Original Research

EFL High School Students' Satisfaction in Online Learning and Expectations Towards Blended Learning: An Investigation

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Article Info

Abstract

This study aims to identify students' satisfaction with online learning and their expectations of blended learning in the post-pandemic era in a senior high public school in North Bali, Indonesia. The research employed an explanatory sequential mixed-method design using questionnaires and interviews, to gather data from 179 grade 12 senior high school students. The questionnaire and interview guide were validated with face, content, empirical validity, and reliability. The interview session involved 5 students with high satisfaction scores and 5 students with low satisfaction scores from the result of the questionnaire. The results showed that students had a mode score of 4, indicating students feel satisfied with online learning during COVID-19. Based on the four factors, the result of students' satisfaction in online learning such as the teacher factor having neutral scores, the interaction factor having satisfied scores, the technology factor having satisfied scores, and the course management factor having satisfied scores. The interview session shows that students expressed their expectations for direct interaction with teachers and classmates and had expectations for factors, such as teaching methods, ease of materials, direct communication with teachers, interaction with classmates, technology use, and variety in learning resources. This research provides insights for teachers to improve student satisfaction with online learning and blended learning practices.

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1. Introduction

Schools temporarily suspended face-to-face classes in the education sector, leading to a shift toward online learning in the wake of the 2019 pandemic (Pokhrel & Chhetri, 2021). Also, The emergence of a pandemic can quickly change the teaching and learning process using technology (Santosa et al., 2021). Technology has important roles in human life, such as using technology effectively and efficiently (Santosa, 2017). Online learning involves the use of technology and the internet for education and teachers are expected to provide digital materials that are accessible to students. Also, it requires students to be self-directed and manage their learning individually or as a group. However, challenges existed for EFL students, such as unstable connections, lack of material knowledge, and teacher inexperience with online learning (Melvina et al., 2021). This learning method is being utilised in many schools in Bali that have embraced online learning. Pratiwi et al. (2022) found that EFL senior high school students in 9 schools in Badung Regency, Bali engage in synchronous and asynchronous learning using video conferencing tools like Zoom Meeting and Google Meet.

To evaluate the success of online EFL learning during the pandemic, student satisfaction is used as a gauge of their positive experience. Satisfaction is defined that an individual's feelings and needs regarding a process or outcome that meet their expectations (Saif, 2014). The satisfaction of students with online learning

is also crucial for the smooth running of the learning process. Bolliger and Martindale (2004) mention that teacher, interaction, technology, and course management are key factors that contribute to student satisfaction and impact the effectiveness of online learning. Additionally, after experiencing online learning during the COVID-19 pandemic, students will continue to participate in blended learning during the post-pandemic era. The government requires in-person learning at schools in Indonesia. This means teachers will still utilise technology in face-to-face learning, which is referred to as blended learning. Blended learning combines in-person and technology-based learning (Naaj et al., 2012). As blended learning is new in Indonesia post-pandemic, students likely have expectations for their learning. These expectations play a crucial role in determining the success of blended learning and can help institutions and teachers improve the quality and effectiveness of blended learning. Expectations are assumptions about an event that are often shaped by personal experience, the experiences of others such as family and friends, and established habits (Pinto & Anderson, 2013). Thus, students' experiences with online learning may influence their expectations for blended learning.

Previous studies have explored the satisfaction of senior high school students with online learning and blended learning, and the factors that influence their experience. Faize & Nawaz (2020) evaluated university students' satisfaction with online learning during the COVID-19 pandemic, Ngafif (2021) analysed students' perceptions of online learning during the pandemic, while Cakrawati (2017) examined students' views on the use of online learning platforms in EFL classrooms. Krstić and Radulović (2021) evaluated online learning during COVID-19 using platforms such as Google Classroom, WhatsApp, and Google Meet. Prasetya et al. (2020) studied students' satisfaction with e-learning, Ataizi and Komur (2021) investigated the impact of blended learning at a high school in Turkey. Sakina et al. (2020) examined the use of technology in blended learning by EFL students in a private senior high school in Bandung. Despite these studies, there is limited research on EFL students' satisfaction with online learning and expectation of blended learning with the role of factors such as teachers, interaction, course management, and technology by using Mixed-Method. Therefore, this study aims to fill that gap by exploring EFL students' online learning satisfaction during the COVID-19 pandemic and their expectations for blended learning post-pandemic at SMA Negeri 4 Singaraja.

2. Literature Review

2.1 Students Satisfaction

According to Saif (2014) satisfaction is a positive feeling someone experiences based on their expectations of the process and outcome of something. In education, student satisfaction is essential to ensure a successful learning process. According to Bolliger and Martindale (2004) several crucial factors contribute to students' satisfaction, including teacher, interaction, technology, and course management. including the quality of teachers, interaction between students and content, instructors, and other students, technology, and course management. The teacher must have pedagogical knowledge and skills in using technology effectively, as outlined in the TPACK framework (Puentedura, 2006). However, Power distance can exist between teachers and students, but the teacher's ability to accept criticism is important for student satisfaction (Hofstede, 1986). Interactions, including learner-content, learner-instructor, and learner-learner, can enhance student understanding and foster meaningful knowledge (Moore & Anderson 2003). Technology provides access to learning resources and facilitates flexible assignment completion anywhere and everywhere. Effective course management also supports online learning by providing resources and technical support (Moore & Kearsley 1996). It is important to consider these factors to ensure student satisfaction with online learning as they play a significant role in determining the quality of education and measuring students' satisfaction.

