of factors, including difficulties, goals, hypotheses, methodologies, research instruments, and time, effort, and cost constraints. Lacking an adequate sample can make research unreliable and lead to incorrect conclusions (Sugiyono, 2018).

Study participants are a representative sample of the 135 English majors at UNIKARTA in Tenggarong, East Kalimantan, Indonesia. The author takes a representative sample from the entire population here (Sugiyono, 2018). If you're conducting a Structural Equation Modeling (SEM) study, here are some guidelines for determining the appropriate sample size: (a) the sample size for the Maximum Likelihood (ML) estimation technique is between 100 and 200; (b) the sample size depends on the number of parameters evaluated. A total of 135 questionnaires were sent out to English majors who met the selection criteria. The researcher in this study employed a seven-point Likert scale with possible values ranging from one to seven. All responses were comprehensive and met the criteria for processing in the Lisrel 8.70 software.

2.2 Variable Operation

In many cases, the dependent variable takes the shape of output variables, criteria, or consequences. The independent variable has an effect on the dependent variable, which is why the dependent variable is referred to as the affected variable. The variable that is either influenced by or is itself influenced by the independent variable is referred to as the dependent variable. The extent to which students in higher education are successful in their efforts to learn English serves as the study's dependent variable (Y). At the same time, independent variables are frequently referred to as stimulus variables, predictor variables, and antecedent variables. A variable that affects or causes a change or occurrence in another variable is said to be an independent variable. The dependent variable is the variable that is being studied. In this study, there are three (three) independent variables that are investigated: the Quality of the Internet Network (X_1), the Quality of IT Lecturers (X_2), and the Completeness of Supporting Facilities and Infrastructure. X_1 refers to the Quality of the Internet Network, while X_2 refers to the Quality of IT Lecturers (X_3). At the same time, the implementation of the Online-Based Curriculum in a successful manner serves as the

intervening variable, which is also known as the intermediate variable (Z). Table 1 displays the results of the measurements taken for each variable.

Table 1. Operational Variables

Variable	Indicator	Scale	Measurement
Internet Network Quality	1) Priority should be given to vital network applications. 2) Increase the effectiveness of existing network investments. 3) Improve performance in time-sensitive applications such as sound and video. 4) Respond to changes in network traffic flow.	Likert	Riadi (2019)
IT Capability of Lecturers	1) Have communication skills 2) Empathy for students 3) Increase patience 4) Expert in presenting the courses given 5) Time management skills 6) Make lectures more fun. 7) Understand how to use a learning management system (Learning Management System)	Likert	Sevima (2021)
Completeness of Supporting Facilities and Infrastructure	1) Utilization of Technology (Learning Applications) in Online Learning 2) Use of Renewable Electronic Devices 3) Wireless or Wired Network Usage 4) Use of Technology-Based Learning Tools 5) Use of Applications and Data Service Centers 6) Easily Accessible Learning Resources 7) Administration of Online Learning Resources and Infrastructure	Likert	Sumarsono et al. (2021)
Successful Implementation of Online-Based Curriculum	1) Method of communication 2) Application of learning management 3) Student response 4) Learning Activities 5) Learning outcomes for students	Likert	Tri et al. (2016)
Success in Learning English in Higher Education	1) Students' success in completing a series of formative tests, summative tests, and skills tests, with an average success rate of 60%. 2) Every success is related to the curriculum's competency standards and basic competencies, with an excellent achievement rate of 75% 3) Achievement of vocational skills or practice depends on the level of risk and degree of difficulty. The ideal setting is 75%	Likert	Elisa (2021)

2.3 Test the Validity and Reliability of the Questions of the Research Model

Therefore, it is important to conduct validity and reliability tests on research questions to guarantee their accuracy. This is done to ensure that studies conducted at different times yield the same results. The validity or validity of a question in the questionnaire is crucial and

strategic because this is the first step in entering a research study into further analysis, because this is where the research process begins. A test's validity and reliability can be determined by calculating the loading factor value, which shows how well a given question item represents the coefficient of the latent variable in the output. In particular, Lisrel Estimates (Maximum Likelihood) can be used as an indicator of validity if they are derived from convergent validity with a standard loading of more than 0.50 (Ghozali, 2015). From this description, we can infer that the loading factor is greater than or equal to 0.50 and that its R2 value is greater than or equal to 0.60; hence, we can say that there is a good theoretical and empirical match between the indicators and observations reflecting the construct variables. The relatively high loading factor coefficient (average > 0.60) indicates that the theoretical determination of indicators on the questionnaire agrees with the empirical results in the English Language Study Program at UNIKARTA.

