THE PROBLEMATICS ONLINE LECTURES ON HUMAN RESOURCE MANAGEMENT COURSES (HRM) AT THE ISLAMIC COLLEGE LEVEL

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Abstract

This study aims to find out how the problem of online learning experienced by students in human resource management courses (HRM). This type of research is descriptive qualitative research where the samples used are 10 students of MPI UIN Sunan Kalijaga Yogyakarta. Data collection techniques use primary data sources obtained through interviews and secondary data sources obtained through online media. Data analysis is by data collection, data reduction, data display, and conclusion drawing. The results showed that in the implementation of online learning, human resource management lectures (HRM) are conducted using mobile phones or laptops through zoom meeting applications and whatsaap groups. Problems experienced during the lecture process are constrained related to the unstable network and lack of enthusiasm of students in discussions during lecture activities. This is the basis of problematika that makes online learning less conducive and effective. To overcome these problems, educators or lecturers can create interesting and innovative learning innovations, so that learning can run well in accordance with the goals to be achieved.
Keywords: Problematics, Online Lectures. Human Resource Management (HRM),

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana problematika pembelajaran daring yang dialami oleh mahasiswa pada mata kuliah manajemen sumber daya manusia (MSDM). Jenis penelitian ini merupakan penelitian kualitatif deskriptif dimana sampel yang digunakan adalah 10 mahasiswa MPI UIN Sunan Kalijaga Yogyakarta. Teknik pengumpulan data menggunakan sumber data primer yang diperoleh melalui wawancara dan sumber data sekunder yang diperoleh melalui media online. Analisis datanya yaitu dengan pengumpulan data, reduksi data, display data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa dalam pelaksanaan pembelajaran daring, perkuliahan manajemen sumber daya manusia (MSDM) dilakukan dengan menggunakan handphone atau laptop melalui aplikasi zoom meeting dan whatsaap group. Problematika yang dialami saat proses perkuliahan berlangsung yaitu terkendala terkait dengan jaringan yang kurang stabil dan kurangnya antusias mahasiswa dalam diskusi saat kegiatan perkuliahan berlangsung. Hal tersebut menjadi dasar problematika yang menjadikan pembelajaran daring kurang kondusif dan efektif. Untuk mengatasi problematika tersebut, pendidik atau dosen dapat menciptakan inovasi pembelajaran yang menarik dan inovatif, agar pembelajaran dapat berjalan dengan baik sesuai dengan tujuan yang akan dicapai.
Kata Kunci : *Problematika, Perkuliahan Daring. MSDM*

INTRODUCTION

The Covid-19 pandemic has been sweeping since the beginning of 2020 in Indonesia. Many people are infected with this virus. Therefore, the government made every effort to stop the spread of this corona virus. Following up on the Circular letter of the Minister of Education and Culture of the Republic of Indonesia No. 4 of 2020 on The Prevention of Corona Virus Disease 2019 or so-called COVID-19, learning for students and students is conducted online from home.[1] With the appeal, the learning process is done from home by utilizing internet technology and media.

Some college institutions that previously conducted face-to-face learning on their respective campuses, now have to adapt e-learning learning models or so-called online learning [2]. Thus, the Head of the Working Unit in this case the Rector of Higher Education created online guidelines tailored to local needs[3]. Online learning is a learning that does not require students to attend the classroom, so in this case in accordance with health protocols in preventing the transmission of viruses and keeping students and educators safe.[4]

Online lectures are a model of lectures that make use of the internet network by students in the course process.[5] According to argaheni there are several benefits of learning or lectures, including that it can increase the level of learning interaction between students and lecturers, allow the occurrence of learning interactions anywhere and anytime, reach students in a wide scope, facilitate the improvement and storage of learning materials, and train independence and interaction between students.[6]

Online lectures are internet-based lectures by utilizing a variety of platforms or applications such as campus online websites, google classroom, google meet, zoom, whatsapp and others with a lecture system in the form of self-assignment and structured to students. Online lectures can be conducted well and effectively if done creatively in providing materials and training questions.[7] Online lectures or learning offer learning that can be accessed anytime and anywhere with the support of digital technology. The materials in this study are designed to be independently studied.[8]

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[1] Muhammad Taufiqurrahman, "Perkuliahan daring mata kuliah Ilmu Pendidikan Islam pada masa darurat Covid-19," *Ta'dibuna: Jurnal Pendidikan Islam* 9, no. 2 (1 Oktober 2020): 213–24.

