Evaluating of EFL Online Learning on Islamic Higher Education During Pandemic Era

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Abstract
The outbreak of Covid-19 brings a new paradigm of conducting the teaching-learning process literally. There is a shifting learning activity from traditional to recent ones. Online learning becomes common sense while doing all the activities supporting the learning process. This recent case study aimed to explore the EFL adult learners' perceptions and experiences while in online learning classes during the pandemic era. This recent qualitative case study examined the perceptions and experiences of EFL adult learners during their two-year participation in online classes. This qualitative case study was based on Maslow's theoretical framework. There were a hundred students of EFL at UIN Walisongo Semarang as the participants of this study. They were asked to respond to their perceptions and experiences while conducting online learning via Google form. Questionnaires and semi-structured interviews were used to collect data, and template analysis was used to document the students' experiences taking part in the research. The researchers employed SPSS 21 to analyze the data taken from the questionnaire. It shows that 6% of participants disagreed with the implementation of online learning. On the other hand, 10.5% of participants strongly agreed with online learning conducted during the pandemic era. At last, there were 34.3% responded that they neither agreed nor disagreed with online learning classes.

Keywords: *Online Learning, Students' Perceptions, Pandemic Era, Case Study*

INTRODUCTION

It has been almost two years since people live during the pandemic era of Covid 19. This period is very tough for every aspect, especially for education (Babatunde Adedoyin & Soykan, 2020). The Covid 19 changes the way how learners are just like before. To break the chain of the virus' spread, the government issued new appeals and regulations, one of which was to change the pattern and model of education by implementing several new policies, which was one measure taken. The world of education makes immediate adjustments to comply with government policies, such as implementing an online learning system. The Ministry of Education and Culture then issued a circular as a precautionary measure against the spread of Covid-19 to prevent the virus from spreading further. Circular Letter Number governed the prevention of the spread of Covid-19, which is the first step 2 of 2020, which is issued by the Ministry of Education and Cultural Affairs. The second step is the prevention of Covid in two educational environments, as outlined in Circular 3 of 2020. Circular number 4 of 2020 contains the third step, which is the implementation of education policies during the emergency period of the spread of Covid-19, which includes home study arrangements.

Since teachers and students do not need to visit classrooms, it is also considered online learning is a trend to develop new teaching and learning practices. They only need an internet connection to carry out their learning tasks, and they can do so from a distance (Alonso et al., 2011; Daniel, 2020). It is no surprise that many organizations use online lectures because of the convenience and practicality of the interactive or online learning environment. Teachers and students will study

Journal of English as A Foreign Language Teaching and Research (JEFLTR)
Vol. 2 (1), 70-82
Evaluating of EFL Online Learning on Islamic Higher Education During Pandemic Era
Muhammad Nafi Annury, Adrovvy Jonathan, Musthofa

online from anywhere; however, whether learning experiences in online learning have the same nuances or are comparable to learning practices in traditional classrooms (C. Chen et al., 2017; Xie et al., 2006). Teaching content, student experiences, and the learning environment are all issues in online learning (Pedaste & Kasemets, 2021).

When it comes to student motivation in an online course, there are many perspectives to consider. Several studies had found that students who take part in when students enrolled in online education are more motivated to learn than students enrolled in traditional classroom education (V. Chen et al., 2022; Yau et al., 2022; Zhang et al., 2022). As a result, some believe there is no difference in motivation between online and traditional students. In contrast, others believe that traditional classroom students are more motivated to learn than online classroom students. Several experts (Chavosh & Davoudi, 2016; Li & Zhang, 2021) study motivation in education. Therefore, it is necessary to determine whether there are differences in motivational factors between students who take online courses and those who take traditional courses when comparing students in two different settings. Personal factors such as a student's living situation, financial circumstances, and family support system can all affect their ability to succeed in an online learning environment (Lock & Redmond, 2021; Okkinga et al., 2018; Prince, 2004). The online classroom structure will influence the perceptions of students who are enrolled in distance learning courses. They should encourage students to take part in online classes by making them more appealing and motivating (Graesser, 2020; Maqableh & Alia, 2021).