3. FINDINGS

3.1 Assumption Test

Respecifying the model across 26 unique constructs and 135 data points on a Likert scale from 1 to 7 yields new results. After careful examination, it was determined that the processed models had a goodness-of-fit index (GFI) of 0.97. These findings suggest the model's applicability to data from the real world. That the estimated population covariance matrix explains 97% of the weighted variation in the sample covariance matrix is evidence that the model fits the data (excellent fit). The AGFI was also determined to be 0.92, which is a respectable result (a good overall model). The sample covariance matrix's weighted variance is accounted for by criteria such as GFI and AGFI. To further assess a model's accuracy, root-mean-square error of approximation can be calculated (RMSEA). When working with a sizable sample, this index can be used to adjust the chi-square statistic. The RMSEA value of 0.062 0.08 indicates that the model provides a good fit to the data.

SEM Model Testing

The following conclusions can be drawn based on the findings in the SEM test carried out using Lisrel version 8.7, as shown in Figure 2.

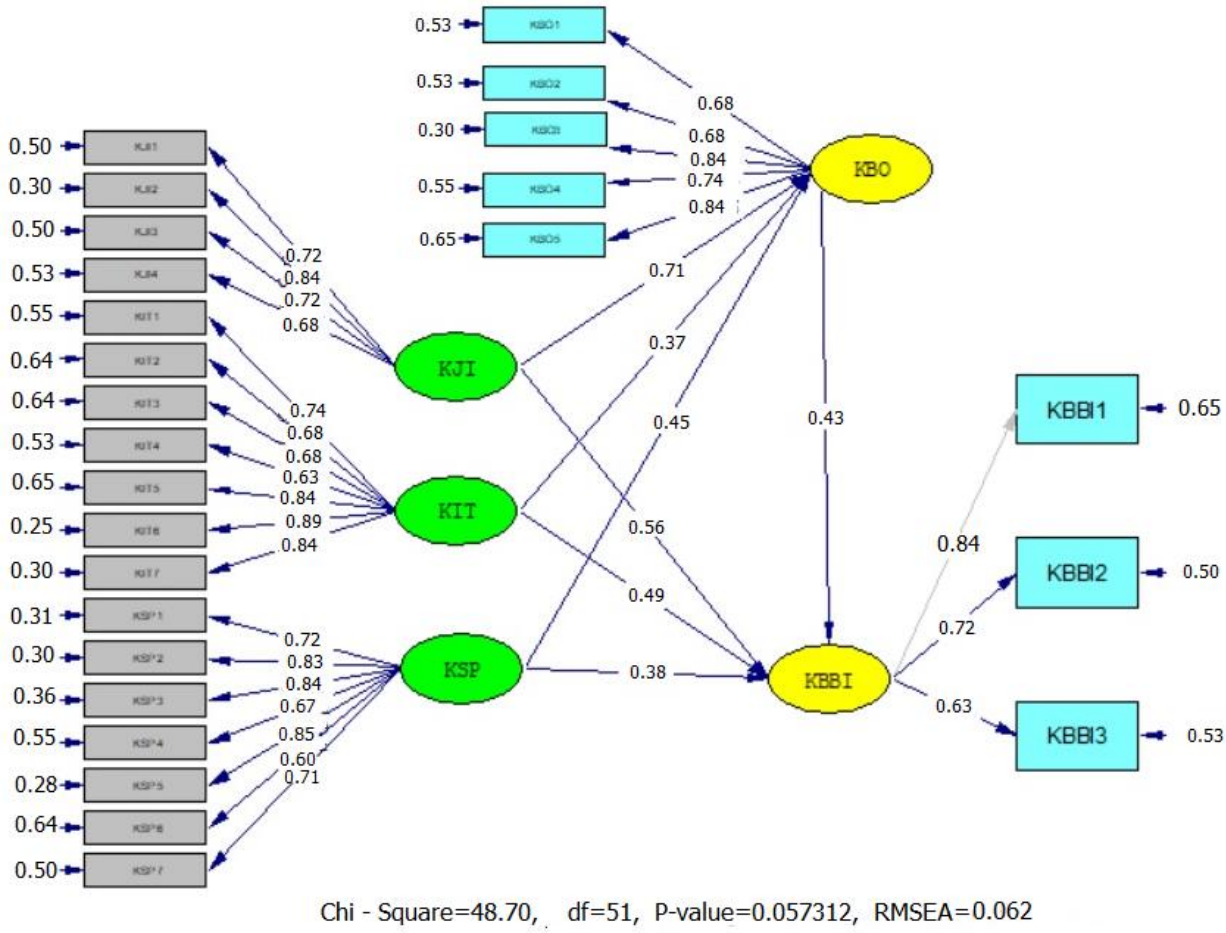

Figure 2. Output Specification

H_1: The Quality of the Internet Network on the Successful Implementation of the Online Curriculum

