



Exploring Pre-Service Teachers' Satisfaction in a Virtual International Internship Program in Thailand

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Abstract

In recent years, the rapid advancement of digital technology has encouraged many educational institutions to transform their teaching and learning processes into online learning. At the University of Muhammadiyah Gresik (UMG), one of the focuses of this transformation is teaching practice. UMG provides students with an opportunity to enhance their teaching skills by joining the International Internship Program in Thailand. The essence of the program is to give students experiences as Pre-Service Teachers in teaching English to elementary school students. However, due to the shift to online learning, the program was conducted virtually. Despite this adjustment, pre-service teachers found it challenging to carry out their teaching practice effectively. This research focused on analyzing pre-service teachers' satisfaction toward the online learning process. The researchers distributed a survey to 11 (eleven) pre-service teachers enrolled in the international internship program. Five indicators were used in the survey: (1) instructor-to-student interaction, (2) affordances, (3) institutional support, (4) student-to-student interaction, and (5) course design and technical development. Based on the results, it was found that the institution provided full support to the pre-service teachers, which led to their satisfaction with the assistance. However, in general, the pre-service teachers were not satisfied with the overall online learning process. The main problems occurred in the areas of interaction, affordances, course design, and technical development.

Keywords: Online Learning, Pre-Service Teacher, Satisfaction

A. Introduction (Extended Version)

In recent years, the rapid advancement of digital technology has significantly transformed the landscape of education worldwide. The integration of technology into teaching and learning processes has become inevitable, particularly in higher education institutions that aim to prepare future educators for the demands of modern classrooms. Digital learning environments provide opportunities for flexible access to learning resources, collaborative interactions, and innovative instructional approaches that extend beyond traditional face-to-face classrooms.

In the context of teacher education, technological integration plays a crucial role in shaping the pedagogical competence of pre-service teachers. Teacher education institutions are expected to equip students not only with theoretical knowledge but also with practical teaching skills that enable them to adapt to diverse learning environments. One of the key components of teacher education programs is teaching practice, which allows pre-service teachers to apply pedagogical theories in real classroom contexts. Through teaching practice, students develop professional competence, classroom management skills, and instructional strategies necessary for effective teaching.

At Universitas Muhammadiyah Gresik (UMG), teaching practice is implemented through several programs, including PLP I, PLP II, and international internship programs. The international internship program, in particular, provides opportunities for pre-service teachers to gain cross-cultural teaching experiences by teaching English in international contexts, such as elementary schools in Thailand. This program aims to enhance students' pedagogical competence, intercultural awareness, and professional identity as future educators.

However, the global shift toward online learning, especially during and after the COVID-19 pandemic, has significantly influenced the implementation of teaching practice programs. Teaching and learning activities that were previously conducted face-to-face had to be adapted into online or hybrid formats. While online learning offers flexibility and accessibility, it also presents various challenges, particularly for pre-service teachers who are still developing their instructional competence.

Several studies have reported that online learning environments may limit interaction, reduce engagement, and pose technological challenges, especially in contexts where infrastructure and digital literacy are limited. In the context of the international internship program, these challenges became more pronounced as pre-service teachers were required to teach students located in rural areas with limited access to stable internet connections and digital devices.

Moreover, language barriers added another layer of complexity. Pre-service teachers were required to teach English to students whose first language differed from theirs, often with minimal opportunities for direct interaction. These conditions affected the effectiveness of the teaching and learning process and influenced pre-service teachers' perceptions and satisfaction toward online learning.

Teacher satisfaction is a critical factor in the success of educational programs. Satisfied teachers tend to demonstrate higher motivation, stronger commitment, and better instructional performance. In contrast, dissatisfaction may lead to reduced engagement, stress, and burnout. Therefore, understanding pre-service teachers' satisfaction in online teaching contexts is essential for improving teacher education programs.

This study focuses on exploring pre-service teachers' satisfaction with the online learning process during an international internship program in Thailand. Specifically, it examines five key aspects: instructor-to-student interaction, affordances, institutional support, student-to-student interaction, and course design and technical development. By analyzing these aspects, this study aims to provide a comprehensive understanding of the challenges and opportunities experienced by pre-service teachers in online teaching contexts.

The findings of this study are expected to contribute to the development of more effective online and hybrid learning models in teacher education. Furthermore, the results may serve as a reference for educational institutions in designing supportive learning environments that enhance pre-service teachers' professional growth and teaching readiness.