[2] Nabila Hilmy Zhafira, Yenny Ertika, dan Chairiyaton Chairiyaton, "Persepsi Mahasiswa Terhadap Perkuliahan Daring Sebagai Sarana Pembelajaran," *Jurnal Bisnis Dan Kajian Strategi Manajemen* 4, no. 1 (30 April 2020).

[3] Syamsul Bahri dan Novira Arafah, "Analisis Manajemen SDM Dalam Mengembangkan Strategi Pembelajaran Di Era New Normal," *Tafkir: Interdisciplinary Journal of Islamic Education* 1, no. 1 (2020): 20–40, https://doi.org/10.31538/tijie.v1i1.2.

[4] Aisa Nikmah Rahmatih dan Asri Fauzi, "Persepsi Mahasiswa Calon Guru Sekolah Dasar Dalam Menanggapi Perkuliahan Secara Daring Selama Masa Covid-19," *Modeling: Jurnal Program Studi PGMI* 7, no. 2 (30 September 2020): hlm. 143.

[5] M. Ardi Sulata dan Abdul Aziz Hakim, "Gambaran Perkuliahan Daring Mahasiswa Ilmu Keolahragaan Unesa Di Masa Pandemi Covid - 19," *Jurnal Kesehatan Olahraga* 8, No. 3 (19 Juni 2020): Hlm. 148.

[6] Niken Bayu Argaheni, "Sistematik Review: Dampak Perkuliahan Daring Saat Pandemi COVID-19 Terhadap Mahasiswa Indonesia," *Placentum: Jurnal Ilmiah Kesehatan dan Aplikasinya* 8, no. 2 (30 Agustus 2020): 99.

[7] Wahyu Aji Fatma Dewi, "Dampak COVID-19 terhadap Implementasi Pembelajaran Daring di Sekolah Dasar," *Edukatif : Jurnal Ilmu Pendidikan* 2, no. 1 (29 April 2020): 55–61.

[8] Laode Anhusadar, "Persepsi Mahasiswa PIAUD Terhadap Kuliah Online Di Masa Pandemi Covid 19," *Kindergarten: Journal of Islamic Early Childhood Education* 3, no. 1 (29 April 2020): 44–58.

For college academicians who are familiar with online lectures, lectures using internet-based information technology will not be an issue. Lectures will run effectively and normally simply by increasing the portion of online meetings or changing face-to-face sessions in the classroom to online meetings on the internet. On the contrary, for universities that are institutionally as well as individual lecturers and students who are not familiar with online lectures will experience problems and need adjustment. Adaptation needs to be done quickly to run online lectures.[9]

Online lectures in human resource management courses (HRM) are conducted with a span of 3 times a week for each lecture session. Online lectures of HRM courses are conducted using zoom meeting, google meet, and whatsapp group. There are several aspects of activities in online lectures of HRM courses each week are (a) uploading materials, (b) discussion forums, (c) deepening of materials, (d) exercises or assignments, and (e) evaluation (assessment).

The change of the lecture system from face-to-face to online learning has certainly raised some problems in the lecture process for both the teacher himself and his own lectures. problematika is something that still can not be solved. Problematika is also commonly referred to as a problem[10]. This online lecture problem occurs in the components of lectures [11]. According to Aisa and Asri, the problematika can be seen from the learning environment and the character of students that need to be considered. A conducive learning environment such as a smooth internet network and the right learning time when implementation becomes a vital need. In addition, the commitment of students in online lectures is very important supported by competence in utilizing the selected platform or application.[12]

The challenge of distance lectures during the pandemic is the process of lectures that must still be carried out optimally. This is a challenge because the lecture process must be done online (online) so that the lecture process relies heavily on the strength or weakness of the network in an area. At the same time, not all students are in areas that have a strong internet network. So it takes more innovative techniques and strategies for distance lectures. In this case, social media has an important role for the continuity of the lecture process. the use of social media can be used to facilitate students in supporting the concept of lectures.[13]

Looking at the current conditions, online lectures are also an interesting topic in recent research, as did Firman and Sri Rahayu who photographed the phenomenon of online learning by students of FKIP Biologi University of West Sulawesi where students already have basic facilities in online learning, the flexibility of online learning gives rise to the

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[9] Mumuh Mulyana dkk., "Persepsi Mahasiswa Atas Penggunaan Aplikasi Perkuliahan Daring Saat Wabah Covid-19," *JAS-PT (Jurnal Analisis Sistem Pendidikan Tinggi Indonesia)* 4, no. 1 (26 Juli 2020): 47–56.

