

# Students' Satisfaction with Online Learning Component in Blended Learning Classes at Hanoi University of Industry

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**Abstract:** This study investigates student satisfaction with the online learning component in a blended learning environment, which combines in-person activities with digital resources to enhance students' access to essential materials, knowledge, and skills. The research aims to assess the effectiveness of integrating features from both online and face-to-face learning environments in fostering active participation in classroom sessions. Surveys were utilized as the primary data collection tool, involving 420 non-major students enrolled in English for Tourism and Hospitality courses at the Hanoi University of Industry. The results reveal that students perceive significant value in the flexibility, organization, and learning improvements facilitated by the online learning component within a blended learning environment. Specifically, students appreciate the flexibility offered by online resources, the organizational structure of the blended learning setup, and the positive impact on their learning experience. These findings provide valuable insights into the benefits of incorporating online learning within a blended approach and shed light on the potential of such methods to enhance student engagement and satisfaction in higher education settings. This research contributes to the ongoing discourse on effective pedagogical strategies and has implications for the design and implementation of blended learning programs.

**Keywords:** Blended learning, online learning component, satisfaction, Hanoi University of Industry.

**Subject classification:** Linguistics.

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## 1. Introduction

Blended learning, a pedagogical approach that integrates face-to-face and online activities, has gained recognition as an effective instructional strategy that leverages the advantages of digital learning. 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 (Ningsih, Santosa, & Kusuma, (2023: 204). It offers a harmonious blend of traditional classroom instruction and online learning components. Regarding Vietnam, a country marked by rapid technological advancements and a burgeoning digital landscape, the integration of online learning into traditional classrooms has gained significant traction. It serves as a digital nexus, where students can access a wealth of educational resources, engage in interactive activities, and collaborate with their peers and instructors in virtual environments. With the proliferation of internet connectivity and the widespread availability of digital devices, students from diverse socioeconomic backgrounds can partake in this educational revolution.

One of the foremost advantages of the online learning component is its flexibility, catering to the individualized learning needs and preferences of students. Blended learning “is different from the traditional classroom teaching, yet the benefits are more than the bricks and mortar classroom approach” (Basori, 2018: 129). Cheng, Mo& Duan (2023) report that “students are relatively satisfied with blended learning, and the satisfaction level of each dimension is likewise in the upper-middle range, indicating that the majority of students are in favor of blended learning” (Cheng, Mo& Duan, 2023: 10).

However, the efficiency of blended learning can vary significantly across different contexts, influenced by factors such as course design, the ability of educators, and the diverse learning styles and preferences of students. While numerous global studies have discussed the advantages and challenges of blended learning, there remains a noticeable gap in the exploration of this approach regarding Vietnamese higher education.

This research seeks to address this gap by focusing on students in the tourism and hospitality program at Hanoi University of Industry. The primary objective is to assess their satisfaction levels with the online learning component within blended

programs. By examining their views, the study aims to contribute valuable insight into optimizing blended learning within the unique landscape of Vietnamese higher education. Through an in-depth analysis of satisfaction levels, the research endeavors to inform educational practices and policies, guiding the ongoing evolution of pedagogical approaches in the digital age. The findings of this study hold the potential to influence the design and implementation of blended learning programs in Vietnamese higher education institutions, addressing the specific needs and challenges of this context. By shedding light on the experiences and perceptions of students in the tourism and hospitality program, this research aims to provide practical guidance for educators and policymakers, ultimately enhancing the quality of education in Vietnam.

## **2. Literature review**

### *2.1. Definition of blended learning*

Blended learning, a concept defined and explored by various researchers and educators, involves the integration of traditional face-to-face instruction with online learning experiences. It addresses the diverse learning needs of students, accommodating various learning styles and preferences. It comprises face-to-face teaching techniques and online interactive collaboration with the use of technology (Basori, 2018: 126).

Garrison and Kanuka (2004) describe blended learning as the thoughtful integration of face-to-face and online learning experiences, emphasizing the need for effective integration rather than mere addition. This approach provides transformative environments that facilitate learning, offering new possibilities such as cost savings, extended course availabilities, and diverse learning benefits while eliminating certain barriers.