Accordingly, it comes to student motivation in an online course; there are many perspectives to consider. Several studies had found that students who take part in when students enrolled in online education are more motivated to learn than students enrolled in traditional classroom education (Clemmons et al., 2022; Conrad et al., 2022). As a result, some believe there is no difference in motivation between online and traditional students. In contrast, others believe that traditional classroom students are more motivated to learn than online classroom students. Therefore, it is necessary to determine whether there are differences in motivational factors between students who take online courses and those who take traditional courses when comparing students in two different settings. The criteria for measuring perception are divided into two those are positive and negative perceptions. Maslow believed intrinsic factors motivate individuals and that motivation is based on the fulfillment of a series of needs (Matzel, 2021; Wang et al., 2022). To be motivated to participate in the online class, the online student must have these needs met. Maslow believed that these human needs be organized in a hierarchy.

The current study sought to determine whether the students of the English Department of FITK UIN Walisongo Semarang valued and supported the paradigm of online teaching and learning. Thus, the objective of the study is to describe the EFL responses to online learning during the pandemic era. The university administration encourages faculty members to create online courses to meet student demand and increase enrolment. Despite the demands placed on them, do faculty members value online teaching? Participants were asked to rate their level of comfort and training for teaching online, and their perceptions of student learning outcomes and the delivery of academic tasks taught online.

Therefore, Seeing the background of the study, the present study addresses the following research question" How do the EFL students describe online learning during the pandemic era?"

Journal of English as A Foreign Language Teaching and Research (JEFLTR)
Vol. 2 (1), 70-82
Evaluating of EFL Online Learning on Islamic Higher Education During Pandemic Era
Muhammad Nafi Annury, Adrovvy Jonathan, Musthofa

LITERATURE REVIEW.

Definition of Online Learning

Teaching and learning processes which usually carried out in the classroom are carried out directly and face-to-face, but in online learning technology, the teaching and learning activities are carried out virtually, meaning that at the same time, a teacher reaches in front of a computer somewhere, while students take lessons from a computer other in a different place. We can get lecture materials free as downloadable files, while it can carry out intensively teacher and student interactions as assignments or discussions as discussion forums and email.

Thomson found that online learning is also suitable for gifted students because the approach is more individualized and student-centered. Overall, most studies on the effectiveness of internet and internet-based language learning materials highlight the findings that they create new, conducive, and encouraging environments for students. We can conclude that the use of information technology in the teaching and learning process is referred to as an educational system or concept can be called online learning, or it can be called E-learning. E-learning is an electronic-based learning process that uses a computer network as one of its mediums to be learned. We then expanded it into a larger computer network, the internet. In this study titled web-based learning, the presentation of web-based e-learning can be more interactive.

Model of Online Learning

The methods for implementing e-learning differ greatly, but they are all based on the e-learning principle, which is organized to disseminate information in the form of learning materials through electronic media or the internet so that students can access it at any time and from any location. The creation of a flexible and distributed learning environment is a distinguishing feature of e-learning. Based on this understanding, e-learning can be classified into four models, which are as follows: a) web-based education; b) virtual education.

Factors Influencing Student Satisfaction in an Online Course

Students' perspectives and experiences with the online classroom differ. Intrinsic and extrinsic motivation will almost certainly influence students' experiences in the online classroom and play a role in whether students are motivated to take online classes (Luburić et al., 2021). This same primary focus of the case study was on the extrinsic motivation factors, internal and external factors, and other personal factors that influenced students' perceptions and experiences in the online class (Maqableh & Alia, 2021). Whether or not such a student needs to meet their objectives or achieves the desired learning outcomes can have an impact on the student's motivation in the online class (McPartlan et al., 2021; Wighting et al., 2008). I said students in traditional classes are more motivated than students in online classes (C. Chen et al., 2017; Xie et al., 2006). Understanding these elements will aid in the development of a motivating online classroom environment.

