

**INVESTIGATING EFL UNIVERSITY STUDENTS' ONLINE LEARNING
SATISFACTION DURING THE COVID-19 PANDEMIC AND
STUDENTS' EXPECTATIONS TOWARDS BLENDED LEARNING IN
THE POST-PANDEMIC ERA**

By

NI MADE ARI DWIPAYANTI, NIM 1912021077

English Language Education

Faculty of Language and Art

Ganesha University of Education

Bali-Indonesia

Email: ari.dwipayanti@undiksha.ac.id

ABSTRACT

This research aimed to investigate EFL university students' satisfaction with fully online learning during the COVID-19 pandemic and explore their expectations for blended learning in the post-pandemic era. This study used an Explanatory Sequential Mixed-Method that combines questionnaires and interview guidelines for data collection. The researcher validated the questionnaire and interview guide with four methods: face validity, content validity, empirical validity, and reliability. The participants of this study were 124 7th-semester students in the year 2022/2023 in the English Language Education Department, at Ganesha University of Education. The descriptive analysis in the form of the mode score was used to analyze the students' satisfaction and the thematic analysis for the students' expectations. The results of the questionnaire show that more than half of students are satisfied with online learning during COVID-19. The results of the interviews show that in general students feel that online learning provides flexibility in learning, but some students are constrained by network connections and device problems. Students have expectations for blended learning for each factor, i.e. lecturers provide topics online and explain more material and do face-to-face discussions, lecturers are able to help students in terms of understanding material, provide more frequent feedback for interaction factors with lecturers, use a combination of *Zoom*, *WhatsApp*, and face-to-face to discuss for the interaction factors among students, using technology as needed when blended learning from technological factors, as well as from learning sources factors, namely lecturers can help students obtain learning resources that are difficult to access. This research provides information to lecturers about student satisfaction with online learning and students' expectations of blended learning as a teaching reference for future blended learning to be better.

Keywords: Blended learning, English, expectations, online learning, satisfaction

**INVESTIGATING EFL UNIVERSITY STUDENTS' ONLINE LEARNING
SATISFACTION DURING THE COVID-19 PANDEMIC AND
STUDENTS' EXPECTATIONS TOWARDS BLENDED LEARNING IN
THE POST-PANDEMIC ERA**

Oleh

NI MADE ARI DWIPAYANTI, NIM 1912021077

Prodi Pendidikan Bahasa Inggris

Fakultas Bahasa dan Seni

Universitas Pendidikan Ganesha

Bali-Indonesia

Email: ari.dwipayanti@undiksha.ac.id

ABSTRAK

Penelitian ini bertujuan untuk menyelidiki kepuasan mahasiswa EFL dengan pembelajaran online sepenuhnya selama pandemi COVID-19 dan mengeksplorasi harapan mereka untuk pembelajaran campuran di era pasca-pandemi. Penelitian ini menggunakan Explanatory Sequential Mixed-Method yang menggabungkan kuesioner dan pedoman wawancara untuk pengumpulan data. Peneliti memvalidasi kuesioner dan pedoman wawancara dengan empat metode: validitas muka, validitas isi, validitas empiris, dan reliabilitas. Partisipan penelitian ini adalah 124 mahasiswa semester 7 tahun 2022/2023 di Jurusan Pendidikan Bahasa Inggris, Universitas Pendidikan Ganesha. Analisis deskriptif berupa nilai mode digunakan untuk menganalisis kepuasan siswa dan analisis tematik untuk harapan siswa. Hasil angket menunjukkan bahwa lebih dari setengah siswa merasa puas dengan pembelajaran daring selama COVID-19. Hasil wawancara menunjukkan bahwa secara umum siswa merasa bahwa pembelajaran daring memberikan fleksibilitas dalam pembelajaran, namun beberapa siswa terkendala oleh koneksi jaringan dan masalah perangkat. Mahasiswa memiliki ekspektasi terhadap blended learning untuk masing-masing faktor yaitu dosen memberikan topik secara online dan menjelaskan materi lebih banyak dan melakukan diskusi tatap muka, dosen mampu membantu mahasiswa dalam hal pemahaman materi, memberikan umpan balik yang lebih sering untuk faktor interaksi dengan dosen, menggunakan kombinasi Zoom, WhatsApp, dan tatap muka untuk berdiskusi untuk faktor interaksi antar mahasiswa, pemanfaatan teknologi sesuai kebutuhan saat blended learning dari faktor teknologi, serta dari faktor sumber belajar yaitu dosen dapat membantu mahasiswa memperoleh sumber belajar yang sulit diakses. Penelitian ini memberikan informasi kepada dosen tentang kepuasan mahasiswa terhadap pembelajaran online dan harapan mahasiswa terhadap blended learning sebagai acuan pengajaran blended learning ke depan menjadi lebih baik.

Kata Kunci: Pembelajaran campuran, Bahasa Inggris, ekspektasi, pembelajaran daring, kepuasan