THE IMPLEMENTATION OF ONLINE LEARNING ACTIVITIES DURING COVID-19 OUTBREAK

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Keywords	Abstract
Online learning Covid-19 Library study Thematic analysis	*This library study sought to investigate the implementation of online learning activities during the Covid-19 outbreak. To increase the reliability, robustness, and comprehensibility forming in this small-scale library study, the researcher employed a thematic analysis while clustering the most identical research findings from 30 previous online learning activity studies into some thematically categorized themes. As the topmost prioritization of this small-scale library investigation was to generate more comprehensible, relatable, and applicable research results beneficial for the betterment of worldwide English language teaching-learning enterprises, the researcher selected 30 published online learning activity investigations uploaded in varied journal article platforms ranging from 2020 to the 2022 year. Based on the data agglomeration final results, online learning activities promoted various advantages and disadvantages concerning EFL learners' target language proficiency levels advancement and habitual classroom learning vicinities. Anchoring on this unassailable fact, globalized educational institutions and second language educators should work hand-in-hand to invent more contextual online learning dynamics currently matching with nowadays EFL learners' learning needs, skills, and preferences.*

Kata Kunci	Abstrak
Pembelajaran online Covid-19 Studi pustaka Analisis tematik	*Studi kepustakaan ini berupaya untuk mengetahui pelaksanaan kegiatan pembelajaran daring pada masa wabah Covid-19. Untuk meningkatkan keandalan, ketahanan, dan pemahaman yang terbentuk dalam studi perpustakaan skala kecil ini, peneliti menggunakan analisis tematik sambil mengelompokkan temuan penelitian yang paling identik dari 30 studi aktivitas pembelajaran online sebelumnya ke dalam beberapa tema yang dikategorikan secara tematis. Karena prioritas utama dari investigasi perpustakaan skala kecil ini adalah untuk menghasilkan hasil penelitian yang lebih komprehensif, relevan, dan dapat diterapkan yang bermanfaat bagi kemajuan perusahaan belajar-mengajar bahasa Inggris di seluruh dunia, peneliti memilih 30 investigasi aktivitas pembelajaran online yang dipublikasikan dan diunggah*

dalam berbagai artikel jurnal. platform berkisar antara tahun 2020 hingga 2022. Berdasarkan hasil akhir aglomerasi data, kegiatan pembelajaran online memberikan berbagai keuntungan dan kerugian sehubungan dengan kemajuan tingkat kemahiran bahasa target pembelajar EFL dan lingkungan pembelajaran di kelas yang biasa. Berdasarkan fakta yang tidak dapat disangkal ini, institusi pendidikan global dan pendidik bahasa kedua harus bekerja sama untuk menciptakan dinamika pembelajaran online yang lebih kontekstual yang sesuai dengan kebutuhan, keterampilan, dan preferensi pembelajaran EFL saat ini.

INTRODUCTION

Before the inception of the COVID-19 outbreak from 2019 to the end of 2021 year, second language educators and learners endure smooth, enjoyable, and meaningful learning enterprises as they can have various physical rendezvous. Karim and Alam (2021) state that with the constant internalization of onsite second language learning activities, EFL educationalists can impart the targeted learning materials clearly to their learners resulting in the thorough attainment of a significant degree of learning benefits. However, all educational stakeholders are immediately demanded to become more adaptable while encountering the COVID-19 pandemic by shifting all their onsite teaching-learning dynamics to varied online modes to prevent this virulent virus from its exponential transmission all around the globe. The above-mentioned conception is closely interlinked with Deli and Allo (2020) averring that upon the uprising of the COVID-19 pandemic dissemination, all worldwide educational institutions are directly forced to adjust their offline teaching-learning activities into online ones to diminish the debilitating impacts brought out by this disease. In line with its term, online learning is best described as a virtual, flexible, and technological-based learning model in which second language teachers and learners are going to undergo more dynamic interactions with insistent support imparted by various sophisticated technological learning platforms. The aforesaid definition is tightly interwoven with Rahmawati and Sujono (2021) theorizing that online learning can be one of the effective solutions for EFL learning instructors and learners to conduct better-facilitated second language exposure in their illusive classroom learning circumstances wherein they can still establish mutual interactions with each other based on compatible technological applications.