Graham (2006) emphasizes the combination of face-to-face and computer-mediated instruction, categorizing blended learning into enabling blends, enhancing blends, and transforming blends. It is viewed as a dynamic instructional approach that combines various learning environments to enhance both teaching and learning effectiveness.

Garrison and Vaughn (2012) echo this sentiment, characterizing blended learning as the thoughtful fusion of face-to-face and online experiences, creating a unique learning environment congruent with the educational purpose. Thomas and Brown (2011) conceptualize blended learning as part of a "new culture of learning," where engagement with information extends beyond the classroom.

However, confusion arises due to the varied terms used to describe this modality, such as hybrid instruction, mediated learning, technology-enhanced instruction, and web-assisted instruction. Allen and Seaman (2007) define blended learning as a systematic combination of delivery modalities, including self-paced activities, face-to-face meetings, and web-enhanced sessions.

This paper consistently employs the term blended learning to describe the fusion of face-to-face spoken communication and online written communication. These components are thoughtfully integrated to harmonize the strengths of each, creating a distinct learning experience aligned with the context and educational goals.

## *2.2. Blended learning in higher education*

The landscape of higher education has evolved significantly with the infusion of information technologies and innovative pedagogies. Before the integration of technology, particularly the internet, face-to-face instruction dominated higher education. The emergence of online learning, initially distinct from the traditional classroom format, became a viable alternative, providing education to students unable to access on-ground teaching environments.

The evolution towards blended learning in higher education represents a strategic amalgamation of the strengths of online and face-to-face instruction, mitigating their respective shortcomings. This approach is recognized as a transformative model, responding to the need for versatile learning content delivery and enhancing the quality, convenience, and effectiveness of education (Garrison & Kanuka, 2004).

Blended learning in higher education seeks to harmonize the advantages and disadvantages of on-ground and online settings, creating dynamic learning communities (Garrison & Vaughan, 2012). The model empowers students to shape their learning journey, fostering interactions between teachers and students, as well

as peer-to-peer engagements. This transformative pedagogical shift aligns with the broader trend of leveraging technology to enhance educational processes.

In the Vietnamese context, blended learning is positioned as a solution for educational innovation, combining traditional methods with information technology applications. Recognized by the government as a catalyst for educational transformation, it aims to rejuvenate teaching practices, curriculum delivery, and active learning capabilities.

As it gains momentum, blended learning is poised to become a new model, ushering in a paradigm shift in higher education (Joosten et al., 2013). This evolution signifies not only a technological advancement but also a pedagogical inspiration, reshaping the landscape of education in Vietnam, as well as globally.

### *2.3. Online learning component of blended learning*

Online learning has grown tremendously over the past several years as technology has been integrated into education and training. The physical systems become the 'Internet of Things', communicating and cooperating both with each other and with people in real time via the wireless web. However, information technologies are applied differently depending on the various trends such as mobile learning, project-based learning, learning analytics and visualization software, redesigned classrooms, blended learning, and adaptive learning technology.

Blended learning is an educational approach that combines traditional face-to-face instruction with online learning components. In this context, online learning refers to the delivery of course content and learning activities through web-based technologies. Sufficient input, adequate interaction, plenty of feedback, and meaningful tasks are major components of building blended foreign language courses (Basori, 2018: 123).

According to Olejarczuk (2014), incorporating online learning materials and resources into traditional classes can lead to satisfactory results with less effort. This indicates that online learning can be an effective part of blended learning, providing learning opportunities for that are not constrained by time, place, or the physical classroom environment.

The absence of the latter is a prominent feature of online learning. Web-based technologies enable students to engage in out-of-class learning, allowing

access to course materials and independent learning participation. This flexibility is highlighted by a number of authors, including Bernard et al. (2014), Cheng, Mo& Duan, (2023).

Flexibility, computer expertise, and usefulness are identified as crucial elements associated with student satisfaction (Sahin & Shelley, 2008). Flexibility in online learning encompasses time, space, and ease of use, providing students with increased autonomy and control over their learning process (Owston, York, & Murtha, 2013). This also allows students to engage in learning at their convenience, offering choices. and control over their learning pace and location.