Student satisfaction is something that needs to be considered for online learning to take place in the era of the COVID-19 pandemic. Students' positive attitudes and feelings regarding online learning are referred to as their level of satisfaction (Topala & Tomozii, 2014). Students should learn individually online during the COVID-19 pandemic period rather than immediately interacting with one another in discussions, questions about the curriculum, remarks, etc. By employing technology, students may develop their critical thinking skills and get a deeper understanding of the subject matter. Similarly to this, one benefit of online learning is that there are no time or location limits, which can raise the standard of higher education (Geith & Vignare, 2008).

The performance of the educational process system itself, including factors like teachers, interaction, technology, and course management, represents what is meant when students think they were satisfied with their learning experiences. Based on each contributing aspect that may be used to determine student satisfaction with learning, students rate their level of satisfaction, indicating whether they were satisfied or dissatisfied. The learning process will proceed easily if the students are happy with the learning environment. In contrast, learning does not go easily if students are not happy with the learning process since they will feel slow during the process.

2.2 Online Learning in EFL Context

Online learning is a method of education that utilises technology such as computers, laptops, tablets, and mobile phones (Arthur-Nyarko et al., 2020; Shaid et al., 2021). This mode of learning offers students and teachers the flexibility to learn from any location and at any time as they are not required to physically attend school. Rigo and Mikus (2021) classified online learning into two categories: asynchronous and synchronous. Asynchronous online learning allows for any-time participation in discussion sessions through technology platforms such as Google Classroom, WhatsApp, Moodle, and Schoology. This type of online learning is flexible, allowing students to log in and access documents at their own pace (Faize & Nawaz, 2020). Rigo and Mikus (2021) also stated that synchronous online learning involves direct interaction between teachers and students through video conferencing platforms such as Zoom and Google Meet. In this type of learning, students can ask and receive answers to questions in real-time, promoting focus and engagement in the learning process. Therefore, to support the learning process, technology needs to be utilised. Examples of this include learning platforms or applications like Google Classroom, Schoology, Zoom Meeting, Google Meet, Quizizz, and Kahoot. These learning tools are convenient to use and contain intriguing features. Since students can connect through learning applications, online learning has become crucial to a successful learning process. Students in Indonesia studying English as a Foreign Language (EFL) have also employed online learning.

One of the languages learned in Indonesia is English (Alrajafi, 2021). It is well-recognised that English classes can use technology in the classroom that is prepared by teachers (Aşık et al., 2020). Moreover, EFL students rarely communicate or use English in their daily lives. That is because of the student's residence in a non-English speaking nation. As a result, the learning environment differs greatly from that of ESL or native-language students. On the other hand, tended to be quiet or passive and less motivated and disciplined. Due to those phenomena and the attitudes of the students, the learning process in class did not provide satisfactory results.

EFL students are required to take a variety of classes in school, including English. In Indonesia, high school English courses are divided into two categories: specialty and required English courses. Also, there is a language department class at the senior high school (SHS) level that mandates learning English. As part of the online learning process, English was learned during the COVID-19 pandemic. Moreover, speaking, listening, reading, and writing are the four skills that students should be proficient in when learning English. Besides, when English learning process, EFL students also use a variety of platforms for their online coursework, including WhatsApp, Google Translate, Edmodo, Google Classroom, and learning management systems (LMS) (Ariawan, 2021; Famularsih, 2020; Hendrawaty et al., 2021; Manurung et al., 2020; Saroh & Arifmiboy, 2022; Wirantaka & Fijanah, 2022).

2.3 Blended Learning in Post Pandemic Era

In the post-pandemic era, blended learning is implemented. Post pandemic era is the new normal era after passing the COVID-19 pandemic (Cahapay, 2020). In terms of the education aspect, teachers and students implement blended learning activities at the school. Blended learning is a combination of face-to-face learning and using technology (Naaj et al., 2012). In further depth, blended learning substitutes some class sessions and face-to-face meetings for online learning. However, blended learning is not usually face-to-face learning but also can take place at home and online learning (Wagiono et al., 2021). Students can perform the learning process on a flexible, effective platform with blended learning (Stein & Graham, 2020). In addition, the interaction between the teacher and the students is well-known and accessible in blended learning. Blended learning is crucial for students to successfully master the content presented at online meetings in the post-pandemic era.

The learning process is also enhanced by blended learning in a variety of ways. Students desire to learn and think critically grows with blended learning. To avoid boring learning, students learn autonomously using a variety of learning strategies. With online connections outside of the classroom as well as in-person interactions in the classroom, blended learning encourages student interaction (Zainuddin & Keumala, 2018). Technology is used to facilitate the learning process in blended learning, which involves both the teacher and the students. With the use of learning tools like Quizizz and Kahoot, the teacher may instruct the class in detail and make learning enjoyable (Fuad et al., 2020; Yapici & Akbayin, 2012). Besides, the teacher has plenty of time to provide feedback to students outside of class and to inspire them to learn.

Moreover, blended learning presents difficulties for the learning process. Where the teachers are required to generate educational materials for the LMS from various sources, such as websites and videos. Also, not all teachers and students are aware of how to use technology to enhance learning. The majority of students use technology as a form of pleasure rather than as a tool for learning (Rusli et al., 2019). Not all students comprehend the curriculum because they quit watching videos or reading articles on the LMS because they find them uninteresting and unattractive (Woo et al., 2008). All the situations can be increasing students' expectations of blended learning for better learning.