Journal of English as A Foreign Language Teaching and Research (JEFLTR)
Vol. 2 (1), 70-82
Evaluating of EFL Online Learning on Islamic Higher Education During Pandemic Era
Muhammad Nafi Annury, Adrovvy Jonathan, Musthofa

1.1 Internal Factors Affecting Perceptions and Motivation of Online Learners

    a) The object that is perceived as the thing creates a stimulus that is received by the sense organs or receptors. Inspiration can come from outside the perceiving individual, but it can also come from within the individual and directly hit the receiving nerve, which functions as a receptor.

    b) Sensory organs, nerves, and the nervous system are examples of sensory organs, nerves, and the nervous system. The sensory apparatus, or receptors, is a tool for receiving stimuli; additionally, nerve impulses must exist to transmit the encouragement received by the receptors to the nervous system's center, that is, the brain, at the moderate speed of consciousness.

    c) Attention to realize or in making perceptions requires attention, which is the crucial step to creating perceptions. The concentration or concentration of all individual activity directed at a set of objects is made reference to as attention.

1.2 External factors are affecting the perceptions and motivation of online learners. While an online learner receives assistance, he or she is more motivated to learn (Hui-Fang Shang, 2016). When taking online classes, students may encounter technical difficulties. The way these challenges are addressed will impact students' perceptions and motivation to learn (Conrad et al., 2022). Therefore, for students who are new to the online learning environment to be successful, training on manipulating the online class must be provided. Students who have received adequate training on the online learning platform will perform better in online classes (Babatunde Adedoyin & Soykan, 2020). The climate of the online course should be considered because various behavioral variables will influence student learning outcomes.

Significance of The Study
This study aims to look into EFL learners' perceptions in the online classroom during the pandemic era. Even though teaching has evolved, the classroom environment can no longer be described as brick-and-mortar, where students meet in physical space. Significant changes took place in teaching and learning, and online schools in tertiary institutions in the United States continue to expand (Yau et al., 2022)

Objective of The Study
Therefore, the objective of this recent study was to describe the students' perceptions while doing their online learning during the outbreak. According to my personal experience, for an online student to be engaged and motivated while taking online courses, the college courses must appeal to and motivate (Keefe & Ferrell, 1990).

Research Question
Therefore, Seeing the background of the study, the present study addresses the following research question" How do the EFL students describe online learning during the pandemic era?"

RESEARCH METHOD
Since qualitative descriptive study aims to investigate the EFL adult learners' perceptions of implementing online learning during the pandemic, using a case study approach, researchers investigate activities, events,

Journal of English as A Foreign Language Teaching and Research (JEFLTR)
Vol. 2 (1), 70-82
Evaluating of EFL Online Learning on Islamic Higher Education During Pandemic Era
Muhammad Nafi Annury, Adrovvy Jonathan, Musthofa

and in-depth explanations to understand the subject better why and how people take part in a study. Therefore, the researchers employed a qualitative case study investigation in some circles (Creswell & Miller, 2000; Levitt et al., 2018).