The flexible advantages of online learning are underscored, as the digital environment offers educational access to individuals with demanding schedules and intricate life commitments, such as family and work responsibilities. The blurring of time and space boundaries in online learning enables flexible access from any location, at any time, surpassing conventional limitations related to geographical location and time zones. This allows learners to utilize current materials and complete online courses while working or in their personal environment, enhancing the comfort and tranquility of the online learning setting.

Ease of use is also identified as a significant positive factor related to students' online learning satisfaction. The perception that online teaching and learning are quick and easy contributes to a positive attitude. Under the context of blended learning, ease of use refers to the degree to which a person believes that using a particular interface and content delivery will be effortless.

The discussion on organization in online learning encompasses content and presentation. Sharpe et al. (2006) emphasize the value of extensive and current online resources, providing learners with unique opportunities. The abundance of online language learning materials from various sources is recognized. Online courses incorporate authentic materials such as videos, audios, and diverse written forms, enhancing language input and socio-cultural aspects of learning (Hoang, 2015).

Smart and Cappel's (2006) study underscores the effectiveness of online units in learning assigned topics, while Ginns & Ellis (2007) note the engaging design of teaching materials. Banditvilai (2016) specifically praises the interesting and stimulating presentation of online courses, featuring visuals and audio that emulate real classroom communication.

In terms of presentation, Banditvilai's (2016) view that online course presentation is not only interesting but also user-friendly, with abundant visuals and sounds that simulate classroom communication effectively. These insights collectively emphasize the advantageous nature of online learning content and presentation, showcasing their potential to engage learners and facilitate effective comprehension in a well-structured manner.

Learning improvement considered to be a significant factor when the author investigated students' satisfaction with online learning can be seen as students' improving on their learning. It is believed that online learning can (1) increase learning motivation, (2) facilitate active and reflective learning, and (3) improve learning outcomes.

*(1) Online Learning Increases Learning Motivation*

Motivation, both intrinsic and extrinsic, plays a crucial role in the learning process, including in blended learning environments. Motivation is also considered an outcome, with intrinsic motivation being an indicator of learning outcomes. It can improve student engagement and results in online learning. Additionally, learner interest, as a motivational factor, promotes learner involvement and enhances learning effectiveness in blended learning.

Numerous studies have shown that online learning can increase student motivation, engagement, and attendance, resulting in improved class participation, behavior, and subject performance. Online courses provide students with theoretical knowledge and language skills that directly support their classroom activities, leading to increased confidence and proficiency in speaking activities. Van der Merwe (2007) highlighted the connection between student motivation and satisfaction with online lessons. Similarly, Pollard (2015) found that online learning using a web 2 portal positively influenced the motivation of Korean EFL learners and provided opportunities for autonomous learning.

*(2) Online Learning Facilitates Active and Reflective Learning*

Students prefer online learning due to its flexibility, which allows them to study from home and at their own pace. It offers inviting opportunities for learning, re-learning, and accessing live materials. Online delivery of content provides ample time for reflection, enhances understanding, and allows students to revisit or replay

materials as needed (Joosten, 2013). This flexibility fosters self-directed learning, as students have the freedom to choose when, what, and how to study.

Moreover, online learning motivates students to engage more actively. Computer-supported collaborative learning environments promote critical thinking, inquiry, and constructive learning processes. Active involvement and collaboration are known to enhance learning outcomes compared to passive listening. In online learning environments, students can create and share information, engage in critical reflection, and construct knowledge. Students' attitudes toward online learning are generally positive, as indicated by Banditvilai (2016). They find online exercises motivating and they actively participate in their lessons. Online learning materials, along with various learning tools like digital cameras or recorders, support individualized self-study based on students' learning demands. Additionally, online assessments and reports provide teachers with valuable information on their students' progress and learning difficulties, enabling timely support and individualized guidance. This promotes students' responsibility for their own learning.

### *(3) Online Learning Improves Learning Outcomes*

Student performance in online learning is becoming increasingly important in evaluating online learning environments. It is essential to understand that student learning experience and outcomes are interconnected processes.

