

EFL Online Learning in Islamic High School: A Literature Review

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Abstract

The research aims to fulfil the need of information and reference materials for researchers, teachers, and other Islamic schools for further research. The design of this literature review article uses thematic analysis to give guidance and overview insight between analyzed studies and connection theory. The theory includes several factors based on Elshami's theory of the intrinsic values of the students (interaction and outcomes) and also the extrinsic factors (instructor, technology, and learning media). The researchers found related articles and selected them from 16 to 7 articles. The result shows that students' satisfaction relies a lot on external factors; teachers' skills, learning media, and technology during the EFL learning process. Based on this study, institutions and teachers are expected to find out more solutions to solve problems for future preparation in learning.

Keywords: *satisfaction, EFL online learning, Islamic Senior High School, literature review*

INTRODUCTION

The word satisfaction appeared during the 13th century. Satisfaction comes from the Latin word *satis* (mean enough) and *-faction* (*-facere* – mean to do/ make) (Veenhoven, 1996). Satisfaction is the feeling of humans when in their activities occurs, related to the process of doing or making something, they will feel enough and contented with the result. Satisfaction feelings will be different and cannot be judged in general as a conceptualization of subjective value. Satisfaction in an individual comes from environmental situation like offices, classrooms, organizations, and others. Human satisfaction is based on the standard, expectations, beliefs, and experiences supported by the environment and other human beings. In the learning process, better students feel more satisfied, so that they will set their goals and standard of their achievements. But it is more complicated with the occurrence of COVID-19.

Due to the effect of COVID-19, changes happen. Online learning as an adaptation

method of research brings a lot of struggles and challenges. Discomfort feelings due to the changes from face-to-face learning to online learning impact students negatively (Baber, 2020). The obstacles come from the preparation of online material, teachers' readiness, facilitation and environment in the school, and also how students adapt to the situation. If there is no absolute solution to these obstacles it will affect the learning goals or achievement (Nilsen & Patricia, 2017). This statement cannot be valued just as the way it is, a lot of research related to the online learning perspective has a general point and need to be overviewed clearly by giving the specific aspects.

Some academicians found that online learning environment perceives beneficial results more than before (Krishan et al., 2020; Kurniawati et al., 2021; Ubu et al., 2021). Flexible time to access learning material, interesting websites and applications in online learning, and more opportunities to find learning methods or media that are suitable for the class environment or student's behavior will help the teacher. These positive values through online learning can also be more meaningful if the teacher can find ways on how to deliver material interactively with the collaboration of online learning and great interaction which needs to be strengthened in students learning process. However, the institution and also the students should be able to follow the development of it. 21st-century frameworks facilitate the process to identify students' skills to enter the future workforce. In order to achieve it, students need to feel comfortable, satisfied, and enjoy the learning process. Students' skills and goals will not be able to be achieved if the use of learning media, learning material, interaction, research technique, and a variety of learning processes are always repeatable and not suitable for students' environments. Therefore, 21st-century learning is a collaborative framework for developing skills, aptitudes, and attitudes to succeed in the 21st-century society. But how to achieve it?

In terms of education, Indonesia is considered to have great two distinct governing systems, with the Ministry of National Education (MONE) overseeing academic programs (not to be confused with secular education) and the Ministry of Religious Affairs (MORA) regulating Islamic education (madrasah, pesantren, and other Islamic education institutions) (Hidayati, 2017). Current condition of Madrasah has been developing while maintaining religious-based learning and adding a general curriculum the same as the school curriculum (Tambrin et al., 2021). However, the balance between Islamic subjects and non-Islamic subjects sometimes becomes a struggle in several Madrasah institutes. The result of examining students' perceptions of satisfaction shows

that the confidence comes from their ability to use online learning platforms, utilize self-regulation strategies, and perceived some usefulness of online classes. Kumalasari & Akmal, (2022) also support it with their research on the satisfaction of students engaged in online learning. The unsatisfied feeling comes from lower mean values for online courses, adequate facilitation, and critical feedback (Kauffman, 2015; Latip et al., 2022).

Furthermore, crucial aspects of a successful and effective learning process rely a lot upon students' satisfaction and have a connection with the value of learning experiences. The balance study between Islamic subjects and non-Islamic subjects sometimes becomes struggle in several Islamic High School (Ahmad & Ghavifekr, 2014). Study towards Islamic High School students' focusing in satisfaction of mathematics by Latip et al., (2022) shows if student felt satisfied with the teachers that shows 5 dimension of satisfaction, namely: tangible, reliability, responsiveness, assurance and empathy. Meanwhile, there is no exact complete explanation of what factors affects students' satisfaction focusing on EFL subject in Islamic Senior High School students. The urgency of doing this research is because there is little research related to satisfaction factors in EFL subject especially in Islamic Senior High School and only a few aspects are given without categorizing them as internal and external factors. Some aspects of learning experience such as students' interaction and outcomes, teachers, technology, and learning media are seen as the factors that affect students' satisfaction a lot (Elshami et al., 2021). This research found that students' satisfaction relies many on external factors; teachers' skills, learning media, and technology during the EFL learning process.