Data Collection

A hundred English Language Education learners of PBI FITK UIN Walisongo participants attended an online class during the pandemic era in the 5th semester of the academic year of 2019/2020. Most of them completed the EFL online learning during the pandemic era. This study was administered by asking students to fill out their responses via questionnaire while joining the online learning by google form. The questionnaire comprises 15 questions comprising two parts. The first section contains twelve questionnaires designed to determine students' perceptions of online classes compared to traditional classes. I asked participants to respond using the 5-point Likert scale (1 = strongly disagreed, 5 = strongly agreed). The second section contains three open-ended questions that invite participants to provide additional information and express themselves. The second part includes three open-ended questions that allow participants to enter more information and express themselves freely. Three open-ended questions were included in the questionnaire in order to provide additional insight into the information gathered. The ultimate question asked students whether they had already joined the students online learning during the pandemic era. The data analysis process involved gathering information from the questionnaire conducted with the study participants. Open responses are collected and transferred to SPSS 21 for analysis. The study was undertaken in the Department of English Education at the State Islamic University of Walisongo Semarang, Central Java, Indonesia.
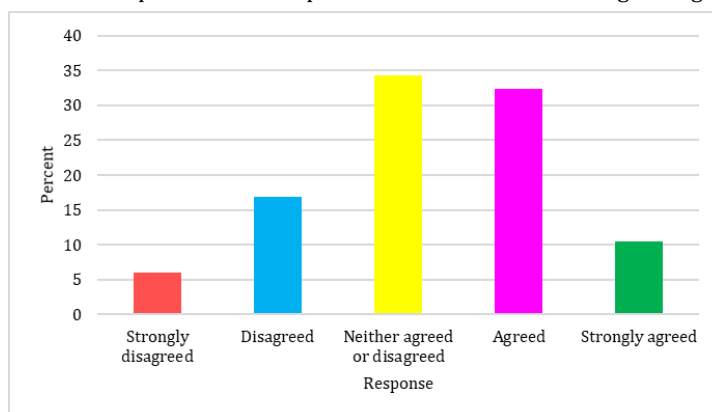
Data Analysis

The authors employ the Non-Parametric Statistical Test administered by using the Wilcoxon Signed Ranks Test in SPSS 21 to analyze the data collected from the questionnaire. It is used to know the result of the student's perception of their experiences in conducting the online class during the pandemic era.

FINDINGS AND DISCUSSION
FINDING

The authors have already gathered data from students via a Google form, eliciting their understanding of the definition, examples, and application of online learning analysis during the pandemic era. Data show that the significant entailments of implementing online learning for EFL adult learners during the pandemic era had various responses from the participants.

Figure 2. Students' responses to the implementation of online learning during the pandemic era

Journal of English as A Foreign Language Teaching and Research (JEFLTR)
Vol. 2 (1), 70-82
Evaluating of EFL Online Learning on Islamic Higher Education During Pandemic Era
Muhammad Nafi Annury, Adrovvy Jonathan, Musthofa

The researchers sent questionnaires to participants via a google form. The questionnaire comprises 15 questions comprising two parts. The first part comprises twelve questions to assess students' perceptions of online versus traditional classes. The researchers solicited responses from participants using the 5-point Likert scale (1 = strongly disagreed, 5 = strongly agreed). The second part includes three open-ended questions that allow participants to enter more information about their experiences joining online learning during the pandemic era. Those three open-ended questions were included in the questionnaire in order to provide additional insight into the information gathered. The ultimate question asked students whether they had already joined the students online learning during the pandemic era. The second part includes three questions with a lot of room for interpretation that allow participants to enter more information and express themselves freely. They gathered information and transferred it to Microsoft Excel documents for further analysis.

Based on table 4.1, students show a preference for traditional classes compared to online classes. There are 10.5% of students strongly agreed satisfied with online classes, 32.3% agreed/were satisfied, 34.3% mediocre, 16.8% disagreed/satisfied, and 6% strongly disagreed/satisfied.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagreed	72	6,0	6,0	6,0
	Disagreed	202	16,8	16,8	22,8
	Neither agreed or disagreed	412	34,3	34,3	57,2
	Agreed	388	32,3	32,3	89,5
	Strongly agreed	126	10,5	10,5	100,0
	Total	1200	100,0	100,0	

Table 1. The Results of Data Acquisition Analysis from the Questionnaire

DISCUSSION
Students' Perception of the Implementation of Online Learning During Pandemic Era
The students' responses to questionnaire no.1 showed that almost 62% they satisfied with the online learning in their class during the pandemic era. Meanwhile, there are 24% of students felt unsatisfied with online learning during the pandemic era. Most of them are satisfied with online learning because students have already gotten used to their gadgets' applications. Therefore, most instructors have good communication with students during the teaching-learning process. It is a good example for students so that they can join the teaching-learning process online as well.