Research has shown that online learning can lead to academic improvement. Banditvilai (2016) emphasized the positive impact of e-learning on students' language skills, as it provides opportunities for practice and equips them with knowledge to participate in classroom activities. Online learning complements classroom learning and motivates independent study, leading to a better understanding of the subject matter.

Furthermore, online courses help develop students' information and communication technology (ICT) skills as they become familiar with computer software. By using ICTs innovatively, students can enhance their campus experiences. Online learning contributes to better exam preparation. Blended learning, which incorporates online components, provides students with diverse language learning materials, including authentic resources.



#### *2.4. The concept of satisfaction*

Student satisfaction with online learning is also crucial for the smooth running of the learning process (Ningsih, Santosa, & Kusuma, (2023: 205). Satisfaction is a feeling of happiness and joy that individuals obtain when they have realized their human needs and desires (Saif, 2014: 174). He also suggests that the student satisfaction measurement is considered a strategic issue for educational institutions (Saif, 2014: 174). Regarding satisfaction in blended learning, Yashodha, G. (2022: 51) believes that “students in addition to learning in a controlled compound such as the classroom (face-to-face with teachers), also have the freedom to choose their learning experiences themselves. This can generate interest, increase motivation, and raise self-esteem for students of all levels”.

Cheng, Mo & Duan (2023) argue that “there are significant differences in satisfaction ratings among different online resources, different online teaching forms, and different offline teaching methods. In terms of individual characteristics like grades, majors, and learning platforms, there is no significant difference in the satisfaction rating. For the influencing factors of college students’ satisfaction with blended learning, the results of correlation analysis show that the learning dimension has the strongest correlation with student’s satisfaction, followed by the curriculum dimension, and the teaching dimension has the weakest correlation” (Cheng, Mo & Duan, 2023: 10).

#### *2.5. Previous studies*

NExtensive research has been carried out relating to this issue. Allen, Seaman. & Garrett (2007) with their research “Blending in: The extent and promise of blended education in the United States”, show the necessity and potential of blended learning in the United States. Banditvilai, (2016) explores how to enhance students’ language skills through blended learning, in his work he proposes a number of practical implementations, focused on technology. Basori (2018) investigates the method of learning foreign languages through blended learning; the face-to-face approach is still important, and learners’ needs should be prioritized. Bernard et al. (2014) analyzed the connection between blended learning and technology use, and implied that the link should increase learners’ satisfaction.

Garrison & Vaughan (2012) study blended learning in higher education and propose a framework, principles, and guidelines, and pay attention to the level of learners' satisfaction.

Ningsih, Santosa, & Kusuma, (2023) investigated the satisfaction of high school students learning English as a foreign language (EFL) via online and expectations towards blended learning in Indonesia. The mode score was four (out of five), which suggests students feel satisfied with online learning. Specifically, they do not give their teacher a high score while they highly appreciate interaction, technology, and the course management. They hope for more direct interaction with their teachers and classmates, and increased teaching methods, easy access to materials, direct communication with teachers, interaction with classmates, technology use, and variety in learning resources.

Holovatska (2022) studies the blended learning impact on studying English as a foreign language in a university in Ukraine. The results indicate that “more than three-fourths of all students consider blended learning to be an encouraging and advantageous way to improve their English, while less than one-fourth consider it an annoyance and useless for their English language studies. 88% of the students consider that the blended form advances their level of knowledge in EFL courses, while 12% don't identify this way is a good one for them to learn English because they think their level doesn't improve” Holovatska, 2022: 34).

Yashodha (2022) carried out the research on “blended learning in higher education”, in which the author argues that “several characteristics associated with greater satisfaction are consistent with the results of previous studies” (Yashodha, 2022: 55).

Cheng, Mo& Duan (2023) in the paper “factors contributing to learning satisfaction with blended learning teaching mode among higher education students in China” feedback on the blended learning experience in six universities in Sichuan Province, China. They concluded that “the overall level of student satisfaction with blended learning in universities is moderately high, with students' self-satisfaction being the lowest, and that substantial disparities exist in the evaluation of satisfaction with blended learning on various online resources, online teaching forms, and offline teaching methods” Cheng, Mo& Duan (2023: 1). It is a great pity that insufficient high standard research has been carried out in Vietnam.