2.4 Student's Expectations in Blended Learning

Blended learning combines aspects of online and face-to-face learning, and its efficiency can be measured by student satisfaction. Student satisfaction is directly tied to the expectations and perceptions of the students, and the degree of student satisfaction is assessed by contrasting the expectations students have before class with the perceptions they have afterward. Expectations play a significant role in how well students learn and how successful they are in their studies (Gustriani & Hamzah, 2021).

According to Press (2006), expectations are presumptions about an occurrence that are typically brought on by three factors: one's own experiences, those of others, such as family or friends, and what is seen as a habit (Pinto & Anderson, 2013). Also, they described the differences between preconceived and informed expectations, two sorts of student expectations. Students will bring with them prior information and opinions into the learning environment. These expectations can then evolve when students learn more updated information which will become educated expectations. Students will have preconceived expectations, for instance, if they have previously engaged in blended learning or been impacted by the experiences of friends or family. Students will then have expectations or perceptions when they learn new information through blended learning, whether it comes from their own experiences or those of others.

Moreover, Pinto & Anderson (2013) study revealed that expectations of students for online learning about four factors, such as teacher, technology, interaction, and course management were always met. When students first begin learning, they have some of these expectations, but as they learn more about the activities in class, some of those expectations shift. Institutions and teachers can enhance the learning experience by paying attention to what students want to prevent them from being dissatisfied with blended learning.

3. Method

The design of this study used Explanatory Sequential Mixed-Method, which involves gathering data through both quantitative and qualitative methods. Purposive sampling is a technique to determine the participants that must be involved by setting various criteria and being willing to provide information based on knowledge and experiences (Tongco, 2007). This study has criteria such as students have experienced in participating in online and blended learning during the pandemic era which in SMA Negeri 4 Singaraja with a total of 368 EFL students in XII grade in the academic year 2022/2023. This study used a questionnaire which is a method of gathering data in a quantitative method, and it will be used in this study to assess the students' satisfaction. The questionnaire will be in the form of an online survey, distributed to 12th-grade students at SMA Negeri 4 Singaraja, and will be created using the Google Forms application. The questionnaire has closed-ended 5-point-scale questions; very dissatisfied (1), dissatisfied (2), neutral (3), satisfied (4), and very satisfied (5). The items in the questionnaire were developed from previous research. Besides, the interview will be used for 10 of which 5 students who have high satisfaction levels, and 5 students who have low satisfaction levels. The interview will be conducted using a smartphone voice recorder and will be used to collect new information and further clarify information gathered from the questionnaire.

Furthermore, the researcher conducted face validity to assess the appearance of the measurement instrument's items to determine if they accurately measure what they are intended to measure (Taherdoost, 2017). The result of face validity shows that two expert judges said "relevant" means all items of the questionnaire are valid. Besides, the result of content validity checks which were tested by having two expert judges evaluate 25 questionnaires and 19 questions in the interview guide using cross-tabulation from Gregory's Formula (2014) which evaluates relevant items. Also, the empirical validity of the survey instrument using Pearson Correlation analysis using SPSS version 26 in which All items of the questionnaire are valid which Sig. 0.00 was less than 0.05 (Sig.0.00 < 0.05). Also, the reliability of the questionnaire and interview instruments was determined by conducting a reliability test using SPSS version 26. The results of the reliability test indicate that the questionnaire has a very high level of reliability with a Cronbach's Alpha score of 0.970 > 0.80.

The students' satisfaction level was assessed by analysing the mean, median, and mode scores from a questionnaire but, the mode scores were used to determine the interpretation which was adapted from Sözen and Güven (2019). The scores were categorized based on the range of each item.

Table 1. Students Satisfaction Categories based on Each Item Adapted from (Sözen & Güven, 2019)

Level	Value	Range
Very Dissatisfied	1	1.00-1.80
Dissatisfied	2	1.81-2.60
Neutral	3	2.61-3.40
Satisfied	4	3.41-4.20
Very Satisfied	5	4.21-5.00

For the qualitative data analysis steps using interviews to get information details about EFL senior high school students' expectations in blended learning at SMAN 4 Singaraja. The steps were explained by Miles and Huberman (1994) such as data collection, data reduction, data display, and conclusion drawing or verification.
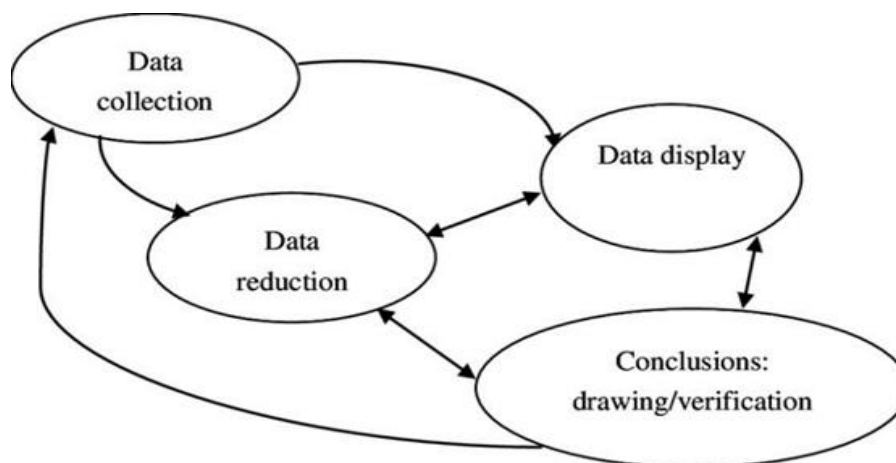

Figure 1. Component of Data Analysis: Interactive Model by Miles and Huberman (1994)

4. Results

4.1 EFL Senior High School Students' Satisfaction in Online Learning During COVID-19 Pandemic in General

The results of the students' satisfaction from questionnaires had 179 grade 12 students at SMAN 4 Singaraja. The general results of the students' satisfaction levels in Table 2 show a mean score was 3.40, indicating a neutral level. The median score was 3, also indicating a neutral level. However, the most frequently occurring value or mode score was 4, indicating that most of the students were satisfied with online learning.

