

# Santri Students' Satisfaction with E-Learning in Advanced-Level Listening Courses

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## Abstract

This study aims to explore students' satisfaction levels and the factors influencing their satisfaction with the use of e-learning in Listening courses at Nurul Jadid University, particularly for advanced students. A mixed-methods approach was employed, collecting data through a Likert-scale questionnaire and Focus Group Discussions (FGDs) involving 32 students. The questionnaire results showed that the majority of respondents (65.6%) were satisfied with e-learning, indicating increased learning motivation. FGDs revealed that ease of access, quality and relevance of materials, interactivity, and lecturer support were key factors contributing to student satisfaction. Students also emphasized the importance of stable internet access and user-friendly platform design to optimize the learning experience. These findings align with previous research demonstrating that e-learning can enhance student engagement, motivation, and participation. The study concludes that e-learning effectively supports listening skill development for advanced learners. Educational institutions are recommended to continuously improve e-learning platforms by involving students in the development process, providing high-quality interactive materials, and ensuring technical and pedagogical support. This research contributes to developing more effective and responsive e-learning environments, particularly in advanced-level language courses.

*Keywords: advanced students, e-learning, higher education, listening course, student s' satisfaction,*

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## INTRODUCTION

Teachers in the digital era need to develop information literacy skills, including an understanding of computer and network technology, the ability to search and evaluate online information, and creativity in integrating technology in teaching (Ye et al., 2023). In addition, technology-enhanced learning models offer a variety of approaches that can be applied, ranging from online learning to blended learning. In online learning, for example, students can access course materials anytime and anywhere, which supports independent learning and time flexibility

(Hodges et al., 2020). The use of e-learning technology has the potential to influence the quality of the learning experience, especially for students who interact with technology.

Meanwhile, in the context of English language learning through e-learning, it is essential to consider how well educational technology aligns with learners' cultural backgrounds and habitual practices. Students with different levels of listening skills may have different experiences in using e-learning platforms, enhancing material development, and meeting individual needs. Accordingly, listening courses require proper approaches that promote direct engagement with the ability to listen to and understand conversations in a foreign language, such as through the use of e-learning for listening.

The effectiveness of e-learning in listening lessons largely depends on the level of difficulty, complexity, and degree of challenge. The difficulty level may be higher when the e-learning platform is easier to use but the content and format are more complex, while it may be lower if the e-learning does not meet students' needs. Factors that contribute to students' satisfaction with e-learning include a user-friendly platform, interactivity, accessibility, and quality of materials. Students also feel more satisfied when the materials provided are relevant. In the early stages, students may prefer e-learning platforms that are simple and easy to use. At the intermediate stage, they may start seeking more support and features, and at the advanced stage, they may focus more on the depth of material and interaction. Therefore, these different levels of satisfaction may be influenced by how well e-learning can fulfill the specific needs at each stage.

A number of previous studies have investigated e-learning in educational contexts, with particular attention to student perceptions, satisfaction, effectiveness, and impacts on learning outcomes. Suryanto et al. (2021) examined perceptions and satisfaction, especially among low-achieving students, using the ITIL V3 Service Operation framework to assess service maturity. During the COVID-19 period, Nafisah and Sutabri (2023) analyzed satisfaction among FETT mathematics students, while Nurhayati and Zuhra (2020) evaluated the effectiveness of Moodle-based online lectures. Likewise, Khoirun (2024) explored student perceptions of e-learning during learning-from-home, and Ota (2021) assessed teacher and student perceptions of madrasa-based e-learning in Islamic cultural history; related themes were also discussed by Laela et al. (2021). In terms of outcomes, Safitri and Yudha (2021) reported a very large effect of e-learning on vocational students' achievement (effect size = 1.58), and Prasetyo and Harjanto (2020) argued that the quality of e-learning activities reflects overall instructional quality and results.

Previous studies have extensively examined e-learning in terms of student perceptions, satisfaction, effectiveness, and learning outcomes across various subjects and levels of education (Suryanto et al., 2021; Nafisah & Sutabri, 2023; Nurhayati & Zuhra, 2020; Khoirun, 2024; Ota, 2021; Laela et al., 2021; Safitri & Yudha, 2021; Prasetyo & Harjanto, 2020). However, most of these investigations were conducted in general course contexts, often involving low- to mid-level students, and rarely addressed skill-specific courses. Consequently, the unique challenges and expectations associated with language skills such as listening—where comprehension, concentration, and learner autonomy are crucial—remain insufficiently explored. Moreover, the perspectives of advanced students have been largely overlooked, despite the fact that their needs and standards of satisfaction may differ considerably from those of beginner or intermediate learners.

To address these gaps, the present study focuses on exploring students' satisfaction level and the underlying factors shaping satisfaction with e-learning in Listening courses at Nurul Jadid University, particularly among advanced students. It is anticipated that the findings will not only enrich the existing body of knowledge by extending e-learning research into a skill-specific and advanced-level context, but also provide practical insights for lecturers and institutions in improving the design, implementation, and support systems of e-learning for language learning. Ultimately, the study seeks to contribute both theoretical value—by filling a neglected area in the literature—and practical value—by offering recommendations to enhance student satisfaction and learning effectiveness in higher education.