For the first hypothesis (H_1), if t = 7.422 > 1.96 and the parameter coefficient is 0.71, then H1 is true. It suggests that the quality of the internet connection has a direct and substantial bearing on the achievement of the goals of the online curriculum. A successful paradigm shifts from teacher-centered to student-centered learning is essential for the widespread adoption of ICT-based learning using the internet network. The use of ICT in education, as proposed by Simonson et al. in Handoko (2017), has shifted the teacher's role from that of sage inside the classroom to that of mentor beyond its walls. When class meets in a single location, students typically receive instruction from the lecturer. Student-centered learning shifts the emphasis away from the teacher and places it squarely on the students themselves. By making use of the many resources out there, students can educate themselves independently. The lecturer is not necessarily the only source of knowledge anymore. Teachers need to be more like mentors to students as they navigate the challenges of using ICT in the classroom.

H_2 & H_5: Lecturer's IT Capability for the Successful Implementation of Online Curriculum and English Language Learning

Second hypothesis (H_2), t=3.915 > 1.96, and parameter coefficient 0.37 are accepted. It shows that the Lecturer's IT Capability affects the Online Curriculum's success. The fifth hypothesis (H_5) is also accepted (t=4.98 > 1.96), so the Lecturer's IT Ability has a positive and significant effect on English Language Learning in Higher Education.

The study found that a lecturer needs computer media, mobile phones, and internet-connected laptops to engage students in Online Learning. The educational process can be completed on a PC, smartphone, or laptop with an internet connection. Lecturers can do cooperative learning by forming groups on WA, Telegram, Instagram, zoom programs, or other media. Lecturers can ensure students learn simultaneously from different locations. Lecturers can give students measurable assignments that align with the content taught, so the success of an online-based curriculum is in line with the increase in English language learning in universities.

H_3: Completeness of Supporting Facilities and Infrastructure for the Successful Implementation of Online Curriculum

The third hypothesis (H_3) is t = 4.74 > 1.96, which is true if the parameter coefficient is 0.45. It shows that the Online Curriculum can be successfully implemented thanks to the Fullness of Supporting Facilities and Infrastructure. While online lectures are a great way to reach students during the Covid-19 pandemic, they won't be as effective if they aren't supplemented with other learning resources. And it squares with the findings of Santoso (2021), who found that classroom resources contributed more to students' ability to learn independently than did students' own efforts to do so. Despite students' generally high levels of motivation to learn, they won't be able to achieve their full potential in the absence of adequate classroom resources. According to Handayani & Wati (2020), blended learning is the best option during the current Covid-19 pandemic because it encourages student learning independence. However, with the government still enforcing these restrictions, it is impossible for students to engage in offline learning. We recommend Blended Learning as the most efficient and beneficial method of education.

H_4: The Quality of the Internet Network on the Success of English Language Learning

For the fourth hypothesis (H_4), the value t=5.86 > 1.96 and the parameter coefficient 0.56 are both found to be true, so the hypothesis is accepted. It demonstrates that the success of one's efforts to learn English is positively and significantly impacted by the quality of the

Internet network that one uses. It demonstrates that the distance learning process (PJJ) or online instruction cannot be applied in the most effective manner if the quality of the internet network used as a learning media method is insufficient. The process of learning that takes place outside of the network (offline) in locations that do not have internet signal facilities, despite the fact that it still requires an internet network in order to add references to learning and discover new ways to innovate learning through the internet network. Innovation in the use of technology in education can come from both the lecturers and the students themselves, provided they have the necessary knowledge. A reliable internet connection can help improve students' digital literacy, as well as their use of learning portals at home, the design of learning media, and their use of learning media directly to instructors.

H_6: Completeness of Supporting Facilities and Infrastructure for the Success of English Language Learning

The sixth hypothesis (H6) was formulated to analyze the effect that full access to all necessary resources has on students' ability to learn English. Parameter coefficient value = 0.38 with t = 3.86> 1.96, according to the analysis results. It follows that the success of English language learning in universities, and at UNIKARTA in particular, is positively and significantly impacted by the Fullness of Supporting Facilities and Infrastructure.