METHODS

As a literature review paper, this article uses thematic library research method related to Islamic Senior High School as the main focus of EFL studies during COVID-19. The use of thematic analysis helps the researchers to choose the theme as the descriptor and element in the result of the research (Vaismoradi et al., 2016). The procedures of this research firstly included doing a systematic process at the beginning to select 16 articles found related to Islamic Education Level with 5 years minimum publication from *Publish and Perish* and *elicit.org*. Secondly, the researchers reduced the number of articles from 16 to 10 due to the effectiveness specifically in Indonesia.

Thirdly, researchers chose Islamic Senior High School level more specifically because there is still little studies related to senior high school level satisfaction factors in studying especially in Islamic education yet urgently needed to prepare them in higher level of education; college, the researchers only identifies 7 articles; the rest of them are at the university level and will support the discussion part. Lastly, examined the description through the creation of a theme by theory of intrinsic and extrinsic studying factors by Elshami (2021) as the theme of the research topic and described the data descriptively.

The researchers classified the factors into two types, internal factors consisted of students' interaction and outcomes, and external factors consisted of teachers, the use of learning media, and technology. This classification will figure out actually in Indonesian Islamic Senior High Schools, what needs more attention. Students' interaction and the outcomes of their social skills and interactivity with their friends and teachers as well as their ability to master the EFL subject observed from the outcomes. Meanwhile, in external factors, teachers evaluate their competencies and ability to handle significant changes due to online learning during the pandemic COVID-19. The learning media consists of tools in learning and various media used with the readiness in technology provided by the teachers and also schools.

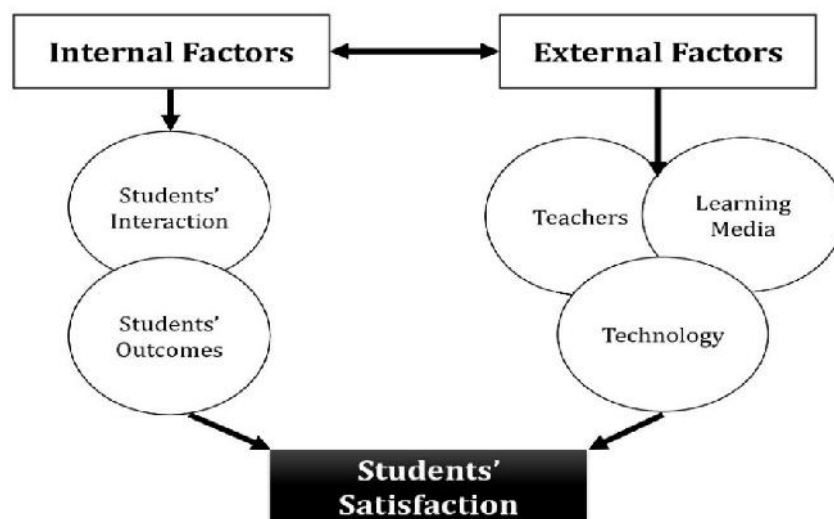


Figure 1. Theme adapted from Elshami et al. (2021)

RESULTS AND DISCUSSION

I. Results

The results from 7 articles can be seen in the table below, the researchers provide the results from previous studies and connect them with the theme adapted from Elshami (2021).

Table 1. The result from Article Related to the Theme

No	Researchers	Results	Factors Related Theory	Internal Factors	External Factors
1.	Imam Machali (2018, Yogyakarta)	Teachers' competencies in pedagogy, professional, social, and personality help students be satisfied.	Teachers		✓
2.	Rahmatullah, Sofyan A. Gani, Bustami Usman (2019, Banda Aceh)	Students felt satisfied if the teacher's performance and teaching style were suitable for them.	Students' outcomes and teachers.	✓	✓
3.	Zulvan Arif (2020, Surakarta)	An ineffective assessment and the use of monotonous learning tools make	Students' outcomes, technology, learning media, teachers.	✓	✓

- students feel unsatisfied.
4. Dian Erlina, Deta Devitasari, Lenny Marzulina, Almirah Media Risfina (2020, Palembang) Students are unsatisfied due to the school facilities, lacking teacher competencies, repetitive materials, and selfish friends. Learning media (material), teachers, technology, students' interaction ✓ ✓
 5. Euis Rina Mulyadi, Didi Suherdi, Wachyu Sundayana(2020, Bandung) Researching English just to fulfill the obligation in online learning, make them hardly satisfied. Students' outcomes and teachers ✓ ✓
 6. AgusRiwanda, Muhammad Ridha, IrfanIslamy, SigitPriatmoko, AniCahyadi, SamsulSusilawati (2021, South Kalimantan) The use of E-learning is still not efficient due to the discomfort feeling researching online and Technology, learning media ✓

		lacking digital experiences makes students feel unsatisfied.		
7.	Muhammad Ichsan Hanafie, Made Hery Santosa, Gede Mahendrayana (2022, Bali)	The worry feeling of technical ability and signal problems makes the students feel unsatisfied.	Technology, learning media	✓