Aparicio et al. (2016) strongly suggest that globalized EFL educationalists continually instill two major essential components of online learning activities amidst the COVID-19 outbreak namely meaningful learning and optimal technology usage. Through meaningful learning activities, EFL learners will not merely transform into more proficient target language users but also lifelong academicians who are always inquisitive in searching for novel knowledge outside of the classroom walls. This admirable learning behavior echoes Rakhmamina et al. (2020) avowing that if implemented with conscientious care, online learning strategies can potentially bring about a wide variety of advantageous academic benefits for the terrific advancement of learners' second language learning progressions and motivation. Concerning optimal technology usage, high-quality online learning enterprises should put EFL educators and learners at ease when taking part in a vast array of distant learning activities. This suggested advice can be probably done by providing accessible, comprehensive, and applicable learning materials manifested in various supportive platforms. By integrating the main core of this technological-based learning mode, EFL educators and learners will not easily get distracted, stressed, and emotionally-burnout although they cannot have face-to-face interfaces alike regular classroom meetings. The gradual diminution of these unintended disadvantages is ascertained since EFL teachers and learners are still able to establish mutual interactions even though they are tentatively separated by distinctive times and sites. A necessary need to incorporate suitable utilization of technology-based learning platforms is also supported by Rahim and Chandran (2021) believing that under the constant presence of supportive, meaningful, and appropriate technological tools, EFL educators

together with learners are more likely to experience more authentic second language teaching-learning activities by which limitless information are continually provided to empower their intellectual curiosity.

It is interesting to acknowledge that online learning activities have brought a vast variety of influential impacts for the significant betterment of our prospective educational enterprises' quality comprising of learners' language learning autonomy, learning convenience, and learning enjoyment. It is undeniably pivotal for globalized second language educationalists to combine their onsite learning enterprises with online learning activities in the meantime. In the light of online learning activities, EFL learners learn varied valuable life lessons on how to independently overcome the presently situated learning impediments with the minimum endorsement from their teachers or learning companions. This is evident during an internalization of online learning activities during the Covid-19 pandemic wherein second language learners are intensively asked to conduct intensive self-study before and after attending various online classes. In effect, their self-reliant characters matter most for their impending academic achievements as they progressively turn into more effective problem-solvers and prudent decision-makers for their personalized learning dynamics. All these advantageous learning benefits are positively linked to Hurlbut (2018) who highly encouraged worldwide educational institutions to preserve the mutual concatenation of offline and online learning dynamics in their classroom daily learning basis in which learners will start to learn how to stipulate various decisions working best for their learning activities without relying too severely on other learning community members' assistances. Another meritorious learning reward residing in online learning activities is its convenience. In an online learning context, convenience refers to unlimited information that can be accessed with no restrictions on time and place. Simply speaking, EFL learners are more prone to cultivate more robust learning endeavors upon starting their online learning courses where they possess limitless information access just by the tips of their fingers. The above-explicated standpoint is mutually interlinked with Kadiresan et al. (2021) who advocated globalized second language educators to start prioritizing the continuous usage of online learning approaches in their daily classroom learning surroundings wherein EFL learners' particular learning interests are outstandingly escalated to the fullest levels. Ultimately speaking, the ceaseless immersion of online learning dynamics can potentially promote more favorable learning experiences for worldwide EFL learners. It can be said so since EFL learners are not restrictively required to attend onsite classroom learning vicinities as normally they do, yet they are solely asked to stay at their homes to take part in every single learning activity having been enacted for them. This positive online learning activities value is confirmed by Naim and Sandaran (2020) revealing that the majority of worldwide EFL learners tend to display more proactive learning behaviors after participating in varied online learning activities in which they inculcate a higher level of learning pleasure by not presenting their physical beings in physical classroom environments.

Aside from its beneficial advantages, online learning activities are also crammed with various shortcomings as well. The most foreseen drawback is the lack of internet connectivity in the majority of hemispheres. It is of foremost importance for EFL educationalists and learners to infuse stable internet connection in their sites upon embarking on online learning activities or else they are going to undergo fruitless encounters as the specifically targeted topical lessons are only addressed partially. This inescapable online learning issue is further confessed by Di Pietro et al. (2020) who unveiled that a great number of globalized EFL learners incessantly experience a higher degree of stressful and detrimental online learning situations due to the lack of steady internet connection in their places. Another inescapable impediment to online learning activities implementation during the COVID-19 pandemic is the shrinkage of social intelligence skills. As online learning dynamics specifically facilitate EFL learners to undergo more self-paced and unguided knowledge discovery in the long run, they will encounter another arduous moment in socializing with other learning counterparts as they consistently do in their physical classroom sites. As a result of this debilitating factor, EFL learners will lack empathy and self-regulation since they already dwell longer in virtual teaching-learning activities. Hazaymeh (2021) has likewise noted that after abiding by the