[10] Siti Maryam Munjiat, "Implementation of Islamic Religious Education Learning in Higher Education on The Pandemic Period," *Nazhruna: Jurnal Pendidikan Islam* 3, no. 2 (5 Agustus 2020): 285–95, https://doi.org/10.31538/nzh.v3i2.757.

[11] Aan Widiyono, "Efektifitas Perkuliahan Daring (Online) Pada Mahasiswa PGSD Di Saat Pandemi Covid 19," *Jurnal Pendidikan* 8, no. 2 (3 Juli 2020): 169–77.

[12] Rahmatih dan Fauzi, "Persepsi Mahasiswa Calon Guru Sekolah Dasar Dalam Menanggapi Perkuliahan Secara Daring Selama Masa Covid-19."

[13] Vickel Narayan, Jan Herrington, dan Thom Cochrane, "Design Principles for Heutagogical Learning: Implementing Student-Determined Learning with Mobile and Social Media Tools," *Australasian Journal of Educational Technology* 35, no. 3 (21 Juni 2019).

independence of student learning and distance learning encourages students to apply physical distancing.[14]

Other research was conducted by Sofyana and Rozaq. with the title "Whatsapp-based Combination Online Lectures in the Employee Class of Informatics Engineering Study Program of PGRI Madiun University" with the results of research showing that 69% of respondents stated that conventional lectures are less effective, 89% of respondents are interested in online lectures, and 78% of respondents agree that the application of whatsapp-based combination online lectures is more effective than conventional lectures.[15]

Furthermore, Eko Kuntarto Research, which sees that online learning or OLM (Online Learning Model) is effectively used in Indonesian language learning, the increased absorption of materials by students and the existence of new experiences for students in attending lectures.[16] And research conducted by Mustofa et al, with the title "Formulation of Online Lecture Model as An Effort to Reduce The Disparity of Higher Education Quality" with the results of research that shows indications such as: minimizing the limitations of access to higher education that has a certain quality, cutting the limitations of facilities that have been considered as one of the constraints of low quality higher education, removing the limitation of understanding on certain materials, the online lecture system provides wide access to educational resources, especially at leading universities.[17]

Based on the previous research above, it can be concluded that there are similarities with this study that is equally doing research on online lectures, only the difference is in the research variables. This research focuses on human resource management courses at the college level.

Online lectures in human resource management courses (HRM) certainly have obstacles, especially the majority of students come from various regions so it is suspected that potentially experiencing obstacles related to lectures. This research seeks to provide an overview of the problems of online lectures that have been conducted during the covid 19 pandemic, so that the results of research on the description of online lectures can be evaluated in finding the right solution related to potentially recurring obstacles. Based on this description, the researchers tried to describe the problem of online lectures that occur in human resource management courses (HRM).

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[14] Firman Firman dan Sari Rahayu, "Pembelajaran Online Di Tengah Pandemi Covid-19," *Indonesian Journal of Educational Science (IJES)* 2, no. 2 (27 April 2020): 81–89.

[15] Iatjuba Sofyana Dan Abdul Rozaq, "Pembelajaran Daring Kombinasi Berbasis Whatsapp Pada Kelas Karyawan Prodi Teknik Informatika Universitas Pgri Madiun," *Jurnal Nasional Pendidikan Teknik Informatika : JANAPATI* 8, no. 1 (10 Maret 2019): 81–86.

[16] Eko Kuntarto, "Keefektifan Model Pembelajaran Daring Dalam Perkuliahan Bahasa Indonesia Di Perguruan Tinggi," *Indonesian Language Education and Literature* 3, no. 1 (12 Desember 2017): 99–110,

[17] Mokhamad Iklil Mustofa dkk., "Formulasi Model Perkuliahan Daring Sebagai Upaya Menekan Disparitas Kualitas Perguruan Tinggi," *Walisongo Journal of Information Technology* 1, no. 2 (20 Desember 2019): 151–60.