Unfortunately, there are 24% of students still in unsatisfying conditions. It is because they have many obstacles while implementing the online learning process. They said that losing signals from the internet was the major problem in using their gadgets. The signals even unstable conditions every time while joining the online class. Overall, students can follow the teaching-learning process by using their gadgets. Otherwise, they lose their materials in the teaching-learning process. It is because they have many obstacles while implementing the online learning process. They said that losing signals from the internet was a significant problem in using their gadgets (Olanrewaju et al., 2021; Payant & Zuniga, 2022). The signals even unstable conditions every time while joining the

Journal of English as A Foreign Language Teaching and Research (JEFLTR)
Vol. 2 (1), 70-82
Evaluating of EFL Online Learning on Islamic Higher Education During Pandemic Era
Muhammad Nafi Annury, Adrovvy Jonathan, Musthofa

online class. Overall, students can follow the teaching-learning process by using their gadgets; otherwise, they lose their materials in the teaching-learning process. It is a good effort from the students to keep their academic atmosphere in conducting the learning process successfully. It is a magnificent effort from the students to keep their academic atmosphere in conducting the learning process successfully.

It is very complex and detailed when students describe their online classes at the Department of PBI UIN Walisongo Semarang. Students describe online classes as classes that offer flexible, convenient, and informative learning opportunities through the use of multiple platforms to support lectures and other activities (Wilhelm et al., 2022). We conducted online classes at the Department of PBI Uin Walisongo Semarang through the use of Google Meet and Zoom software. Walisongo e-learning is used to track student presence. Lecturers typically distribute materials or assignments through e-learning platforms such as Google Classroom or Canvas. Students collected assignments through e-learning or Google under lecturer instructions.

The researchers considered that the result of the questionnaire was that 6 percent of the students had responded strongly disagree. There were also 16.8 percent who had responded disagree. There was 34.3 percent of students who responded neither agree/disagree for their responses. Therefore, there was 32.3 percent who gave responded agreed to this questionnaire. 10.5 students responded with a strongly disagree.

Many students are unaccustomed to learning in a virtual environment where previously learning was done face-to-face with lecturers. Moreover, (McPartlan et al., 2021; Padgett et al., 2021) argues that we have transformed the direct interaction with them into a virtual environment using various platforms. With the addition of adequate facilities on campus that make it easier to hold lectures, online classroom learning will operate as expected in time as the campus is updated. Moreover, many students still use their gadgets unproperly. For example, they usually use their mobile phone, spending a lot of money on an unlimited internet quota. The essential things are that they have to be ready and acknowledged with their gadget. Therefore, several students still have many problems with their gadgets. It means that students have several considerations about online learning (Edmundson, 2012). First, based on previous responses above, it depends on students' readiness while conducting online learning. Some of them have already acknowledged their gadgets, but the rest are still confused.

Both students and lecturers report that they are becoming accustomed to the learning process. Based on the students' responses, there are advantages and disadvantages of online classes in the Department of PBI UIN Walisongo Semarang. In terms of excellence, the learning process becomes flexible can be done anywhere. The online learning style of PBI lecturers is getting better. Each lecturer requires his students to be on camera so that we can monitor them. It makes students feel more cared for and more disciplined. Readiness between students and lecturers who are more mature affects the interaction between lecturers and students is increasingly active during implementation classes. The lecturers have provided the best book references, ppt materials, journal links to support the learning process (Bdair, 2021; Lee & Yeong, 2020). Students are enthusiastic about the direction that lecturers give. Assignments are easier to remember because

Journal of English as A Foreign Language Teaching and Research (JEFLTR)
Vol. 2 (1), 70-82
Evaluating of EFL Online Learning on Islamic Higher Education During Pandemic Era
Muhammad Nafi Annury, Adrovvy Jonathan, Musthofa

they are more focused on monitoring tasks. After the provision of materials, the task is directly given to make students more challenging.