Table 2. Students' Satisfaction with Online Learning during COVID-19 in General

Mean score	Median score	Mode score	Interpretation
3.40	3	4	Satisfied

The study analysed students' satisfaction levels based on four factors: teacher, interaction, technology, and course management. The results were focused on the mode score because meaning the value which appears a lot for the results of the questionnaires.

4.1.1 Students Satisfaction Based on Teachers Factors

The result shows that students feel neutral with teachers factor which mean score of 3.19, median score of 3, and mode score of 3 mean neutral with teachers factor in online learning.

Table 3. Result of Students Satisfaction Based on Teachers' Factors

Items	Mean Score	Median Score	Mode Score	Interpretation
1. The teacher's ways of dealing with the problems you experience during online learning.	3.10	3	3	Neutral
2. The teacher's ways of managing the learning process in a structured manner during online learning.	3.30	3	3	Neutral
3. The teacher's way of building a pleasant classroom atmosphere during online learning.	3.16	3	3	Neutral
4. The method used by the teacher.	3.20	3	3	Neutral
5. The teacher's variety of learning methods (project-based learning, lecture methods, discussions, and others) during online learning.	3.21	3	3	Neutral
Total	**3.19**	**3**	**3**	**Neutral**

More detail, on item number 1 which has a mean score of 3.10, a median score is 3, and a mode score is 3 which all mean that students feel neutral with the teacher's ways of dealing with the problems they experience during online learning. Furthermore, on item number 2 where the mean score is 3.30, the median score is 3 and the mode score is 3 which all mean that students feel neutral with the teacher's ways of managing the learning process in a structured manner during online learning.

Furthermore, on item number 3 where the mean score is 3.16, the median score is 3 and the mode score is 3 which all mean that students feel neutral with the teacher's way of building a pleasant classroom atmosphere during online learning. Besides that, on item number 4 where the mean score is 3.20, the median score is 3 and the mode score is 3 which all mean that students feel neutral with the method used by the teacher. Finally, on item number 5 where the mean score is 3.21, the median score is 3 and the mode score is 3 which all mean that students feel neutral about the teacher's variety of learning methods (project-based learning, lecture methods, discussions, and others) during online learning.

4.1.2 Students Satisfaction Based on Interaction Factors

Results show that students feel satisfied with the interaction factor which a mean score of 3.29, and a median score of 3, but the mode score of 4 which appears a lot means students are satisfied with interaction factors in online learning.

Table 4. Result of Students Satisfaction Based on Interaction Factors

Items	Mean Score	Median Score	Mode Score	Interpretation
Interaction between students – materials				
6. The ease of access to learning materials during online learning	3.45	4	4	Satisfied

Items	Mean Score	Median Score	Mode Score	Interpretation
7. The opportunity to explore material further during online learning (based on your interests)	3.40	3	4	Satisfied
8. Students' new understanding after studying the material during online learning.	3.25	3	4	Satisfied
Interaction between students – the teacher				
9. Students' opportunity to consult with the teacher about problems during online learning.	3.08	3	3	Neutral
10. The suggestions and input given by the teacher regarding assignments during online learning.	3.27	3	4	Satisfied
11. The enthusiasm and motivation given by the teacher in online learning.	3.35	3	4	Satisfied
Interaction between students – students				
12. communication such as exchanging information and knowledge between fellow students in online learning.	3.45	4	4	Satisfied
13. The opportunity to work and have group discussions in online learning.	3.12	3	3	Neutral
14. The opportunity to interact personally with other students in online learning.	3.21	3	3	Neutral
Total	**3.29**	**3**	**4**	**Satisfied**

On the interaction between students and material, on item number 6 which has a mean score of 3.45, a median score of 4, and a mode score of 4 which all means that students feel satisfied with the ease of access to learning materials during online learning. on item number 7 where the mean score is 3.40, the median score is 3 which means neutral, but the results that appear the most or the mode score is 4 means that students are satisfied with the opportunity to explore material further during online learning (based on your interests). Finally, on item number 8 where the mean score is 3.25, the median score is 3 which means neutral, but the result that appears the most or the mode score is 4 means that students are satisfied with their new understanding after studying the material during online learning.

Besides that, students-teacher interaction number 9's mean score is 3.08, median 3 and mode 3, which all means students feel neutral about their opportunity to consult with the teacher about problems. In number 10 where the mean score is 3.27, the median score is 3 which means neutral, but the results that appear the most or the mode score is 4 means that students are satisfied with the suggestions and input given by the teacher regarding assignments during online learning. Finally, at number 11 where the mean score is 3.35, the median score is 3 which means neutral, but the result that appears the most or the mode score is 4 means that students are satisfied with the enthusiasm and motivation given by the teacher in online learning.