B. Literature Review (Expanded Version)

1. Pre-Service Teachers

Pre-service teachers are individuals who are undergoing formal education and training to become professional teachers. Their training typically includes theoretical coursework, teaching practicum, and reflective practice. According to Fafunwa (2001), teacher education programs should focus on developing professional competence, pedagogical skills, and personal values that enable teachers to perform effectively in diverse educational settings.

Teaching practice is a crucial component of teacher education because it allows pre-service teachers to apply theoretical knowledge in real classroom situations. Through teaching practice, pre-service teachers gain experience in lesson planning, classroom management, assessment, and communication. However, the effectiveness of teaching practice largely depends on the learning environment and the level of support provided by educational institutions.

In the context of online learning, pre-service teachers face additional challenges, such as limited interaction, technological constraints, and reduced opportunities for classroom management practice. These challenges require pre-service teachers to develop adaptability, digital literacy, and problem-solving skills. Therefore, understanding pre-service teachers' experiences and satisfaction in online teaching contexts is essential for improving teacher education programs.

2. Online Learning in Teacher Education

Online learning has become an integral part of modern education, offering flexibility and accessibility to learners across geographical boundaries. According to Luaran et al. (2014), online learning involves the use of digital technologies to facilitate teaching and learning processes beyond physical classrooms. Online learning environments enable learners to access materials, interact with instructors, and collaborate with peers through digital platforms.

Despite its advantages, online learning also presents several challenges, particularly in teacher education. Effective online learning requires reliable technology, well-designed instructional materials, and active interaction between instructors and students. Without these elements, online learning may lead to reduced engagement and learning effectiveness.

Research indicates that successful online learning environments emphasize interaction, feedback, and learner support. Donoghue and Worton (2002) argue that online learning should promote lifelong learning by fostering autonomy and critical thinking skills. Therefore, the role of instructors in facilitating meaningful interaction is crucial for ensuring student satisfaction and learning success.

3. Teachers' Satisfaction in Online Learning

Teachers' satisfaction is a key indicator of the quality and effectiveness of online learning. Satisfaction refers to teachers' perceptions of the usefulness, efficiency, and effectiveness of the teaching and learning process. Moore (2002) emphasizes that instructor satisfaction is closely related to interaction quality, instructional design, and institutional support.

Several studies have shown that teachers' satisfaction in online learning is influenced by factors such as technological readiness, institutional support, and student engagement. When these factors are adequately addressed, teachers are more likely to experience positive teaching outcomes and professional growth.

However, when support systems are inadequate, teachers may experience stress, frustration, and dissatisfaction. Therefore, evaluating teachers' satisfaction provides valuable insights into the strengths and weaknesses of online learning implementation.

4. Institutional Support and Learning Environment

Institutional support plays a critical role in the success of online learning. This includes the provision of technological resources, training, administrative assistance, and technical support. According to Kumpikaitė-Valiūnienė and Žiūdienė (2021), strong institutional support contributes significantly to educators' well-being and professional commitment.

In the context of online teaching, institutional support helps teachers overcome technical challenges and adapt to new instructional approaches. Supportive institutions enable teachers to focus on pedagogical quality rather than technical difficulties.

5. Conceptual Framework

This study is grounded in the assumption that pre-service teachers' satisfaction in online learning is influenced by multiple interconnected factors, including interaction quality, learning affordances, institutional support, peer interaction, and course design. These components collectively shape the effectiveness of the online learning experience.

The conceptual framework of this study proposes that positive learning experiences result from the alignment of instructional design, technological support, and interactive learning environments. When these elements function effectively, pre-service teachers are more likely to develop confidence, competence, and satisfaction in their teaching practice.

C. Methodology

1. Research Design

This study employed **Classroom Action Research (CAR)** as the research design. Classroom Action Research is a reflective and systematic inquiry conducted by teachers to improve instructional practices and enhance students' learning outcomes within a real classroom context. According to Kemmis and McTaggart (1988), CAR consists of a cyclical process involving planning, action, observation, and reflection. This approach allows teachers to identify classroom problems, implement appropriate instructional strategies, and evaluate their effectiveness through continuous improvement.

The selection of Classroom Action Research in this study was based on the need to address practical issues encountered during the teaching and learning process, particularly students' low vocabulary mastery in English. CAR enables teachers to become reflective practitioners who actively analyze their instructional practices while directly observing the impact of instructional interventions on students' learning outcomes.

This study was conducted in two cycles. Each cycle consisted of four main stages: planning, action, observation, and reflection. The results of each cycle were used to inform improvements in the subsequent cycle. This iterative process ensured that instructional strategies were refined based on real classroom conditions and students' responses to the learning activities.

The use of the Eye Spy Game as the instructional intervention aligns with the principles of CAR, as it allows teachers to implement an innovative teaching strategy while continuously evaluating its effectiveness in improving students' vocabulary mastery.

