

CHAPTER I

INTRODUCTION

Chapter I consists of the study's background, problem identification, assumption and limitation, research question, research objective, and research significance.

1.1 Background of The Study

Twenty-first-century learning requires the development of information, communication, and technology. Educators are required to push themselves in these aspects so it will be beneficial for the learning process. But not just as a teacher, the institution and also the students should be able to follow its developments (Kurniawati et al., 2021). The 21st-century frameworks make it easier to determine students' talents for employment in the future. However, to do this, pupils must be comfortable, pleased, and love the learning process. Students' learning abilities and goals will be easier to attain if the usage of learning media, learning materials, interaction, study techniques, and a range of learning processes is constantly repeated and inappropriate for students' circumstances. As a result, 21st-century learning is a collaborative framework for developing the abilities, aptitudes, and attitudes required to flourish in today's society (Pérez & Montoya, 2022). But how do we do it?

COVID-19 causes changes, particularly in education. Online learning as an adaptive technique for study presents several difficulties and obstacles. Discomfort caused by the transition from face-to-face to online learning has a detrimental influence on pupils. The challenges stem from the preparation of online content, teachers' preparedness, facilitation, and environment in the

classroom, as well as how students adjust to the scenario. If there is no absolute answer to these challenges, it will have an impact on learning objectives and accomplishment (Nilsen and Patricia, 2017). However, this remark cannot be regarded simply as is; a lot of study and research connected to the online learning viewpoint has a general point and has to be viewed properly.

During the COVID-19 pandemic, internet usage grew by 72%, with 96.2% of respondents accessing the internet via their devices (Siste et al., 2020). As a result, all schools must replace conventional learning with emergency remote learning, sometimes known as "online learning." This was shown by online teaching and learning activities that were done on each student's device at home. Online learning improves the learning experience while saving time, flexibility, and student-centered learning (Basuony et al., 2020; Mukhtar et al., 2020). The students can learn independently at their houses, which is a safe place. Online learning makes students learn independently without any limitations of space and time. It means that online learning flexibility is seen from distance learning, making students learn in their place with the teacher monitoring their process remotely. (Mukhtar et al., 2020). Fidalgo et al., (2020) Add that students do not need to spend time on the road from home to campus during online learning. This situation makes the learning process have limited interaction, and the students need to adapt, especially with the use of technology and the internet.

Students with good satisfaction will maximize their abilities, avoid insecure and too stress feeling, and importantly feel excited in the process of getting the knowledge. The students' satisfaction is the degree to measure the

students are delighted or not with the involvement in online learning. A study from Adela (2020) when still EFL learning process was fully used online learning found the students had problems in mastering English due to the lack of students' awareness and unsuitable learning media with the ineffective learning process. To measure the effectiveness of online learning in the EFL context during the COVID-19 pandemic, satisfaction is the measurement term to know whether the students are delighted or not with online learning.

Furthermore, Ranadewa et al. (2021) discovered various characteristics influencing learners' happiness and commitment to online learning during the COVID-19 epidemic. Academic challenges, accessibility, technical abilities, mental well-being, lecturer dedication, and online learning efficiency all have an impact. Crucial aspects of successful and effective learning have a connection with the value of learning experiences. (Elshami et al., 2021). Some aspects of the learning experience such as students' interaction and students' outcomes as internal values and the instructor, technology, and learning media as external factors can influence the satisfaction of learning. For example, according to Sholichin et al. (2020), in research on the barriers to online learning in Indonesia, 63.2% of students experience issues with an unreliable internet connection and no internet mobile data. Furthermore, Basar (2021) reports that teachers struggle with material delivery, student engagement, and media use. Thus, these issues have an impact on the quality and efficacy of online learning.

As time goes by with the implementation of online learning, Indonesia already entered a post-COVID-19 pandemic situation. Starting the odd

semester in the academic year of 2022/2023 some schools have already started the implementation of blended learning. (Singh et al., 2021). Blended learning facilitates learning in person with the use of online resources and tasks. It is known as the combination between face-to-face and online learning. But the use of blended learning has still no proper blended formula due to ongoing evaluations, especially in the EFL context, and students' expectations of the implementation of it. (Karma et al., 2021). After doing online learning, it is critical to determine students' expectations in blended learning for better and more successful learning activities. According to Press (2006) in Pinto and Anderson's article, expectations are assumptions about an event that are often driven by three factors: personal experience, experiences from others such as family or friends, and what is considered a habit (Pinto & Anderson, 2013). As a consequence, students have high expectations for their learning activities, and by examining the outcomes of what students anticipate in learning, institutions and teachers may improve the quality of learning, resulting in student satisfaction with blended learning.