Furthermore, in interactions between students – students, on item number 12 which has a mean score of 3.45, a median score of 4, and a mode score of 4 which all means that students feel satisfied with the communication such as exchanging information and knowledge between fellow students in online learning. Furthermore, on item number 13 the mean score is 3.12, the median score is 3 and the mode score is 3 which all means that students feel neutral with the opportunity to work and have group discussions in online learning. Finally, on item number 14 the mean score is 3.21, the median score is 3 and the mode score is 3 which all means that students feel neutral with the opportunity to interact personally with other students in online learning.

4.1.3 Students Satisfaction Based on Technology Factors

The students feel satisfied with the interactions factor which a mean score of 3.60, a median score of 4, and a mode score of 4 mean students are satisfied with technology factors in online learning.

Table 5. Result of Students Satisfaction Based on Technology Factors

Items	Mean Score	Median Score	Mode Score	Interpretation
15. The use of technology during synchronous and asynchronous learning processes.	3.42	3	4	Satisfied
16. The flexibility of the technology used (can be used anywhere and anytime).	3.70	4	4	Satisfied
17. The ease of use of the features of the technology used.	3.70	4	4	Satisfied
18. The availability of tutorials when using the technology used.	3.59	4	4	Satisfied
19. The existing access when using technology.	3.64	4	4	Satisfied
20. The speed of access in using the technology used.	3.58	4	4	Satisfied
Total	**3.60**	**4**	**4**	**Satisfied**

In more detail, item number 15 which mean score of 3.42, a median score of 4, and the mode score of 4 means students are satisfied with the use of technology during synchronous and asynchronous learning processes in online learning. Furthermore, on item number 16 where the mean score is 3.70, the median score is 4, and the mode score is 4, the mean students are satisfied with the flexibility of the technology used (can be used anywhere and anytime). Besides that, on item number 17 where the mean score is 3.70, the median score is 4, and the mode score is 4 mean students are satisfied with the ease of use of the features of the technology used. Furthermore, on item number 18 where the mean score is 3.59, the median score is 4, and the mode score is 4 mean students are satisfied with the availability of tutorials when using the technology used. Next, on item number 19 where the mean score is 3.64, the median score is 4, and the mode score is 4 means students are satisfied with the existing access when using technology. Finally, on item number 20 where the mean score is 3.58, the median score is 4, and the mode score is 4 mean students are satisfied with the speed of access in using the technology used.

4.1.4 Students Satisfaction Based on Course Management Factors

Students feel satisfied with the interactions factor which a mean score of 3.59, a median score of 4, and the mode score of 4 means students are satisfied with course management factors in online learning.

Table 6. Result of Students Satisfaction Based on Course Management Factors

Items	Mean Score	Median Score	Mode Score	Interpretation
21. The availability of access to online learning.	3.62	4	4	Satisfied
22. The ease of access to learning resources.	3.61	4	4	Satisfied
23. The usefulness of learning resources during online learning.	3.53	4	4	Satisfied
24. The variety of learning resources during online learning.	3.46	4	4	Satisfied
25. The flexibility of learning resources during online learning (can be accessed anywhere and anytime).	3.72	4	4	Satisfied
Total	**3.59**	**4**	**4**	**Satisfied**

Item number 21 which has a mean score of 3.62, a median score of 4, and the mode score is 4 means students are satisfied with The availability of access to online learning. Next, on item number 22 which means the score is 3.61, the median score is 4, and the mode score is 4 means students are satisfied with the ease of access to learning resources. Furthermore, on item number 23, the mean score is 3.53, the median score is 4, and the mode score is 4 means students are satisfied with the usefulness of learning resources during online learning. Besides that, on item number 24, the mean score is 3.46, the median score is 4, and the mode score is 4 meaning students are satisfied with the variety of learning resources during online learning. Finally, on item number 25, the mean score is 3.72, the median score is 4, and the mode score is 4 meaning students are satisfied with the flexibility of learning resources during online learning (which can be accessed anywhere and anytime).

4.2 EFL Senior High School Students' Expectations Towards Blended Learning Seen from Students' Satisfaction Factors

The students' expectations towards blended learning were analysed through interviews about their online learning experiences and their satisfaction, which provides insight into their expectations for blended learning. During the interview, students shared their online learning experiences and blended learning expectations effectively. The results of the student interviews, based on their satisfaction factors, can be seen in the following explanation.

4.2.1 Students' Experience of Online Learning in General

The first question of the interview contains students' experience in online learning. The situation in online learning, students feel online learning gives flexibility. This is supported by a statement from SH4 (the student who has a high satisfaction score) who states that '*I can understand learning English and I am very satisfied with online learning because it is more flexible anywhere and anytime.*' This is different from the student who has low satisfaction scores (SL2), who found '*the lack of direct teacher supervision*' made the learning '*very boring*'.

The flexibility of online learning allows students to learn whenever and wherever they choose, so long as they don't miss their deadlines for assignments or learning. However, because online learning takes place remotely, students cannot immediately experience the teacher's instruction or supervision. The lack of face-to-face interaction with the teacher leads students with low satisfaction scores to believe that online learning is dull.