**3. Methodology**

The research was conducted at the Hanoi University of Industry in the first semester of the school year 2023-2024. A total of 420 non-major students enrolled in English for Tourism and Hospitality Courses at this university. They were asked to fill in a questionnaire about their satisfaction with online learning components applied in their curricula.

A number of volunteers helped the authors distribute the questionnaires, for completion, and contact the respondents. They were told that the results of, and any information from, the research, would be used for the research only, and no individual information compromised. The volunteers were encouraged to clearly instruct the respondents about the process and requirements, and that they should not give personal comments about the content of the questionnaire.

*3.1. Perception of Students towards Online Learning Component*

Table 3.1. Perception of Students towards the Online Learning Component

	Mean	Mode	Std. Deviation	Minimum	Maximum	Sum
1. Online learning allows students to access online materials anytime, anywhere through the internet.	4.29	5	.807	1	5	1687
2. Students have the flexibility of time to complete online tasks.	4.25	4	.836	1	5	1671
3. Topics are relevant to students and the specialized subject.	4.08	4	.747	1	5	1603

4. The online resources are well-organized, user-friendly, and easy to access.	3.92	4	.760	1	5	1541
5. Students can stop the lesson whenever they want and continue another time.	3.90	4	1.036	1	5	1531
6. Tasks are relevant to an online learning environment.	3.86	4	.820	1	5	1517
7. The online learning materials provide students with a rich source and variety of language learning materials; it helps their learning during the face-to-face situations in this unit of study.	3.85	4	.871	1	5	1514
8. The online learning program gives students more opportunity to practice language skills, improve ICT skills, and provides better exam preparation	3.85	4	.862	1	5	1514

9. Online tasks are varied, interesting, and logically sequenced (from easy to difficult, from simple to complex).	3.85	4	.828	1	5	1512
10. The navigation is straightforward and intuitive, easy to follow.	3.85	4	.852	1	5	1512
11. Online learning is an effective way to learn about assigned topics.	3.82	4	.790	1	5	1500
12. Online materials are varied and authentic.	3.80	4	.794	1	5	1493
13. The knowledge demands and the level of difficulty of the course are appropriate.	3.76	4	.841	1	5	1478
14. Online learning can motivate students to learn more and motivates them to study by themselves.	3.68	4	.938	1	5	1448
15. The presentation is interesting and stimulating.	3.59	4	.893	1	5	1412

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Table 3.1 presents a comprehensive perception of students regarding various components of online learning. The analysis reveals that, overall, students express a positive disposition towards online learning, with a mean satisfaction score of 4.29 for the aspect of accessibility. This suggests a high level of contentment regarding the freedom to access online materials at any time and from any location with an internet connection. The mode of 5, being the most frequently occurring rating, reinforces the prevalence of high satisfaction in this particular area.

Furthermore, the data indicates that students appreciate the flexibility of online learning, as reflected in the mean score of 4.25 and a mode of 4 for the ability to use flexible time for completing tasks. This suggests that students find value in the adaptability of online learning to fit their schedules, contributing to a positive learning experience.

While the overall satisfaction is generally positive, there are areas of a more moderate satisfaction level. For instance, the relevance of topics receives a mean score of 4.08, suggesting that students find the topics somewhat relevant, though not overwhelmingly. Similarly, the organization of online resources receives a mean score of 3.92, indicating a moderate level of satisfaction with the structure and accessibility of materials.

The analysis also highlights areas that may need improvement. The variability in responses, as indicated by higher standard deviations in some categories, suggests that opinions on aspects such as the ability to stop and replay lessons (mean = 3.90, std. deviation = 1.036) and motivation for self-study (mean = 3.68, std. deviation = 0.938) vary among the student population. Addressing these areas could contribute to a more uniform and enhanced online learning experience.