METHODS

This study uses qualitative descriptive research methods.[18] The research location is UIN Sunan Kalijaga Yogyakarta. This research was conducted in early March 2021. The object of this research is the problematika of online lectures and online lecture strategies in human resource management courses (HRM). This study aims to describe problems in online lectures and online lecture strategies applied to human resource management courses (HRM). Data collection is done using observation and documentation techniques. Observations are made by paying attention to the pattern of behavior of students when carrying out or conducting online lecture activities. Documented data is the result of student training and student discussion forums. Data analysis is conducted using an interactive model consisting of three stages, namely (1) reducing data, (2) presenting data, and (3) concluding and verifying data. Data analysis is done using several steps including data collection, data reduction, and conclusion drawing.[19]

RESULTS AND DISCUSSION

Online Lecture Concept and Human Resource Management (HRM)

Online lectures are one form of internet utilization that can increase the role of students in the learning process.[20] Online lectures are one of the methods of online learning or conducted over the internet.[21] This learning can contain teaching materials in the form of document, audio and video files.[22] Windhiyana menjelaskan bahwa penggunaan daring dapat memfasilitasi aktivitas pembelajaran dan kegiatan-kegiatan komunikasi lainnya.[23] Zhang et al explained that the application of online learning between lecturers and students has their own role.[24] Lecturers act as facilitators while students have a role as knowledge constructors in online learning. Online learning has advantages and disadvantages, as for the advantages of online learning, namely: it can interact between students and lecturers, learning can be done from anywhere and anytime, can reach in an unlimited distance of material can be stored online.[25]

The pattern of online learning using various platforms is done by utilizing technology in the learning process.[26] While the disadvantages or weaknesses of online learning according

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[18] Prastowo A, *Metode Penelitian Kualitatif: dalam Perspektif Rancangan Penelitian.* (Yogyakarta: Ar-Ruzz Media, 2012), 23.

[19] Imam Gunawan, *Metode Penelitian Kualitatif: Teori dan Praktik* (Jakarta: Bumi Aksara, 2014).

[20] Much Fuad Saifuddin, "E-Learning dalam Persepsi Mahasiswa," *Jurnal VARIDIKA* 29, no. 2 (15 Januari 2018): 102–9.

[21] Sulia Ningsih, "Persepsi Mahasiswa Terhadap Pembelajaran Daring Pada Masa Pandemi Covid-19," *JINOTEP (Jurnal Inovasi dan Teknologi Pembelajaran): Kajian dan Riset Dalam Teknologi Pembelajaran* 7, no. 2 (3 Oktober 2020): 124–32.

[22] Wildah Nurul Islami dan Sholihudin Al Ayubi, "Konsep Perkuliahan Daring Google Classroom Dalam Meningkatkan Interaksi Akademik Di Tengah Pandemi Korona," *Fikroh: Jurnal Pemikiran Dan Pendidikan Islam* 13, no. 2 (11 Juli 2020): 97–121.

[23] Ericha Windhiyana Pratiwi, "Dampak Covid-19 terhadap kegiatan pembelajaran online di sebuah perguruan tinggi kristen di Indonesia," *Perspektif Ilmu Pendidikan* 34, no. 1 (2020): 1–8.

[24] Dongsong Zhang dkk., "Can e-learning replace classroom learning?," *Communications of the ACM* 47, no. 5 (1 Mei 2004): 75–79.

[25] Kuntarto, "Keefektifan Model Pembelajaran Daring Dalam Perkuliahan Bahasa Indonesia Di Perguruan Tinggi."

[26] Darmawan D, *Teknologi Pembelajaran* (Bandung: PT Remaja Rosda Karya, 2011).

to Waryanto is the implementation of online learning requires adequate infrastructure including internet networks, laptops, computers, mobile phones and applications such as google classroom, zoom, googlemeet and whatsup. All such applications must be implemented online requiring internet data packets and power grids.[27]

According to Dessler, human resource management is a policy and practice that is needed by a person who runs the "person" or human resources aspect of a management position, including recruitment, screening, training, balance and assessment [28]. Another definition of human resource management according to John B. Miner and Mary Green Miner explains that human resource management is defined as a process of developing, implementing, and assessing policies, procedures, methods, and programs related to individual employees in the organization.[29]

HRM in general can be understood both from the meaning of the system and function. In terms of system meaning, HRM is nothing but a management system that is deliberately designed to be able to ensure that the potential or talents of all individuals in the organization can be utilized (used) effectively and efficiently. The individual is intended to achieve the goals and targets that the organization has set.[30]