4.2.2 Students' Expectations in Blended Learning Based on Teacher's Factor

Evidenced by SH1 (high satisfaction score), students are satisfied with the arrangement because the teacher always helps and keeps monitor on them from a distance, '*allowing students to ask questions during learning.*' In the context of that situation, students have expectations for blended learning, where they expect that the teacher will raise the standard of instruction. This is supported by a statement from SH1 (The student who has a high satisfaction score) which states:

> "I hope that in direct learning the teacher is better at teaching so that students can more easily understand the material." –SH1

This is different from students who have low satisfaction scores. They believe that the instructor lacks to engage students in online learning. This is supported by a statement from SL1 (The student who has a low satisfaction score) which states:

> "I was not satisfied because the teacher at that time taught using Google Meet which only talked continuously and was not interesting which made students bored listening to the teacher and also the teacher did not monitor students directly so students could be free." –SL1

Because of the blended learning environment, the student expects that the teacher will meet their needs for learning to improve their English language proficiency. Specifically, they hope that '*teachers teach more creatively and innovatively*' to keep their enthusiasm (SL1; a low satisfaction score).

Teachers continued to fulfil their professional obligations to teach in any setting, including remotely. The teacher continues to keep monitor the students, asking for materials and giving them the chance to learn independently using the materials provided in files and videos. However, students feel more independent since the instructor cannot observe their academic progress in person. Some students struggled with comprehension. Thus, students need detailed explanations from the teacher directly.

4.2.3 Students' Expectations in Blended Learning Based on Interaction between Students and Materials

When students interact with the materials during online learning, they initially do not understand the materials but always try to study them. SH1 (high satisfaction) admitted that they '*did not understand it*' at first, but later '*have no difficulty accessing the material*' upon careful reading. Due to the circumstances surrounding online learning, students expect that the materials will continue to be simple so they '*can be learned easily […] useful when talking to foreigners,*' (SH1).

Students who have low satisfaction score (SL1) reported feeling confused when reading English-language content. In a blended learning environment, SL1 expect to learn the information and materials in a file document before being taught directly by the teacher.

> "I am not satisfied because it is more confusing and makes me less understand the material because the words in English are complicated and the teacher does not explain it directly. […] I hope that teachers should provide material that does not just lead to videos because if the videos are students do not watch them or just watch them without understanding. So, the teacher should give files to students and immediately explain in class" –SL1

Student interaction with this material during online learning for COVID-19 is less than optimal because find it challenging to comprehend the subject given by the teacher. Students expect that the materials are simple, and that the teacher can teach students while using files or documents.

4.2.4 Students' Expectations in Blended Learning Based on Interaction between Students and Teacher

Students and teachers interact in WhatsApp groups to introduce themselves, provide materials, and offer homework. This is supported by a statement from SH2 (high satisfaction score):

> "Very satisfied because the internet is smooth so that the interaction between me and the teacher is easy. The teacher explained through the WhatsApp group in detail and fast response when asking questions in the group." –SH2

SH2 expects '*that students should be more active*' in interacting with the teacher, but SL2 (low satisfaction score) find it difficult to interact with the teacher. This is proven by SL2's statement about how '*the teacher rarely interacts […] they were only absent, greeted, and gave assignments only in the WhatsApp group and rarely used Google Meet.*'

4.2.5 Students' Expectations in Blended Learning Based on Interaction between Students and Other Students

Students can easily be in long-distance groups with their classmates when interacting with other students during online learning. This is supported by a statement from SH 4 (The student who has a high satisfaction score) which states:

> "Satisfied. During online learning, usually, my friends and I interact if we have an interest. For example, when working in groups, the interaction is very good, where we work remotely, but it just goes smoothly." –SH4

The student expects the blended learning environment, they would be able to actively communicate with their friends in English. This is supported by a statement from SH 4 (The student who has a high satisfaction score) which states:

> "I hope that the interaction between fellow students prioritizes speaking English directly with other friends." –SH4

Students who have low scores find it challenging to communicate with other students online. This is supported by a statement from SL 5 (The student who has a low satisfaction score) which states:

> "Not satisfied. Because of online learning, we cannot see friends and cannot meet face to face. Sometimes, if you chat with friends, you do not reply and if you ask questions, friends do not understand their assignments either because most friends are less active in online learning." –SL5

Given the conditions surrounding online learning, students have expectations that they will share their information and express their perspectives. This is supported by a statement from SL5 (The student who has a low satisfaction score) which states:

"I hope that during group work if there are friends who do not understand, we should explain and tell each other. Discuss with each other." –SL5

Online learning has benefits in student-student interaction particularly when it comes to working in groups to complete assignments smoothly and long-distance communication. However, students find it challenging to maintain long-distance with friends in online learning. Students expect to participate more actively in discussions about English subjects and be able to speak English frequently in today's blended learning environment.

4.2.6 Students' Expectations in Blended Learning Based on Technology Factor

During online learning, the teacher and students use technology to facilitate learning including the Google Classroom, Google Meet, and WhatsApp groups that are utilised by students and teachers at SMAN 4 Singaraja. Because students at the school are EFL students, Google Translate can aid when students are confused about the meaning of the English language (SH5). SH5 also has expectations that the use of technology will be maintained which technology can help students in blended learning.

In contrast, other students tend to struggle when a slow internet connection and their smartphone memory is full which makes it difficult for them to study. This is supported by a statement from SL4 (The student who has a low satisfaction score) which states:

"Dissatisfied because my cell phone's memory fills up quickly which during online learning the teacher sends lots of files such as *PowerPoint* and material documents. Also, the internet network is not smooth so if Google Meet is usually disconnected and the voice is not clear when the teacher is explaining." –SL4

Due to the current state of blended learning, students expect that technology will continue to be used since it helps the learning process become more easily. This is supported by a statement from SL4 (The student who has a low satisfaction score) which states:

"I hope teachers will continue to use technology efficiently, such as continuing to show material on a more effective by using LCD." –SL4

Students who use technology during online learning believe that WhatsApp, Google Classroom, and Google Meet can make learning better and easier. Google Translate can help students learn vocabulary which improves their writing skills. Meanwhile, other students think that the technology utilised for online learning is not optimal because of technical problems that prevent them from learning well. Students expect that continuing the use of technology and adding more interesting learning like games and quizzes can make students not bored in learning.