It is undeniable that schools and other educational institutions rely on more than just standardized facilities and infrastructure to ensure a high-quality educational experience for their students. The learning outcomes of a school are profoundly influenced by the quality of its infrastructure and the facilities it provides. It demonstrates the critical role that facilities and infrastructure play in enhancing the standard of education for students. Management in schools is there to make sure that all the resources available to the students are being used to their full potential. Management of facilities and Infrastructure plays a crucial role in the success of learning, especially in the learning of English, because it ensures the availability of well-managed facilities and Infrastructure for the educational process in universities and other educational institutions. Facilities and infrastructure management in higher education need to follow the same model as in other sectors. Planning is the first step, followed by mobilization, execution, maintenance, and finally, command and control. Facilities and infrastructure that facilitate all facets of instruction must be meticulously planned.

H_7: The Success of the Implementation of the Online Curriculum on the Success of English Language Learning

In a nutshell, the seventh hypothesis (H_7) asserts that the result can be trusted, as demonstrated by the parameter coefficient value of 0.43 and the value t=4.32>1.96, respectively. Therefore, it is possible to draw the conclusion that the successful implementation of the online curriculum has a positive and significant impact on the success of learning English in higher education institutions. Learning requires both the act of learning in and itself, as well as the process of learning, to be finished before it can be considered successful. It demonstrates that the development of competencies, which may include information, abilities, attitudes, or values embedded in the habits of thinking and doing, is the culmination of the student's educational experience. Competencies can include anything from information to abilities to attitudes to values. When a curriculum is delivered online, it is possible to check that all students have attained the desired level of mastery in a topic before moving on to the next set of instructional materials. The learning mastery continuum is the name of the checks and balances system that is used to accomplish this goal. The indicators and criteria of competence contained in the curriculum and basic competencies are what are meant to serve as a yardstick for measuring the level of learning mastery that a student has achieved. Completeness in education is related to implementation standards that include components of lecturers and students, but completeness in education is not directly related to these standards. This is because completeness in education is related to implementation standards that include components of lecturers and students.

4. DISCUSSION

Supporting facilities and infrastructure are crucial to the implementation of the online curriculum. It is in line with Santoso (2021) research, which shows that learning facilities provide a somewhat greater contribution to student learning independence than student motivation. Although students' enthusiasm for Learning is relatively high, they will not be able to produce ideal results if they are not accompanied by complete, effective, and quality learning facilities. Blended Learning is the best choice because, according to Handayani & Wati (2020), it is quite effective in stimulating student learning independence during the current Covid-19 pandemic. In managing facilities and Infrastructure in higher education, the same method is needed with the existing management in general. This process must begin with planning and then move on to organizing, mobilizing, maintaining, and controlling. Careful planning is needed in terms of facilities and Infrastructure that support all aspects of the teaching and learning process.

In addition to facilities and infrastructure, internet network quality is a significant aspect in language learning. Lecturers and students with character quality knowledge can innovate in incorporating technology into learning. A good internet network can improve digital literacy, use of learning portals at home, design of learning media, and use of learning media directly to lecturers.

The benchmark of learning mastery refers to the indicators and criteria of competence contained in the curriculum and basic competencies. While completeness in education is related to implementation standards that include components of lecturers and students, completeness in education is not directly related to these standards.

5. CONCLUSION

This research summraizes that during the COVID-19 pandemic, one new idea is online learning, and it is hoped that both teachers and students will be able to keep up with changes in technology and information. Management information systems are important for supporting online curricula so that technology and infrastructure can be used to provide better educational services. In the real world, online learning has problems with facilities, infrastructure, and people.

The results of this study are limited because they are based only on the survey responses of 135 English language students at UNIKARTA. More responses can help make the results even stronger and support the idea that all students can learn well. Future research can also use qualitative data like semi-structured interviews to learn more about online-based learning. This can be done by taking a mixed-method approach that uses both quantitative and qualitative methods to triangulate the results. Comparing the success of learning English to the success of other study programs will also help us learn more about how the variables studied change and how each study program changes over time.

Researchers have made a number of suggestions based on the findings and talks: (1) The Ministry of Education and Culture is supposed to figure out what's getting in the way of online learning so that everything can go as smoothly as possible. (2) The Ministry of Communication and Information Technology is expected to come up with new ways to help people learn by making learning apps that require low latency and internet quota packages and can be used in empty spots so that everyone can use them.

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