In this Human Resource Management (HRM) course, students will gain an understanding of: HRM concepts and challenges, several approaches in HRM, Objectives, functions and roles of HRM, HRM Planning, organizational design and job analysis, Recruitment, Selection, Introduction and placement, compensation, hr training and development, Promotion of Planning and career development, assessment of performance and work performance, work discipline , motivation and participation of work, work communication, work conflicts and stress, employee and union relations, job satisfaction of employee dismissal, evaluation of human resources.[31]

Online Courses in HRM Courses

Online lectures at UIN Sunan Kalijaga Yogyakarta in human resource management courses (HRM) are conducted with a span of 3 times during the week which is divided into three classes, namely class A, B, and C. Online lectures on human resource management courses (HRM) use the WhatsApp Group platform which is the main means of online lecture process. In addition, another support tool is Zoom Meeting or Google Meet. The facility can be accessed using a personal computer and a smartphone connected to the internet network. The internet network can be used if teachers and learners have internet quota on smart phone or use wi-fi.

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[27] Nur Hadi Waryanto, "Online learning sebagai salah satu inovasi pembelajaran," *Jurnal Phitagoras* 2, no. 1 (2006).

[28] Sri Harmonika, "Hadits-Hadits tentang Manajemen Sumber Daya Manusia (SDM)," *At-Tadbir : Jurnal Manajemen Pendidikan Islam* 1, no. 1 (2017): 1–14.

[29] Rina Dwiarti dan Arif Bogi Wibowo, "Analisis Pengaruh Tingkat Pendidikan, Kompensasi, Dan Lingkungan Kerja Terhadap Kinerja Karyawan Pada Pt.Taman Wisata Candi Prambanan," *Jurnal Perilaku Dan Strategi Bisnis* 6, no. 2 (29 Agustus 2018): 157–70.

[30] Jusuf Irianto, "Manajemen sumber daya manusia sektor publik di Indonesia: pengantar pengembangan model HRM sektor publik," *Jurnal Masyarakat, Kebudayaan dan Politik* 24, no. 4 (2011): 281–91.

[31] Trisni Handayani, "Penerapan Metode Role Playing Untuk Meningkatkan Kompetensi Belajar Pada Mata Kuliah HRM," *Jurnal Utilitas* 3, no. 1 (3 April 2017): 5.

Zoom Meeting or Google Meet is used as a medium for the lecture process either in terms of explanations by teachers or substitute face-to-face interactions from offline. Then WhatsApp is used to provide lecture rules, RPS, lecture materials, discussion forums, as well as upload and assess exercises, assignments, QUIZZES, Midterm exam, and Final exams. In addition, Whatsapp can also be used for discussion activities through chat groups with fast feedback between members but the activities of various documents via whatsapp can not be done on a large scale. Because not all students have the latest smartphones with advanced features. Whatsapp can also be accessed through a personal computer but also requires a good internet network.

Internet network, internet quota, and wifi are the main support used to access zoom meeting, google meet, and whatsapp. The larger the documents or lecture media used, the more internet quotas will be needed. It certainly has an impact on the needs of teachers and learners to the internet quota, the cost for lecture activities increases, namely buying internet quota. In addition, for students who live in remote areas with bad internet networks, online lecture activities will also be hampered.

Online Lecture Process in HRM Courses

This online lecture is conducted in full since March 2020. Human resource management courses (HRM) are being taught to 4th semester students. Before starting this online lecture, the teacher arranges and lists the learning requirements so that students understand the online lecture system. In each week, the online lecture process of human resource management lectures (HRM) consists of five aspects of lecture activities, namely lecture materials, discussion forums, material deepening, training or assignments, and evaluation. In online lectures on this course, many students focus only on training but skip reading, weeding, and understanding material, do not open and study articles listed through reference links, and do not participate in discussions in forums.

Online Lecture Materials in HRM Courses

In this online lecture of human resource management courses (HRM), human resource management lecture materials presented by 4th semester students are created in the format of papers, power points, and explanations through voice notes or in the form of youtube videos and then sent through Whatsapp Group. Teachers or lecturers explain the material through Zoom Meeting and then the material described is given to students through Whatsapp Group in the form of power points in addition to references for students. Then for other friends can provide comments and feedback through the Whatsapp Group application. And if the discussion of materials conducted in Whatsapp Group is not completed can be continued in the zoom meeting between lecturers and students. So that the material can be explained directly by the lecturer concerned.