whole atmosphere of online learning activities, EFL learners are more liable to encounter another laborious learning adjustment and habituation when they have to normally come to their onsite classroom vicinities, which in turn requires second language learning instructors to adopt as well as adapt various appropriate classroom management strategies to forestall any unwanted misbehaviors performed by their learners.

Five previous investigations were conducted in conjunction with the major specific research area being explored in this small-scale qualitative study. The first study was initiated by Herwiana and Laili (2022) uncovering that a vast number of Indonesian EFL learners thoroughly enjoyed online learning processes prepared by their teachers since they could share their various kinds of distinctive perspectives confidently to other learning community members without feeling pressurized like in onsite classroom learning contexts. Hijazi and Alnatour (2021) discovered that an overwhelming majority of Iranian EFL learners began to lose their robust learning motivation after the installation of online learning enterprises where they could not meet, interact, and socialize with their entrusted learning groups as usual. Krishnapatria (2020) highly recommended second language educators apply a blended learning strategy after the post-Covid-19 era to allow more positive learning pathways for EFL learners to become more broad-minded target language discoverers who are always thirsting to unearth varied newly-constructed knowledge in their daily lives. Nashir and Laili (2021) revealed that a great majority of worldwide EFL educationalists discouraged an insistent utilization of online learning approaches in their daily classroom learning vicinities as they could not monitor all learners' learning progress accordingly and create various assessments suiting best with particular learners' learning needs, interests, and preferences. Oktaria and Rahmayadevi (2021) strongly prompted second language learning instructors all around the globe to start making the utmost prioritization of Google Classroom before commencing their main teaching-learning activities to foster EFL learners' self-discipline, autonomy, and self-regulation characters. To date, none of these studies have ever specifically investigated the implementation of online learning strategies during the Covid-19 outbreak. To the best of the researcher's knowledge, these five prior studies merely pointed out various advantages, disadvantages, and technological-based supports promoted by online learning strategies in nowadays English language teaching-learning dynamics. Departing from this issue, it is of key importance for the researcher to initiate this small-scale library investigation for worldwide educational stakeholders to obtain a more comprehensive understanding of online learning activities usage amidst the Covid-19 pandemic. By embodying the aforementioned study objective, it is expectantly hoped that globalized EFL educationalists are still eager to provoke a more perfect incorporation between onsite and online learning activities to promote more holistic second language classroom surroundings where all learning community members' target language competencies are continually thriving to more advanced growth. To fulfill this main study objective, the researcher is going to seek to response to the following research problem: How is the implementation of online learning activities during the Covid-19 outbreak?

METHOD

This small-scale qualitative investigation was manifested in a library analysis framework by nature. A library analysis methodology was the main core supporting this qualitative study to generate more reliable, relatable, and applicable research results contributable to the significant enhancement of prospective research fields being explored. This major advantage takes place since iterative data analyses are intensively conducted to minimize unintended data discrepancies that may cause research bias. Klassen et al. (2012) confirm that with the accompaniment of a library study approach, the researchers can potentially yield more robust, relevant, and meaningful research findings due to the rigorous data checking initiated to alleviate ambiguous data. To fulfill the aforementioned study objective, the researcher conducted an in-depth thematic analysis of 30 online learning strategies during COVID-19 outbreak studies published in various worldwide journal article platforms. Reputable journal article platforms are the topmost prioritization forming in this