In terms of weaknesses, online learning requires a large internet quota. Internet signals in all places are not smooth, affecting the sound and visuals it carries when learning out. When students get the opportunity for presentation, but the network is unstable, it would hinder the lecture and lack understanding of the delivery of the material.

According to students, face-to-face learning is still needed besides online classroom learning because the PBI department is primarily an activity as practice. The interaction of fellow students directly would increase knowledge of English. During offline learning, we really enjoy the learning process on campus; we can be more active in interacting directly with existing lecturers. Finding material for our eyes is also an easy thing because we can visit the library every day. After the lesson hours are over, we can also gather with classmates to discuss courses, both completed and upcoming. We used to have discussions in the campus park about the materials available. Therefore, 30% of the participants agreed that teachers and students still have interaction among them. Social media, email, etc., can do the kinds of interaction between teachers and students. That depends on the agreement and the available media use for communication. It is perhaps that the problems of online communication can be from several points. We can see from the previous explanation above those students face many problems when they have to use online media for interaction. When the needs of students are met, online learners are more motivated to learn (Chukwuedo et al., 2021). Students' security needs should be met in order for them to feel safe while taking an online course. The online course structure is critical to meeting this requirement and ensuring student success. In order to ensure that students' social needs are met, the structure of the classroom is also essential.

An online course that is visually appealing, well-structured, and well-organized helps to improve student perception (Culp-Roche et al., 2021; Wilhelm et al., 2022). When a high-quality online course is offered, according to (Çamlıbel-Acar & Eveyik-Aydın, 2022; Landa et al., 2021; Mayer, 2020), student's motivation to learn will be increased. One widely perceived factor is the need for instructors to create dynamic classroom environments. When asked if the use of multimedia in online classes assisted respondents in understanding concepts through understanding concepts, 10.05 percent strongly agreed, and 32.3 percent agreed with the statement. It follows as a result that visual and auditory capabilities are enhanced. Students' understanding of the instructional material and their ability to remain engaged with the content being taught. Additional factors included developing topics and subtopics that would pique the students' interest and compel them to dig deeper into the subject matter. The instructor should create a learning environment that encourages students to experiment and discover new things. Students stated that the online courses were motivating for them in 15% of cases.

Therefore, the researchers improved the two most essential themes of communication and a more organized class structure. The convenience and flexibility of online research for assignments and discussion, the prompt response of instructors to students, and the diversity of the student population were all subthemes of enhanced communication. In addition, content and textbook

Journal of English as A Foreign Language Teaching and Research (JEFLTR)
Vol. 2 (1), 70-82
Evaluating of EFL Online Learning on Islamic Higher Education During Pandemic Era
Muhammad Nafi Annury, Adrovvy Jonathan, Musthofa

accessibility, presentation of content, course resources, and engagement were all aspects of the class structure.

To some extent, students express a wide range of emotions and perceptions about their online course experiences, found in the survey results. The evolution and emergence of communication factors show that instructors in online courses are less responsive to the needs of their students. Students complained that instructors take longer than 24 hours to respond to the results of their work or that they do not respond at all to the questions they have submitted. Learners who appreciate online classes' convenience and adaptability report a diverse student population, which allows for the possibility of a variety of different student perspectives to be shared among them.

Considering the result of the questionnaire, 6 percent of the students responded strongly disagree. There were also 16.8 percent who had responded disagree. There was 34.3 percent of students who responded neither agree/disagree for their responses. Therefore, there was 32.3 percent who gave responded agreed to this questionnaire. 10.5 students responded strongly disagreed.