4.2.7 Students' Expectations in Blended Learning Based on Course Management Factor

Students use printed books, electronic books, Google, and articles as learning resources to comprehend materials and to get more knowledge beyond what has been taught by the teacher. This is supported by a statement from SH5 (high satisfaction score) which states:

"I am satisfied because the learning resources are very complete by providing learning materials that can help us in doing our English assignments." –SH5

Given the situation in online learning, students expect that teachers will continue to permit students to use learning tools in the classroom to further their understanding of the subjects covered in this type of blended learning. This is supported by a statement from SH5 (The student who has a high satisfaction score) which states:

"I hope that by learning English in blended learning, we can continue to use these learning resources because they help us in learning which can know the material even deeper. I also hope that the teacher will continue to give permission or allow students to access these learning resources." –SH5

Other students think that course management on the internet used a data internet that makes students should prepare it. SL4 preferred books '*because they are easier to understand*' in comparison to YouTube's data requirement. SH5 further added their hope for blended learning to only use '*one source of learning, namely printed books, so as to not confuse students.*'

There is a lot of information in the learning resources that students can read and study that can feel extremely helpful in learning resources. Also, it is easier for students to understand the subject and complete the assignments set by the teacher. However, other students believe that managing courses in books is easier than doing it online using more data. Both have distinct standards, with students preferring to continue utilising a range of course management systems in the classroom.

5. Discussion

5.1 The Students' Satisfaction with Online Learning during COVID-19 Pandemic

Based on the result of the questionnaire, most high school students were satisfied with the online learning provided during the COVID-19 pandemic, and this is in line with previous research examining the satisfaction of senior high school students with online learning during the pandemic. The studies indicated that students experienced positive outcomes and that learning had a positive impact on their academic performance (Basith et al., 2020; Ngo et al., 2021). It can be predicted that online learning allows students to learn on their own and encourages self-discipline (Dastidar, 2021; Guo et al., 2022).

Students are neutral about the teacher's ability to manage online learning effectively, including their method of teaching, their approach to problem-solving, and their ability to create a positive learning environment. This is consistent with other research showing that students are neutral about teacher performance in online education (Afrilyasanti, 2017). It is expected that students do not brave to evaluate teacher performance in online learning, as same with Hofstede (1986) teachers never accepts opinion or criticism from students.

The students expressed their satisfaction with how easily they could access learning materials in online education. This is consistent with Prasetya et al. (2020) study also showed students were satisfied with the materials and accessibility of online learning. Which predicts that online education facilitated smooth learning for students (Febrianto et al., 2020). Additionally, students are satisfied with the opportunity to explore materials themselves during online education which is in line with how online learning allowed students to learn and progress at their own pace (Muthuprasad et al., 2021). Moreover, students are satisfied with their new understanding after studying material during online learning which is consistent with Gopal et al. (2021). It can be predicted that they could learn independently and effectively through online learning (Hermawan, 2021).

Students are neutral about interaction with teachers in online learning, including opportunities to ask for help, receive feedback and guidance, and feel motivated by the teacher. Consistent with Anwar and Wahid (2021) that students are neutral about teachers' consultation, assessment, and communication in online learning, which affects student enthusiasm. It's suggested that teacher interaction and guidance are necessary for student learning success (Moore & Anderson, 2003). However, students are satisfied with the suggestions and input given by the teacher regarding assignments during online learning and the enthusiasm and motivation given by the teacher in online learning which is consistent with (Giatman et al., 2020). It can be predicted that students learned autonomously, and the teacher's involvement in the process was essential in enhancing student achievement by providing guidance, motivation, and support (Moore & Anderson, 2003; Zhong, 2018).

In the interaction between students and their peer factor, students are satisfied with the communication and exchanging information which is consistent with Kanık (2021) who found students satisfied with interaction among students. Easy communication and sharing of information are predicted (Rapanta et al., 2020). However, students are neutral about opportunities to work in groups and interact personally with other students. Consistent with Anwar and Wahid (2021) students neutral interact with peers during group work and discussions. It is predicted that students need support in group learning as they find it less engaging than online learning (Pham and Nguyen 2021).

The technology factor in online learning received satisfaction from students, with students pleased with technology use in both synchronous and asynchronous methods, flexibility, ease of use, availability of tutorials, access, and speed of access. Basuony et al. (2020) found similar results, with students feeling that the technological tools. Students also found the internet connection to be satisfactory and easy to access, same with Prasetya et al. (2020). It is expected that the use of technology makes the learning process smoother and more efficient (Shaid et al., 2021).

The course management factor in online learning, students are satisfied with the availability of course management, including easy access to learning resources, the usefulness of resources, variety of resources, and flexibility of resources. Studies by Baloran et al. (2021); Faize and Nawaz (2020) have found students are satisfied with learning resources that are easily accessible and useful.