small-scale library study to yield more impactful research results usable for nowadays English language teaching-learning enterprises. The range of these specifically selected 30 studies' years was from 2020 to 2022. Speaking specifically, a thematic analysis approach was internalized in this current small-scale library study to enable the targeted educational stakeholders to gain a more comprehensive understanding of the specific research phenomenon currently delved into. Sula (2018) articulates that with enlightenment of a thematic analysis research approach, more systematic, apprehensible, and practical research results were more likely to be generated since the researchers are required to make firm interpretations of all already-generated data to thematically cluster the most identical research findings into some cohesive themes. To do so, the researcher simultaneously applied an open-coding approach. Through an open-coding approach, the researcher would have broader opportunities to produce more objective, sensible, and critical research themes. This meritorious methodology value was prompted by an exhaustive data analysis process itself wherein the researcher continuously monitored all specifically-clustered research themes and whether they were mutually related to the main topic proposed in this library study. Braun and Clarke (2021) emphasize the critical importance of an open-coding methodology during the thematic analysis processes by which the researchers are insistently requested to juxtapose their finalized data agglomeration to be in accord with the main research topics being investigated. After going through all these careful and exhaustive data analysis processes, the researcher planned to substantiate the thematically categorized research results in support of prior relevant theoretical frameworks and findings. This last research action matters most for the credibility of this small-scale library study since the researcher relied on his scientific explications based on attested theories and research-informed decisions derived from previously conducted studies. Lastly, the researcher also had two aspirations upon the approaching accomplishment of this small-scale library study. Firstly, the researcher expected globalized second language educators to ceaselessly concatenate the further utilization of onsite and online learning strategies in nowadays classroom learning vicinities with the hope that more fruitful target language learning outcomes attainment is in their hands. Secondly, the researcher looked forward to observing there is a salient transformation taking place among worldwide second language educationalists and learners that online learning strategies can bring about manifold rewarding academic values in the long run given the specific condition that they are highly desirous of becoming the agents of changes to actualize all these coveted breakthroughs starting from minuscule educational parts; everyday classroom environments.

RESULTS AND DISCUSSIONS

Based on the thematically-categorized research results derived from a thematic analysis, the researcher eventually came up with two main research themes that are going to be argumentatively expounded in the subsequent parts of this small-scale library study namely: (1) Online learning activities brought about influential impacts for the significant advancement of second language classroom quality and (2) Online learning dynamics promoted debilitative second language learning enterprises to EFL learners.

Theme 1: Online Learning Activities Brought about Influential Impacts for the Significant Advancement of Second Language Classroom Quality

Theme 1	Studies
Online learning activities brought about influential impacts for the significant advancement of second language classroom quality	Almahasees et al. (2021); Almusharraf and Khahro (2020); Cui (2021); Hazaymeh (2021); Hendrawaty et al. (2021); Nugroho et al. (2020); Rahmayanti et al. (2022); Rakhmanina et al. (2020); Rifiyanti (2020); Saleh et al. (2021); Sheerah et al. (2022); Suharsih and Wijayanti (2021); Sukman and Mhunkongdee (2021); Susila et al. (2020); Tanjung and Utomo (2021); Yana and Putri (2021).

Theme 1 revealed that through online learning dynamics, EFL learners experienced better-facilitated English classroom vicinities. The inducement of high-quality English learning enterprises happened as EFL learners rigorously explored a wide variety of information aligning with their particularly discussed learning topics. EFL learners start transforming into more self-reliant knowledge discoverers amidst the continual internalization of online learning activities since their second language learning instructors only provide a glimpse of learning guidance for them to accomplish a certain number of learning projects. Resultantly, they heed their fullest efforts to unearth varied beneficial knowledge and strategies that directly buttress the successful accomplishment of their particular learning assignments. The above-mentioned contention is in partnership with the prior finding of Almahasees et al. (2021) uncovering that the majority of Iranian EFL learners began transfiguring into more self-paced knowledge seekers after taking part in online learning dynamics by which they were consistently demanded to conduct their personalized knowledge discovery to fulfill the targeted learning objectives stipulated at the commencement of their academic journeys. While participating in online learning dynamics, EFL learners have also succeeded in inculcating more proactive learning characters, particularly while contributing their specific ideas to the whole classroom learning discussions. Online learning activities ensure a higher degree of enjoyment and comfort to all learning community members in which they do not have to disseminate their distinctive standpoints in immediate learning environments. In light of this relaxing learning situation, EFL learners will feel less pressured and anxious upon sharing their particular ideas. As a result, they entirely enjoy a vast variety of online learning activities prepared by their second language learning instructors. The aforementioned contention lends support to the previous finding of Cui (2021) who unveiled that a predominant number of Chinese university EFL learners were more prone to insistently display more active and confident learning behaviors after being immersed in online learning activities wherein they underwent anxiety-free learning atmosphere due to the open-ended sharing taking place among learning community members. It is worthy of note that online learning activities can potentially turn EFL learners into more efficient problem-solvers and judicious decision-makers. It can be said so because online learning dynamics presented EFL learners with a wide variety of unpredictable barriers. Upon facing a vast range of formidable learning obstructions, EFL learners learn extensively to devise strategies fitting best for their learning enterprises. As a result of this action, EFL learners will be more accustomed to dealing with various arduous learning obstacles. The above-explained conception was affirmed by Hazaymeh (2021) unfolding that a great majority of Arabian EFL learners were adept at determining a vast array of meaningful solutions for their regular learning hindrances through which they exactly noticed the most compatible strategies operating best for their presently-situated learning situations.