While students generally express satisfaction with online learning, there are nuanced aspects that deserve consideration. The findings underscore the importance of continuous assessment and improvement to meet the diverse needs of students in the online learning environment. Efforts to enhance the relevance of topics, improve the

organization of resources, and address specific concerns with flexibility and motivation can contribute to an even more positive and effective online learning experience.

3.2. Flexibility

3.2. Students' Satisfaction with the Flexibility of Online Learning Component

Students' satisfaction	Mean	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Online learning allows students to access online materials anytime, anywhere through the internet.	4.29	1.0%	3.1%	6.9%	43.8%	45.3%
2. Students have the flexibility of time to complete online tasks.	4.25	1.5%	2.8%	7.9%	44.5%	43.3%
3. Students can stop the lesson whenever they want and continue another time.	3.90	3.6%	7.1%	16.5%	41.7%	31.0%

Table 3.2 outlines students' satisfaction with the flexibility of various aspects of online learning. Notably, the mean satisfaction scores indicate a generally positive sentiment towards the flexibility of online learning components.

For the accessibility of online materials, the mean satisfaction score is 4.29, with a majority strongly agreeing (45.3%) and agreeing (43.8%). This suggests a high level of contentment among students regarding the convenience of accessing materials anytime and anywhere with an internet connection.

Similarly, for the flexibility of time to complete tasks, the mean score is 4.25, with a substantial percentage agreeing (44.5%) and strongly agreeing (43.3%). This indicates a positive response to the adaptability of online learning to fit individual schedules.

However, for the ability to stop and replay lessons, the mean score is slightly lower at 3.90. While a significant portion agrees (41.7%) and strongly agrees (31.0%), there is a notable percentage in the neutral and disagree categories, suggesting some variability in satisfaction.

Most of the students expressed satisfaction with the flexibility of online learning, particularly in terms of material access and task completion flexibility. However, the analysis suggests a need for attention to the specific aspect of stopping and replaying lessons to address varying levels of satisfaction among students. Continuous improvement here could contribute to a more universally positive online learning experience.

### 3.3. Organization

Table 3.3. Perception of Students about the Organization of the Online Learning Component

Students' satisfaction	Mean	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Topics are relevant to students and the specialized subject.	4.08	0.3 %	3.3 %	12.7 %	55.7%	28.0%
2. The online resources are well-organized, user-friendly, and easy to access.	3.92	0.5%	3.8%	18.6%	57.3%	19.8%
3. Tasks are relevant to an online learning environment.	3.86	0.5%	5.3%	22.4%	51.1%	20.6%
4. Online tasks are varied, interesting, and logically sequenced (from easy to difficult, from simple to complex).	3.85	0.3%	6.9%	20.9%	51.9%	20.1%



5. The navigation is straightforward and intuitive, easy to follow.	3.85	1.5%	5.3%	19.8%	53.4%	19.8%
6. Online learning is an effective way to learn about assigned topics.	3.82	0.5%	4.1%	26.7%	50.6%	18.1%
7. Online materials are varied and authentic.	3.80	0.8%	4.6%	25.2%	52.9%	16.5%
8. The knowledge demands and the level of difficulty of the course are appropriate.	3.76	2.0%	4.6%	24.2%	53.7%	15.5%
9. The presentation is interesting and stimulating.	3.59	2.3%	7.1%	33.3%	43.5%	13.7%

*Table 3.3* provides insight into students' satisfaction with the organization of online learning components. Overall, the data reflects a positive sentiment, with mean satisfaction scores ranging from 3.59 to 4.08.

Students express high satisfaction with the relevance of topics (mean = 4.08), with 55.7% strongly agreeing and 28.0% agreeing. Similarly, for the organization of online resources (mean = 3.92), the majority (57.3% agreeing and 19.8% strongly agreeing) indicate satisfaction.

The relevance of tasks to the online learning environment (mean = 3.86) also receives positive feedback, with 51.1% agreeing and 20.6% strongly agreeing. The variation and sequencing of online tasks (mean = 3.85) and the intuitiveness of navigation (mean = 3.85) further contribute to positive satisfaction, with agree and strongly agree percentages ranging from 51.9% to 53.4%.