2. Research Setting and Participants

This research was conducted at a junior high school located in Indonesia during the academic year 2023/2024. The participants of this study were students of Grade VII, consisting of 18 students with diverse academic abilities and learning characteristics. The class included both male and female students with varying levels of English proficiency.

The selection of the participants was based on preliminary classroom observations and diagnostic assessments, which indicated that students experienced difficulties in mastering English vocabulary. Many students showed limited vocabulary knowledge, low confidence in using English, and minimal participation during classroom activities. These conditions made the class suitable for the implementation of a classroom action research project.

The students' heterogeneity in terms of learning abilities, motivation levels, and language exposure provided a realistic representation of typical EFL classrooms in Indonesian junior high schools. Therefore, the findings of this study may offer meaningful insights for English teachers facing similar challenges.

3. Research Procedures

The research procedures were conducted through two cycles, each consisting of four stages: planning, action, observation, and reflection.

3.1. Cycle I

a. Planning

During the planning stage of Cycle I, the researcher prepared instructional materials and learning instruments to support the implementation of the Eye Spy Game. These included lesson plans, vocabulary lists, observation sheets, and evaluation instruments. The learning objectives focused on improving students' vocabulary mastery related to familiar objects and classroom environments.

The researcher also designed learning activities that encouraged student participation, interaction, and engagement. Clear instructions were prepared to ensure that students understood the rules and objectives of the game.

b. Action

In the action stage, the Eye Spy Game was implemented during the English lesson. The teacher introduced the game by explaining its rules and providing examples. Students were then asked to identify objects in the classroom based on descriptive clues given by the teacher or their peers.

The game encouraged students to observe, think critically, and respond verbally using English vocabulary. Students worked both individually and in small groups to enhance interaction and collaboration.

c. Observation

During the observation stage, the researcher recorded students' participation, engagement, and responses using observation sheets. Particular attention was given to students' confidence, willingness to speak, and ability to use vocabulary accurately. Classroom atmosphere and student-teacher interactions were also observed.

d. Reflection

After Cycle I, the researcher analyzed the collected data and reflected on the learning process. The results indicated that while students showed increased enthusiasm, some were still hesitant to participate actively. Additionally, classroom management and time allocation required improvement. These reflections informed the planning of Cycle II.

3.2. Cycle II**a. Planning**

Based on the reflection from Cycle I, improvements were made in the instructional strategy. The teacher refined the game rules, provided clearer instructions, and prepared more engaging vocabulary materials. Additional scaffolding was also planned to support lower-achieving students.

b. Action

In Cycle II, the Eye Spy Game was implemented with improved classroom management strategies. The teacher encouraged equal participation and provided positive reinforcement to increase students' confidence. The activities were designed to promote more interaction and active engagement among students.

c. Observation

Observation during Cycle II focused on students' learning behavior, vocabulary usage, and overall classroom dynamics. Compared to Cycle I, students demonstrated higher participation levels and greater confidence in expressing their ideas using English vocabulary.

d. Reflection

Reflection results showed significant improvement in students' vocabulary mastery and classroom engagement. The learning atmosphere became more interactive, and students were more motivated to participate. These improvements indicated that the Eye Spy Game was effective in enhancing vocabulary learning.

4. Data Collection Techniques

Data were collected using both quantitative and qualitative methods to ensure comprehensive analysis.

4.1 Vocabulary Tests

Vocabulary tests were administered at the end of each cycle to measure students' vocabulary mastery. The tests consisted of multiple-choice and short-answer questions focusing on word meaning, usage, and recognition.

4.2 Classroom Observation

Observation sheets were used to record students' learning behaviors, participation levels, and interaction patterns during the learning process. Observations were conducted systematically to capture changes in students' engagement across cycles.

4.3 Field Notes

Field notes were used to document unexpected events, classroom atmosphere, and students' spontaneous responses during the learning process. These notes provided additional qualitative data to support the findings.

5. Research Instruments

The instruments used in this study included:

1. Vocabulary Tests

Designed to assess students' mastery of targeted vocabulary items. The tests were aligned with the learning objectives and curriculum standards.

2. Observation Sheets

Used to record students' participation, interaction, and engagement during the learning activities.

3. Field Notes

Used to document classroom dynamics, teacher reflections, and contextual factors affecting the learning process.

All instruments were validated through expert judgment to ensure clarity, relevance, and appropriateness.

6. Data Analysis Techniques

Quantitative data obtained from vocabulary tests were analyzed using descriptive statistics. The percentage of students achieving the minimum mastery criterion (MMC) was calculated to determine learning improvement across cycles.