In the same line of argument, online learning activities can potentially pave more promising trajectories for EFL learners to shift into more responsible academicians. The significant elevation of their responsible characters takes place as EFL learners are required to infuse a more comprehensive understanding of the designated learning materials. With the ceaseless enlightenment of thorough topic comprehension, EFL learners will have broader opportunities to finish the specifically assigned learning tasks promptly since they are fully aware of how to handle those particularly given learning assignments. This underlying principle was also confirmed by Nugroho et al. (2020) strongly encouraged Indonesian EFL educationalists to embark on their daily teaching-learning processes with the endorsement of online learning activities wherein second language learners gain a more profound understanding of the posted learning materials directing them to accomplish their language learning assignments. For all these online learning benefits to truly happen in nowadays educational enterprises second-language educators need to incorporate more authentic, interactive, and fun learning activities. With the ceaseless presence of these transformative learning enterprises, EFL learners will always be inquisitive whenever they encounter a wide variety of novel knowledge in their academic journeys. By constantly becoming inquisitive academicians, EFL learners have progressively become more vibrant in maximizing their

target language competencies to their fullest potential. Rifiyanti (2020) accentuated the notable importance of internalizing more pleasurable online learning activities at the commencement of modern EFL teaching-learning enterprises where second language learners are highly desirous of practicing their target language proficiency levels to the utmost growth through critical knowledge discovery inquiry.

Theme 2: Online Learning Dynamics Promoted Debilitative Second Language Learning Enterprises to EFL Learners

Theme 2	Studies
Online learning dynamics promoted debilitative second language learning enterprises to EFL learners	Agung et al. (2020); Deli and Allo (2020); Anwar and Wahid (2021); Aslam et al. (2021); Hussein et al. (2021); Jalilinia (2021); Kang and Duong (2021); Alam and Khanum (2021); Laili and Nashir (2021); Melvina et al. (2021); Nasution and Ahmad (2020); Rahim and Chandran (2021); Rahman (2020); Rakaj (2022).

In another stream, online learning dynamics could potentially provoke disruptive learning processes among EFL learners. Three common major impediments generally hinder EFL learners from fully enjoying the fullest utilities of online learning activities namely unstable internet connection, short-term learning focus, and passive interactions with all learning community members. These three problematic online learning issues are assented to by Aslam et al. (2021) who unearthed that a vast majority of Iraqi university EFL learners preferred participating in offline learning rather than onsite learning dynamics as they could establish more mutual interactions with other learning companions, preserve long-lasting learning concentration, and face no internet connectivity hurdle. During the inception of the COVID-19 outbreak, most EFL learners easily lost their motivation while engaging in varied online learning processes. The significant degradation of their robust learning motivation is prompted by the fact that second language learners only have scant opportunities to forge their desired target language competencies in hands-on learning activities. In online learning activities, EFL learners are severely restricted by their screens causing the dramatic reduction of interactive classroom learning interactions. As most teaching-learning activities are accomplished through written assignments, online learning dynamics, if not implemented properly, can potentially provoke a higher level of boredom and frustrating educational experiences for all learners. Laili and Nashir (2021) have likewise noted the debilitating effects of online learning activities that might attenuate EFL learners' target language learning progressions since they were not able to set up mutual collaboration with other learning counterparts and impeded to forge their target language competencies due to the limited teaching-learning periods imparted by educational institutions. Other probable online learning obstructions precluding EFL learners from experiencing more fruitful target language learning outcomes attainment were a lack of technological literacies taking place between second language educationalists and learners, inefficient learning assistances, and incompatible learning assignments. By incessantly living in these vicious online learning cycles, EFL learners will not solely infuse low learning desire but also undergo stagnant target language skills development. The above-mentioned online learning hindrances echo with Melvina et al. (2021) affirming that the premature implementation of online learning activities is more likely to cause three main unsavory learning impacts for EFL teachers in which second language learners were not familiar with the particular technological platforms, lack of mutual learning supports, and crammed with meaningless learning assignments.