The findings confirmed that students require a sense of belonging and a sense of friendship to succeed. In addition, students need to have their social needs met, including being recognized at school (Juffs & Friedline, 2014). The study findings revealed a strong sense of belonging and a desire to have one's social needs met. Based on the description describes the requirements of students for control over their learning environment, which increases their motivation and their requirements in order to gain access to support services (Salas-Pilco et al., 2022; Walker & Koralesky, 2021; Zanting et al., 2001). According to the findings of this study, students believe that the structure of online classes deprives them of control over their education. Participants also expressed a desire to be able to access the class and textbooks on their own and other course materials and content.

It is common for instructors to assume that students can read between the lines to complete assignments, participate in class discussions, and navigate the course. Content is not provided before students' questions, and answers are not provided before students request it. Particular instructors provide an overload of information, while others present the material in such a way that students cannot follow the sequence of the content they are being presented with.

Materials are challenging to locate. Therefore, it is not clear how to select and navigate through the materials on the website because there are no instructions. According to best practices in online education, it should present content in such a way that students can easily navigate the online course, which is critical to their success and motivation in the course (Al-Mawee et al., 2021; Muthuprasad et al., 2021). Furthermore, when online students have complete control over their learning, they value completing tasks. As regards, students must navigate through an online classroom, comprehend and follow guidelines.

Therefore, (Luburić et al., 2021; Ventouris et al., 2021) observed that students' motivation and success in an online learning environment are directly related to their emotional support. Third, in their discussions, students expressed their satisfaction with the diversity of the learning environment and the convenience and flexibility of taking an online course.

Journal of English as A Foreign Language Teaching and Research (JEFLTR)
Vol. 2 (1), 70-82
Evaluating of EFL Online Learning on Islamic Higher Education During Pandemic Era
Muhammad Nafi Annury, Adrovvy Jonathan, Musthofa

Students found the ability to enter the classroom of day or night appealing aspects of the program. Students can review the content at their leisure and work at their own pace because of this convenience and flexibility, which makes learning more enjoyable for everyone. Some students have expressed frustration that certain classes are not truly adaptable because of assignment deadlines and timelines. Surely, learners had hectic work schedules and could not meet deadlines; Typically, assignments were due within a few days of the instructor activating the assignment page link. Students expressed dissatisfaction with the difficulty they had in collaborating with others to bring group projects and assignments to a successful conclusion. Because of the diverse geographical locations of students, it was not always possible for them to meet as a group at a convenient time.

CONCLUSION

This recent study examines students' perceptions of their online learning and teaching experiences during the COVID-19 outbreak. Thus, based on the findings and discussions of research on student perceptions of online learning in speaking courses at UIN Walisongo Semarang during the Covid 19 pandemic, we can conclude that online learning in EFL adult courses is beneficial. (Karimi, 2014) found that the quality of instruction and content delivery in an online course is critical to student satisfaction. With the growth of online learning, it is critical to pay close attention to the presentation of content and students' satisfaction (Austin et al., 2010; Blundell et al., 2016). Maintaining student success by ensuring that the content presented is simple to follow, understand, and navigate is critical, as it impacts student perceptions and motivation. Last but not least, the faculty should take into account the student's internal and external motivation while doing online learning was influenced their success in sustaining their achievement in the classroom. However, there are several problems that should be taken into account to develop online learning during the outbreak. Online learning facilities and also the human capital readiness in developing skills for using the teaching-learning media are the key points to improving the quality of succeeding online learning process (Boling et al., 2012; C. Chen et al., 2017; Zamari et al., 2012).

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Journal of English as A Foreign Language Teaching and Research (JEFLTR)
Vol. 2 (1), 70-82
Evaluating of EFL Online Learning on Islamic Higher Education During Pandemic Era
Muhammad Nafi Annury, Adrovvy Jonathan, Musthofa

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Vol. 2 (1), 70-82
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