5.2 The Students' Expectations in Blended Learning during Post-Pandemic Era

Based on the result from the interview session, students' satisfaction aligns with their expectations for the new learning method (Saif, 2014). Students believe online learning offers flexibility to learn anywhere, anytime. Studies confirm this, showing students learn and do assignments at any place and time (Aji et al., 2020; Rawashdeh et al., 2021). However, students report boredom due to monotonous teaching by teachers in online classes (Fuad et al., 2020; Simatupang & Peter, 2020). Students expect teachers to make learning interesting and enjoyable, same with (Fuad et al., 2020).

Regarding the teacher factor, students are satisfied with their teacher's performance which teaches in detailed ways and provides English materials in online learning. This is consistent with Churiyah et al. (2020) the teacher is competent in the teaching process. Meanwhile, students found it hard to understand the material and preferred direct teaching which same as the study from Cakrawati (2017). Thus, the expectations for teachers in blended learning are to teach in detail, use easy-to-understand methods, and make the learning process engaging with quizzes or games (Fuad et al. 2020). It can be predicted that teachers play a crucial role in controlling students' online learning experience (Risten & Pustika, 2021).

In interaction between students and materials, students try to understand the materials independently in online learning which facing difficulties in understanding the materials due to limited monitoring by the teacher using WhatsApp and Google Classroom, consistent with (Faize & Nawaz, 2020; Ngafif, 2021). Students learn the materials autonomously (Risten & Pustika 2021). For blended learning, students expect the teacher to explain directly to save learning time, and consistent Simamora (2020).

In the interaction between students and teachers, students reported positive experiences, such as the teacher being responsive to their questions via WhatsApp groups and providing materials and assignments. Consistent with Balasubramanian et al. (2014) students have easy communication with teachers in online learning. However, students feel that interaction in WhatsApp groups could not see each other. The lack of face-to-face interaction was also noted by Salam et al. (2022). Students expect face-to-face interactions, to make them easily interact in learning, as noted in the studies of Meşe and Sevilen (2021).

The interaction between students and students, students the interaction with others in online learning is still smooth when working in a group, even though long-distance communication which consistent (Taufik & Alam, 2022). However, students who reported that interaction with peers was less optimal due to slow response times and lack of active participation in online learning which is consistent with (Famularsih, 2020; Kimura & Farrer, 2020). Students expected that it can be easier to work in groups that respond quickly to learning, facilitating more active interactions and discussions among students (Ataizi & Komur, 2021).

In the satisfaction of technology in online learning, students noted the use of WhatsApp, Google Classroom, and Google Meet made communication and learning easy, even while apart. This aligns with the study by Krstić & Radulović (2021) students easy to communicate via these tools. Google Translate also helps students improve their English skills, as seen in the study by Wirantaka & Fijanah (2022). However, students have technical issues such as limited phone capacity and unstable networks, same with previous studies (Melvina et al., 2021). Students expect to use interesting technology in blended learning, such as games and quizzes, as noted in the study by Sakina et al. (2020).

In the course management factor, most students have access to a variety of learning resources such as books, e-books, articles, Google, YouTube, and more which same as Sulisworo et al. (2021). However, other

students prefer only using books due to internet data constraints, as seen in previous studies in which students want to continue using various learning resources including printed books (Olbata et al., 2022).

This study highlights students' satisfaction with online learning and students' expectations in blended learning where teacher performance during online learning takes place. Also, it is hoped that teachers can teach in a variety of ways online and blended learning so that students do not get bored easily learning. In addition, students and teachers can interact and actively discuss with each other so that learning can run smoothly. Teachers must be able to take advantage of increasingly sophisticated technology in learning so that learning is not monotonous, and students are more enthusiastic about learning. While students can also take advantage of technology in learning to make it easier for students to study remotely or nearby. Finally, students can take advantage of course management, which searches for materials in various learning sources to gain broader knowledge. Teachers and students are expected to complement each other so that learning is more meaningful.

6. Conclusion

Student satisfaction with online learning and blended learning expectations is based on 4 factors: teacher, interactions (student-material, student-teacher, and student-student), technology, and course management in SMA Negeri 4 Singaraja. Students have neutral feelings towards teacher performance assessment during online learning but prefer direct teaching or blended learning for easier understanding. They expect interesting and varied teaching methods. Students feel satisfied with student-materials interaction but found it challenging at first but improved with further study. They expect easier materials in blended learning. Student-teacher interactions during COVID-19 were neutral, but students expect more direct interaction in blended learning. Students feel satisfied with student-student interactions which were smooth despite distance, and students expect active discussions in blended learning. Students are satisfied with technological factors but expect more interesting use of technology in blended learning. Finally, students are satisfied with course management in online learning and expect blended learning to continue to provide diverse learning resources. Therefore, the suggestion for the students, students should actively ask teachers and classmates about any unclear material. This leads to a better understanding of the subject matter and fosters an interactive class discussion environment. Besides the suggestion, the teacher can improve student engagement by fostering closeness through open discussion and providing feedback and motivation.

This study has a weakness in the teacher satisfaction data, as many students chose "neutral" or a mid-range option on the 3-point scale. To overcome this, future research could use a 4-point scale. For other researchers, this research can be used as a reference and guide for research in almost the same field of education, especially regarding student satisfaction and student expectations with one English proficiency in online or blended learning. Besides, for the teacher, this research is expected that English teachers will gain insight into students' levels of satisfaction with online learning from reading this research. Additionally, students' expectations can increase their comfort levels during blended learning. Teachers can use this information to adjust their teaching methods to better suit students' needs in which improving teaching quality. These findings can also as a reference for becoming more proficient in blended teaching in the post-pandemic.

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