To efficiently prevent all these unpleasant online learning occurrences from recurring in the approaching English language teaching-learning enterprises, globalized educational institutions should enroll all second language educationalists in various kinds of intensive online learning activities training concerning its specific utilities, nature, processes, strategies, and materials working best for the further maximization of this virtual learning approach. By releasing this suggested action, worldwide second language teachers are more liable to design a wide array of meaningful online learning activities,

materials, and assessments that best suit their learners' specific learning needs, interests, and proficiency. In a similar vein, Kang and Duong (2021) mentioned that it is becoming progressively pivotal for second language educators to take part in any kind of online learning strategy training series by which support they have become more aware of internalizing the most compatible learning dynamics, topics, and assessments harmonious with their learners' current learning situations. Furthermore, it is equally important for second language instructors all around the globe to conduct a continual search for another potentiality of applying variegated technological tools inside their regular classroom routines. An incisive deployment of more contextual and innovative technological-based learning platforms can act as one of the stepping stones for paving the forthcoming EFL learners' learning success. This coveted learning outcome happened since all learning community members feel intensively supported to magnify their existing target language skills to greater development resulting in another remarkable escalation of their perseverance along with resilient learning characteristics. Hussein et al. (2021) theorized that with an accurate usage of appropriate technological learning platforms, EFL learners are more likely to attain a significant degree of learning benefits in their academic journeys because they do not easily give up while confronting a wide variety of arduous learning challenges as they perceive these hardships as worthwhile driving forces for them to become more successful target language academicians in the future.

CONCLUSIONS AND RECOMMENDATIONS

From the thematically-categorized research results, it can be fairly concluded that the implementation of online learning activities during the Covid-19 outbreak was more likely to resemble a double-edged sword. From the advantageous value side, online learning dynamics exposed EFL learners to less anxious classroom learning climates in which they were not intensively demanded to attend varied physical interactions like they previously experienced in offline learning settings. Another interesting point was EFL learners started shifting into more autonomous target language academicians while taking part in various kinds of online learning activities. This admirable learning behavior was well-entrenched among globalized EFL learners since they were consistently required to gain a more exhaustive understanding of the targeted topical lessons posted by their learning instructors by extensively discovering a wide variety of useful information that was closely interlinked with the specifically discussed learning topics. In another stream, the premature preparation of online learning activities could potentially provoke destructive, fruitless, and frustrating educational experiences for all second language learners. This may be due to poor internet connection, scant mutual interactions, and inappropriate language learning assignments. As the first aforementioned impediment is uncontrollable, globalized educational institutions together with teacher training and educational faculties could establish more mutual and solid collaborative networking in the impending events by immersing second language teachers into a series of online learning strategy trainings. By actualizing the above-suggested advice, our prospective second language educators will inculcate a higher level of readiness when it comes to the harmonious integration of online and physical learning activities. Simply put, second language teachers can promote more meaningful, enjoyable, and relatable online learning enterprises to all learning community members by which their particular target language competencies level will thrive to the fullest potential. Two major drawbacks need to be acknowledged forthrightly for the significant betterment of forthcoming library investigations. Firstly, future researchers are encouraged to specify this presently chosen study topic in Indonesian EFL teaching-learning contexts for educational stakeholders to attain more obvious discernment regarding various probable ways of maximizing the meritorious online learning strategy rewards in their regular classroom routines. Secondly, future researchers are simultaneously prompted to replicate this current library investigation identically by initiating more comprehensive explorations of whether online learning activities are still relevant in this post-Covid-19 era. This further research action

will matter most for the progressive development of globalized educational quality so that educational parties can induce more holistic second language learning processes with the endorsement of contextual teaching techniques and sophisticated learning platforms. Aside from these two aforementioned shortcomings, the particularly generated research results derived from this small-scale library study paved enlightening pathways for worldwide educational institutions to start extending their mutual and supportive pedagogical assistances to all educationalists in incorporating various kinds of rewarding learning strategies as well as platforms purported for cultivating better-quality educational enterprises in the long run.

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