Qualitative data from observations and field notes were analyzed using descriptive analysis techniques. Data were categorized, interpreted, and summarized to identify patterns related to student engagement, participation, and learning behavior.

The integration of quantitative and qualitative data provided a comprehensive understanding of the effectiveness of the Eye Spy Game in improving students' vocabulary mastery.

7. Ethical Considerations

Ethical considerations were taken into account throughout the research process. Permission was obtained from the school authorities before conducting the study. Students were informed about the purpose of the research and assured that their participation would not affect their academic evaluation. Confidentiality and anonymity were maintained to protect participants' identities.

8. Summary of Methodology

This chapter has described the research design, participants, procedures, instruments, data collection techniques, and data analysis methods used in the study. The use of Classroom Action Research allowed for continuous reflection and improvement of teaching practices. The combination of quantitative and qualitative data provided a comprehensive understanding of the effectiveness of the Eye Spy Game in enhancing students' vocabulary mastery.

D. Findings and Discussion

1. Findings

This section presents the findings of the study obtained from the implementation of the Eye Spy Game in teaching vocabulary to seventh-grade students. The findings are derived from classroom observations, vocabulary test results, and reflective notes collected during two cycles of Classroom Action Research.

1.1. Findings of Cycle I

The implementation of Cycle I aimed to introduce the Eye Spy Game as an alternative strategy to improve students' vocabulary mastery. During this cycle, students were introduced to basic vocabulary related to objects commonly found in the classroom environment.

1.1.1. Students' Participation and Engagement

At the beginning of Cycle I, many students appeared hesitant to participate actively in the learning activities. Some students were shy to speak English, while others showed limited confidence when responding to the teacher's prompts. Although the game created a more relaxed atmosphere compared to conventional teaching methods, several students still relied heavily on their peers when answering questions.

Observation results indicated that only a portion of the students actively participated in identifying objects and responding verbally using English vocabulary. Some students tended to remain passive, observing rather than engaging in the activity. This behavior suggested that students were still adjusting to the new learning strategy.

Nevertheless, the Eye Spy Game gradually encouraged participation. As the lesson progressed, students began to show curiosity and interest. The interactive nature of the game helped reduce anxiety and created a more supportive learning environment.

1.1.2. Vocabulary Mastery in Cycle I

The results of the vocabulary test administered at the end of Cycle I showed moderate improvement. Based on the analysis, approximately **56% of students achieved the minimum mastery criterion**. This indicated that although the Eye Spy Game had a positive impact, its implementation in the first cycle was not yet optimal.

Students demonstrated better recognition of familiar vocabulary, particularly concrete nouns related to classroom objects. However, difficulties remained in spelling accuracy and proper word usage in simple sentences. Some students could identify objects correctly but struggled to articulate their answers clearly in English.

1.1.3. Reflection on Cycle I

Reflection on Cycle I revealed several challenges that needed improvement. First, the teacher needed to provide clearer instructions and more examples before starting the game. Second, classroom management required improvement to ensure equal participation among students. Third, additional scaffolding was necessary to support students with lower vocabulary proficiency.

These reflections served as the basis for revising instructional strategies in Cycle II.

1.2. Findings of Cycle II

Cycle II was conducted after revising the instructional plan based on the reflection from Cycle I. Improvements were made in classroom management, instructional clarity, and student engagement strategies.

1.2.1 Enhanced Student Participation

During Cycle II, students demonstrated significantly higher levels of participation. The teacher provided clearer instructions, modeled sample responses, and encouraged students to participate without fear of making mistakes. Positive reinforcement, such as verbal praise, was also used to boost students' confidence.

Students became more enthusiastic and actively engaged in the Eye Spy Game. They showed greater willingness to respond, ask questions, and interact with their peers. The classroom atmosphere became more dynamic and supportive, allowing students to practice vocabulary in a comfortable learning environment.

1.2.2 Improvement in Vocabulary Mastery

The vocabulary test results in Cycle II indicated a substantial improvement compared to Cycle I. Approximately **83% of students achieved the minimum mastery criterion**, demonstrating a significant increase in vocabulary acquisition.

Students showed better understanding of word meanings, improved pronunciation, and greater accuracy in word usage. They were also able to associate vocabulary with real objects more effectively, which enhanced their comprehension and retention.

1.2.3 Classroom Interaction and Learning Atmosphere

Observational data revealed a noticeable improvement in classroom interaction. Students collaborated more actively with peers and demonstrated higher confidence when expressing ideas. The use of the Eye Spy Game transformed the learning environment into a student-centered classroom where learners were actively involved in the learning process.