However, some academics believe that the online learning environment produces positive results (D.U. Bolliger & Wasilik, 2009). Flexible access to learning material, fascinating websites and apps in online learning, and the ability to select learning techniques or media that are appropriate for the classroom atmosphere or student behaviour will benefit the instructor. According to Hibatullah (2019), there are various problems that EFL students face when learning English in a non-English-speaking nation. According to the outcomes, problems with receptive skills, lecturer resources, learning

strategies, vocabulary mastery, motivation, exposure, and culture all have an impact on students' acquisition of English as a foreign language (Alsalihi, 2020). Furthermore, Muslem (2021) stated that EFL students struggle with internet data and connection, difficulty completing assignments and instruction, and a lack of expertise in utilizing technologies, engaging, and comprehending EFL lessons.

Based on the previous studies related to online learning satisfaction, there is little or no study explaining online learning satisfaction in the EFL context at various levels of education in Indonesia during the COVID-19 pandemic. Regarding student satisfaction, student expectations can also be used as a measuring tool to find out their experience when participating in online learning and what they expect when they enter blended learning. This expectation occurs due to both the experience of students during online learning and the experiences of others who take part in blended learning. However, the evaluation must be conducted through the use of valid and reliable instruments. Hence, this study will investigate and evaluate students' satisfaction level with online learning during the COVID-19 pandemic and find out the students' expectations with blended learning post-COVID-19 pandemic at the Islamic Senior High School level and support other researchers with the same research topic in seeing satisfaction and expectation as an important aspect of students' learning process.

1.2 Problem Identification

The interaction of students' attention and commitment to learning is truly important. (Schelecty, 2020 as cited in Ubu et al., 2021). The more effective feeling students get from interaction in online learning can be viewed in many aspects. Therefore, in an online learning system, the reduced amount of real interaction and the use of challenging technology bring two possibilities, either students feel satisfied or unsatisfied. Students from Islamic High School or MAN 1 Buleleng said if they are not satisfied with online learning during English study sessions. They found so hard to understand the material because the teachers only gave assignments with repetitive material explanations through YouTube videos or self-made videos from the teachers. It also comes with only using WhatsApp as a study platform and Zoom meetings only once or twice based on the teachers' desire. Meanwhile, an English teacher from MAN 1 Buleleng said if there is a decreased result in learning achievement of the students. The teacher adds that the obstacles are the learning media, supported English books provided, and the availability of internet data, and there are also still students without smartphone. According to this, there are still low studies about how satisfaction and expectations in EFL learning among Islamic Senior High School students in Indonesia. Besides that, there still not clear what exactly factors affect it. In this case, the study and analysis of it were conducted.

1.3 Assumption and Limitation

This research was limited to analyzing and investigating Islamic Senior High School students' satisfaction with the use of online learning during the

COVID-19 pandemic in the EFL context, limitations and supporting factors during the learning process in the EFL context, and limitations on students' expectations towards blended learning in post-COVID-19 pandemic located in MAN 1 Buleleng, Bali.

1.4 Research Questions

1. How is the online learning satisfaction of EFL Islamic Senior High School students in MAN 1 Buleleng?
2. What are the students' expectations towards blended learning in post post-pandemic era in MAN 1 Buleleng?

1.5 Research Objectives

1. To investigate online learning satisfaction of Islamic High School students during the COVID-19 pandemic in MAN 1 Buleleng.
2. To delve into students' expectations towards blended learning in the post-COVID-19 pandemic era in MAN 1 Buleleng

1.6 Research Significance

1. For the teacher

The findings of this study are anticipated to assist teachers in developing a learning process using an online system that is acceptable for their students learning English as a Foreign Language. As a result, the teacher-student connection must be strengthened by focusing on students' happiness, supportive elements in the usage of online learning in an EFL environment, and students' expectations for blended learning.

2. For Other Researcher

The result of this current study can be a reference for other researchers in supporting the similar research and can be a continuation of result study in the future.