Problematika Online Lectures In HRM Courses at the College Level

The definition of problematika is something that still cannot be solved. Problematika is also commonly referred to as a problem. Lectures can also be called learning is an activity that is done to initiate, facilitate, and improve the intensity and quality of learning in students.[32] Dimyati suggests that the nature of learning is the process of interaction between teachers and

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[32] Winataputra, Udin. S., Paulina Pennen, Dina Mustafa, Refni Delfi, Dewi Andriyani, *Teori Belajar dan Pembelajaran.*, 1 ed. (Tanggerang: Universitas Terbuka, 2016).

learners involving learning components, such as learning objectives, learning materials or resources, presentation and assessment systems in a learning environment.[33]

Based on the definition, it can be concluded that the understanding of problematika lectures or learning is a problem that occurs in lecture activities, both in the process of evangelization, facilitatement, as well as increased intensity and quality of learning related to the purpose of lectures, teachers, learners, materials, methods, and assessments in a learning environment. So, the problem of lectures can occur in the components of lectures. Riyana suggests that in lectures there are components, namely the purpose of lectures, materials or materials lectures, media and lecture methods, as well as students and educators.[34]

The problems of online lectures found by researchers in human resource management courses (HRM) at UIN Sunan Kalijaga are:

Depending on the network

The main problem that often occurs when studying online is dependence on the network. Not only in online lectures at the elementary / junior high school / high school level, even in universities also network is also a major problem in the online lecture process. If the network is disrupted or there is no signal, then the lecture becomes disrupted. So that students who experience problems on the signal can be left behind the delivery of material that has been explained by the lecturer. In online lectures on human resource management courses (HRM) conducted through Zoom Meeting there are still a lot of students who experience network disruptions during the course. Because not all students are in areas whose networks support.

Based on the above information, the availability and ease of internet network access in some remote areas is also a problem that causes the non-course activities online. In addition, the presentation of materials must also be adapted to the online lecture system that is indirect. Teachers can't use video conferencing for every lecture session. Because, students who 'go home' and are in difficult areas of internet access are certainly unable to participate in virtual-face lectures. So lectures will not be conducive because not all students participate.

Less flexible discussions

Discussion activities during lectures are also not like face-to-face class discussions. Because this online lecture activity is indirect, discussion activities can not be done quickly. In online lectures on human resource management courses at this college, discussions are conducted online through Whatsapp Group (WAG) sometimes also continued through Zoom. During the course process, not all students want to join the discussion activities even just a few who can be active in following the lecture process. There are still many students who just fill out attendance lists without participating in discussions. This is a problem that needs to be considered and sought solutions by teachers.

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[33] Sri Hayati, *Belajar dan Pembelajaran Berbasis Cooperative Learning* (Jakarta: Graha Cendikia, 2017).

[34] Riyana, Cepi, "Kurikulum Pembelajaran. (Online). http://file.upi.edu/Direktori/fip/jur._pend._luar_biasa/196209061986011ahmad_mulyadiprana/pdf/komponen _pembelajaran.pdf," *Diunduh pada 25 April 2020.*, 2011.

Furthermore, human resource management courses (HRM) conducted with Zoom Meeting also make it impossible for students to focus on the lecture process. Because, there are still some students who follow Zoom but do not turn on the camera, so this makes the teacher does not know if the students actually follow the lecture process or not. In addition, exercise or assignments are also one of the main problems in online lectures. All teachers give students exercises or assignments. There are still many tasks that are considered burdensome for students. Therefore students and teachers must always communicate so that they can find the right solution for all parties.

CONCLUSION

Based on the results of the research, it can be concluded that lectures on human resource management courses (HRM) at UIN Sunan Kalijaga Yogyakarta conducted online by all students in general by using mobile phones through the internet are supported by the use of Zoom Meeting and Whatsapp Group applications. The problems experienced during the online study in human resource management courses (HRM) applied by the Islamic Education Management Study Program are: online lectures are constrained related to unstable networks and student instability in discussion forums during lectures. This is the basis of problematika in the online lecture process, especially in virtual HRM lectures. To overcome these problems, educators or lecturers should be able to create interesting and innovative learning innovations, so that lectures or learning can run well in accordance with what will be achieved.

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