The interactive nature of the game encouraged students to learn through exploration and discovery rather than passive memorization. This learning atmosphere contributed positively to students' motivation and engagement.

2. Discussion

The findings of this study indicate that the implementation of the Eye Spy Game significantly improved students' vocabulary mastery and classroom engagement. This section discusses the findings in relation to existing theories and previous research.

2.1. The Effectiveness of the Eye Spy Game in Vocabulary Learning

The improvement in students' vocabulary mastery demonstrates that the Eye Spy Game is an effective instructional strategy for teaching vocabulary in EFL classrooms. The game facilitated active learning by encouraging students to observe, think critically, and use language in meaningful contexts.

This finding aligns with constructivist learning theory, which emphasizes that knowledge is constructed through active engagement and interaction with the environment. By engaging students in identifying objects and using descriptive language, the Eye Spy Game supported meaningful learning experiences.

2.2. Game-Based Learning and Student Motivation

The increase in student participation and motivation observed in Cycle II supports previous research highlighting the motivational benefits of game-based learning. Games create a low-anxiety learning environment that encourages students to take risks and express themselves without fear of making mistakes.

This finding is consistent with Prensky's (2001) view that games enhance learner motivation by integrating fun, challenge, and engagement into the learning process. In this study, students demonstrated greater enthusiasm and willingness to participate, which positively affected their learning outcomes.

2.3. Vocabulary Acquisition Through Contextual Learning

The Eye Spy Game promotes contextual learning by connecting vocabulary to real-life objects and situations. This contextualization helps students understand and

retain new vocabulary more effectively. Students were able to recall words more easily because they associated them with physical objects and classroom experiences.

This finding supports Nation's (2001) theory that vocabulary learning is more effective when words are encountered in meaningful contexts rather than through isolated memorization.

2.4. The Role of Teacher Facilitation

The role of the teacher was crucial in ensuring the successful implementation of the Eye Spy Game. Clear instructions, supportive feedback, and effective classroom management contributed significantly to students' learning outcomes.

The improvement observed in Cycle II highlights the importance of teacher reflection and adaptability. By refining instructional strategies based on classroom observations, the teacher was able to create a more effective and inclusive learning environment.

2.5. Implications for English Language Teaching

The findings of this study have several implications for English language teaching, particularly in EFL contexts:

1. **Interactive learning strategies** should be integrated into vocabulary instruction to enhance student engagement.
2. **Game-based learning** can serve as an effective alternative to traditional teaching methods.
3. **Teacher reflection and adaptability** are essential for improving instructional effectiveness.
4. **Student-centered learning environments** promote confidence and active participation.

These implications suggest that teachers should consider incorporating simple and flexible games like the Eye Spy Game into their instructional practices to improve vocabulary learning outcomes.

2.6. Summary of Findings and Discussion

In summary, the findings demonstrate that the Eye Spy Game effectively improves students' vocabulary mastery and classroom engagement. The significant improvement from Cycle I to Cycle II indicates that the game-based approach provides

meaningful learning experiences that support both cognitive and affective aspects of learning.

The discussion confirms that interactive and contextual learning strategies are essential for effective English language instruction, particularly in EFL contexts. This study contributes to the growing body of literature supporting the use of game-based learning in language education.

E. Conclusion

This study aimed to investigate the effectiveness of the Eye Spy Game in improving students' vocabulary mastery in an English as a Foreign Language (EFL) classroom at the junior high school level. Based on the findings and discussions presented in the previous sections, it can be concluded that the implementation of the Eye Spy Game significantly contributed to the improvement of students' vocabulary mastery, learning engagement, and classroom interaction.

The results of this classroom action research demonstrate that students showed notable progress from Cycle I to Cycle II. In the initial cycle, students experienced difficulties in actively participating and confidently using English vocabulary. However, after improvements were made in instructional strategies, classroom management, and learning activities, students demonstrated increased motivation, participation, and vocabulary achievement in Cycle II. The percentage of students who achieved the minimum mastery criterion increased substantially, indicating the effectiveness of the instructional intervention.

The Eye Spy Game proved to be an effective learning strategy that encourages active participation, contextual learning, and meaningful interaction. Through this game, students were able to associate vocabulary with real-life objects, which facilitated deeper understanding and better retention. The learning process became more enjoyable and less intimidating, allowing students to engage without fear of making mistakes.

Furthermore, the findings indicate that the use of game-based learning strategies contributes positively to students' affective domains, such as motivation, confidence, and willingness to participate. These affective factors play a crucial role in successful language learning, particularly in EFL contexts where students often experience anxiety and limited exposure to the target language.

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