While the mean satisfaction scores for effectiveness of online learning and variety/authenticity of materials are slightly lower (3.82 and 3.80, respectively), the majority still expresses agreement.

However, areas such as the appropriateness of knowledge demands (mean = 3.76) and the interest in presentation (mean = 3.59) indicate slightly lower satisfaction, with a higher percentage in the neutral and disagree categories.

Students generally appreciate the organization of online learning, particularly in terms of topic relevance, resource accessibility, and task variety. Areas with lower satisfaction scores, such as knowledge demands and presentation interest, could be considered for improvement to enhance overall satisfaction.

### 3.4. Learning Improvement

Table 3.4. Perspective of Students on the Online Learning Component regarding Learning Improvement

Students' satisfaction	Mean	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The online learning materials provide students with rich sources of language learning materials of different types and help students to learn during face-to-face situations in this unit of study.	3.85	2.0%	5.3%	18.1%	54.5%	20.1%
2. The online learning program gives students' more opportunity to practice their language skills, improve ICT skills, and provide better preparation for exams.	3.85	2.0%	4.6%	19.6%	53.7%	20.1%
3. Online learning can motivate students to learn more and motivates them to study by themselves.	3.68	2.5%	7.4%	27.2%	44.8%	18.1%

Table 3.4 presents students' satisfaction with online learning components related to learning improvement. The mean satisfaction scores for items 14 and 15 are both 3.85, indicating a generally positive response.

Regarding item 1 that focuses on the richness of language learning materials and their utility during face-to-face situations, the majority of students express agreement (54.5%) and strong agreement (20.1%). However, a notable percentage indicates neutrality (18.1%). This suggests that while a significant portion appreciates the richness of materials, there is a subgroup with more neutral sentiments.

Similarly, for item 2 assesses the online program's contribution to language skills practice, ICT skills improvement, and exam preparation, most of the students agree (53.7%) or strongly agree (20.1%). Again, a significant proportion (19.6%) expresses neutrality. This may indicate that while many students find the online program beneficial for skills development and exam preparation, others may have a more neutral stance.

Moving to item 3 examining the motivation provided by online learning, the mean satisfaction score is slightly lower at 3.68. While a substantial percentage agree (44.8%) and strongly agree (18.1%), there is a notable portion expressing disagreement (2.5%) and some neutrality (7.4%). This suggests that opinions on the motivating aspect of online learning vary among students.

The data indicates overall positive satisfaction with online learning's impact on learning improvement, particularly regarding rich language materials, skills practice, and exam preparation. However, the presence of neutrality in some responses, especially regarding motivation, suggests that individual perspectives on the effectiveness of online learning in these aspects may differ. Further exploration of the factors influencing neutral and dissenting opinions could provide insights for optimizing online learning.

#### **4. Discussion**

The analysis delves into the multifaceted realm of student satisfaction with online learning. The laudable feature of accessing materials at any time and from any location not only underscores the convenience of online learning but also aligns seamlessly with the contemporary notion that education should transcend the confines of traditional time and space. The result is similar to the findings of Cheng, Mo& Duan (2023): “Significant positive correlations between student’s

satisfaction with blended learning and learning attitude, learning behavior, teaching attitude, teaching method, teaching ability, curriculum design, and platform design. Among them, learning attitudes, course design, and teaching methods have a greater influence on students' satisfaction with blended learning, and platform design has the least influence" (Cheng, Mo& Duan (2023: 10). The ease with which students can pause lessons and revisit tasks is not merely a technological convenience but a manifestation of a broader theme empowering them to assume control over their educational journey. In the face of disruptions caused by the pandemic, this flexibility becomes a lifeline, allowing learners to navigate uncertainties and adapt their learning to the dynamic challenges posed by external circumstances. In addition, "teachers should receive professional guidance that focuses on the appropriate use of new educational technologies that they may not have used before, given the vast number of online components that need to be considered. In addition to offering guidance during the planning stage, educational designers also play a crucial role in reviewing new courses" Yashodha, G. (2022: 57).