Discussion

A. Intrinsic Factors

1. Students' Interaction

Students often show selfish and arrogant attitude to their friends and hesitant to help each other (Erlina et al., 2020). By online learning and the unreadiness of new situations, students feel negative and bring passive responses to the learning process. It comes from students' behavior, afraid feeling, and lack of self-confidence. If the teacher cannot tackle it well, this negative interaction will affect students' intelligence levels and make the learning achievement not effective (Widiani & Istiqomah, 2021). It is also difficult for students to refuse to always attend class because without interactivity in learning, students find it difficult to understand the material which causes them to have low learning outcomes. In the learning process, students need to elaborate themselves not only related to learning materials but also how to build relationships to strengthen communication skills, share knowledge, and teamwork, so that learning is not monotonous (Mulyani et al., 2020).

Relationships built from classroom conditions make it easier for students to grasp learning objectives because they do not only rely on feedback from the teachers. Arif's research (2020) proves that interaction factors also affect student satisfaction in

learning EFL. If the interactivity and active attitude of the class occurs, students can improve their achievement.

2. Students' Outcomes

Starting at the senior high school level, especially in Islamic schools, students gradually feel less enthusiastic about learning EFL because it has many subjects related to Islamic objects and also many practice tests related to learning Arabic. Students do not feel the need to fulfill their curiosity in learning and only consider studying other subjects as their obligation to deal with the struggles caused by the COVID-19 pandemic (Rahmatullah et al., 2019). Madrasah Aliyah students find studying in this pandemic era hard and they do it to show their devotion to Allah the all mighty. This causes them to have a perception of the results of just doing it and not being serious because of hard feelings and dissatisfaction with seeing the learning process only as an obligation. Seeing this perception, online learning will make students need to get used to online assessments, even making them down because of problems understanding the instructions given and internet connection. They also need to suffer from teachers who are not good at technology, which affects their performance, skills and learning experience (Arif, 2020, p. 2; Rahmatullah et al., 2019). It makes them not pay attention to the end result because they feel heavy with all the struggles that are going on and the teacher can't help.

B. Extrinsic Factors

1. Teachers

Teachers play an important role in helping students suffer from online learning situations. Teacher competence in pedagogical, professional, social, and personality helps students to be satisfied.

The problematic problem that occurs in Islamic boarding schools is how school management still predominantly uses traditional management systems and not all Islamic boarding schools have great opportunities regarding facilitation and educated and professional teachers (Machali, 2019). This causes students sometimes not to understand properly and return to feel dissatisfied with the learning process. The solution emerged by explaining whether EFL online learning would satisfy students with direct and meaningful explanations from teachers. It makes them build active participation to show whether they are satisfied with the teacher providing feedback,

evaluating, and trying their best to monitor—showing their hard work even without face-to-face learning.

2. Learning Media

The use of learning media also stimulates students to enjoy the learning process. Erlina et al. (2020) conducted research and found that teachers with teaching methods and media that did not vary in learning would be less interesting and suggested teachers use videos, music, or anything that could be more interesting for students. Diverse and effective learning media do not only rely on teacher skills but have seven other indicators: computer skills, research environment, external locus of control, computer confidence, web skills, motivation, and background preparation for teachers and schools (Riwanda et al. , 2021). If the seven indicators are difficult to achieve, it is possible that repeated learning media may occur in the classroom. One of them is by using the WhatsApp feature (Saroh & Arifmiboy, 2022). Almost 70% of students are satisfied and after that they are bored using WhatsApp as their learning platform because teachers and school facilities are not ready to use Google Classroom, E-learning, or video conferencing.

3. Technology

Focusing terms on technology, different financial situation and background make not all students happy with it. They find it difficult to adapt because of changes in the dominant technology used in their subjects (Hanafie et al., 2022). On the other hand, students who feel anxious about online learning become satisfied over time because they are comfortable with flexible time in accessing material with their own devices (Ariawan, 2021). But the problem is that the majority of Islamic high school students still have a negative perception of technology.

CONCLUSION

Satisfaction in online EFL learning at the Madrasah Aliyah level or Islamic Senior High School is influenced by student interaction, student learning outcomes, teachers, learning media, and technology. Of the 7 studies that focused on Indonesian scope, each factor had a significant role in student satisfaction, most of which came from external factors, teachers who lack skills and experience in online learning, media and learning tools that are repeated both from teachers, schools, as well as students, and also unfamiliar feeling with technology causes students to be hesitant and afraid to enjoy

learning. The results of this study are expected to assist teachers in designing learning processes with an online system that is suitable for their students in learning English as a foreign language. Therefore, the relationship between teachers and students needs to be improved by paying attention to students' feelings of satisfaction. Future research is expected to broaden the scope so that it would be better to see more articles that analyze Islamic high school student satisfaction or look for other topics on student anxiety, motivation, and others.

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