Moving to the organizational aspects of online units, the analysis reveals a source of student satisfaction. The acknowledgment of challenges, particularly in task difficulty, adds nuance to the narrative. This is also similar to what Cheng, Mo& Duan (2023) report: "students' low interest in learning, lack of learning action, and failure to meet students' needs in terms of teaching methods, teaching content resources, and learning platform technology" (Cheng, Mo& Duan, 2023: 10). The recognition that online learning materials offer varied and authentic content underscores the platform's potential to cater to diverse learning needs and support different language skills.

Crucially, the analysis underscores a symbiotic relationship between satisfaction with flexibility and organization and the overarching goal of learning improvement. The flexibility inherent in online learning is not merely a matter of convenience but a catalyst for student motivation and self-directed study. The rich resources provided by online platforms contribute not only to independent learning but they also enhance the efficacy of face-to-face situations. In the broader context of blended learning, online components emerge as dynamic tools aimed at equipping students with knowledge and skills that seamlessly integrate with their classroom experiences. This is in line with the findings of Cheng, Mo& Duan (2023): "students are most satisfied with the teacher, followed by the course, and

least satisfied with themselves. Specifically, students' satisfaction with teachers' teaching attitude, online learning platform, and self-learning awareness is high and at a good level" (Cheng, Mo& Duan, 2023: 10).

The study robustly supports the proposition that online learning is not a mere supplement but a transformative force. The enhancement of language skills, ICT proficiency, and the facilitation of more effective exam preparation underscore the far-reaching impacts of online education. The findings align with the broader trends in online education, reinforcing the pivotal role it plays in shaping contemporary learning landscapes. "Blended Learning is one of the mandatory methods of teaching in the classroom to provide students with new learning strategies and methods as well as ensuring the education system itself is in line with the current changes in education" (Yashodha, 2022: 51).

The analysis paints a comprehensive picture of student satisfaction with online learning, emphasizing the symbiotic relationship between flexibility, organization, and learning improvement. "The student's actual performance in class, which serves as the focus of educational activities, has an important influence on their satisfaction. Only when the student's interest in learning is completely mobilized can a positive teaching effect be realized. In response to the issues of students' low self-satisfaction, lack of learning interest and learning motivation in blended learning, it is necessary not only to impart relevant knowledge during actual teaching but also to foster the students' enjoyment in learning on the basis of it" (Cheng, Mo& Duan, 2023: 11). The study contributes not only to the understanding of student satisfaction in the current context but also to the broader discourse on the transformative potential of online education.

## **5. Conclusion**

From the research findings, several key recommendations emerge to optimize the online learning experience. It is advisable to uphold and enhance the flexibility that online learning offers, allowing students to access materials at their convenience. Incorporating interactive elements into online courses is recommended to foster engagement and active participation. "A balanced proportion of each aspect should always be maintained to keep students continually

engaged in the class. It is crucial to avoid students' attrition, which becomes one of the fears of blended learning" (Basori, 2018: 130).

Seamless integration of online and face-to-face learning is crucial, providing students with well-rounded educational experiences and opportunities for practical application of knowledge. Additionally, there is a clear need for professional development programs for educators, focusing on effective online teaching methods to ensure they are well-equipped for the evolving educational landscape. "It is advocated to put interactive communication at the core of classroom teaching. The online teaching process can attract students' attention and increase their interest in learning through questions, answers, discussions, and game-based activities. Offline teaching is problem-oriented, integrating communication and discussion into classroom teaching as a necessary part, increasing students' participation, and focusing on cultivating students' ability to discern, think, and express" (Cheng, Mo& Duan, 2023: 10).

Ensuring the user-friendliness of online resources is paramount, as accessible and intuitively designed materials contribute significantly to a positive learning experience. Continuous evaluation and improvement of the online learning environment are essential to adapt to evolving educational needs and technological advancements.

In summary, these recommendations collectively aim to enhance the overall quality of online learning, with a focus on flexibility, interactivity, seamless integration, professional development for educators, and continuous improvement. Implementing these measures is anticipated to optimize the online learning experience, leading to heightened student satisfaction and improved learning outcomes.

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