## LITERATURE REVIEW

### Student Satisfaction

Satisfaction comes from the Latin word *satis*, which means “enough,” and something that satisfies will certainly fulfill expectations, needs, or desires without causing complaints (Ritonga & Nurmawati, 2024). The term “satisfaction” refers to the general attitude of consumers or customers toward the results of one's performance. According to the *General Dictionary of the Indonesian Language* (n.d.), satisfaction is defined as a matter or feeling of fulfillment, pleasure, relief, and so on. In this context, satisfaction is juxtaposed with education, which is closely related to college students. According to Supiatin (2016), “student satisfaction is a positive attitude of students towards the teaching and learning process services carried out by teachers because there is a match between what is expected and needed and the reality they receive” (p. 33). The definition of student satisfaction according to experts is still diverse, and perhaps student satisfaction remains somewhat subjective and not always the same in reality. In this study, student satisfaction is associated with positive results that, in turn, can also create positive feelings. Student satisfaction is the most important element and must be the main concern, both for public and private universities, because students are the subjects that play the most crucial role in the existence of higher education institutions. Therefore, universities must be able to provide satisfaction so that students do not turn to competing institutions.

Higher education as a service provider must be able to meet the satisfaction of its consumers, such as through the quality of its services and facilities (Kusumawati, 2024). Dewi and Erta (as cited in Hamza, 2021) emphasize that student satisfaction is very important because it serves as a measure of a university's success in providing services to its students. Academic service quality has a positive effect on student satisfaction, where specific satisfaction refers to a particular assessment of the student experience, such as satisfaction with a certain teacher or subject, while global satisfaction refers to a general assessment of a student's overall experience at the institution. Facility support also contributes greatly to academic operations, and in line with Karmila (2020), the results showed that learning facilities affect student satisfaction: the more adequate the facilities, the higher the level of student satisfaction. As students are consumers or customers of a higher education institution, the concept of student satisfaction can be equated with customer satisfaction—namely, the level of a person's feelings after comparing the performance or results they perceive with their expectations.

## Use of E-Learning

In the digital era, e-learning has emerged as an effective alternative that provides accessibility and flexibility in learning. It allows students to learn independently and access materials anytime and anywhere, thus benefiting those in remote areas or with physical limitations (Indriani et al., 2018). Interactive features such as forums and chats also promote collaboration and communication (Hartanto, 2016). Moreover, the integration of technology significantly improves the quality of education (Abdullah, 2019; Nasucha, 2019; Harto, 2014). E-learning, whether synchronous or asynchronous, offers varied learning content, enhances motivation and engagement, and fosters social as well as emotional connections, thereby enriching the overall online learning experience.

The transition to online learning during the COVID-19 pandemic raised concerns regarding equity, accessibility, and student engagement, underscoring the importance of digital literacy and educational interfaces in sustaining participation (Joubert et al., 2023). Teachers play a crucial role as facilitators by selecting relevant, high-quality digital resources aligned with curriculum objectives and by assessing students' needs to ensure the chosen materials support individual learning goals (Ghozali et al., 2024; Napitupulu, 2020). This mode of learning represents a strategic and innovative step in designing educational practices in an era reliant on technology (Nasrawati et al., 2022). Although e-learning has brought significant changes, it has not resulted in the revolutionary transformation of higher education once predicted (Helmeid & Vincen-L., 2014). Nonetheless, e-learning contributes to fostering a culture of enthusiasm for learning, encouraging students to actively explore knowledge and information (Divayana, 2017).

## Listening Course

One of these language skills is listening, where children carry out listening activities, namely listening to someone speaking. Listening is not just a physical matter; it is an intellectual and emotional process. Listening is a very functional language knowledge base that is more meaningful for someone to express word symbols to others. It is the process of listening to the sounds of language, recognizing, evaluating, and responding to the meaning contained therein (Kurniawan, 2018, pp. 249–250). Listening involves the direct presentation of information, while reading involves visual information and requires more time for analysis. In listening courses, the ability to capture the main idea, specific information, inference, details, and critical examination are considered important. According to Courtland and John (2013, p. 66), listening is the most important skill needed to get the job done in the workplace. Listening is involved in various activities in learning, both inside and outside the classroom. Listening skills form the basis for the development of other language skills, because listening is the most important skill that a person must have before acquiring speaking, reading, and writing skills (Musyadad et al., 2023, pp. 51–52).

Listening involves individual, group, structure-based, and spontaneous activities to convey information, discuss topics, and engage in specific tasks. Listening is an activity that can train one's concentration and memory (Madyawati, 2015). Listening is also a person's ability to digest or understand words or sentences taught by speech partners or certain media (Hermawan, 2016). Moreover, listening is the key to receiving messages (Tyagi, 2018). Learning integrates experience, information, and knowledge received from the environment in an appropriate way to achieve the desired conditions (Batubara, 2021). Learning also integrates experiences, information, and knowledge received from the environment with flexibility in available learning services, such as online learning and shared spaces that increase interaction between students and teachers. Digital media such as computers, tablets, and smartphones can be customized to meet

students' learning needs and preferences. For example, the use of audio and visual content can help students with learning problems or language issues, and interactive content can help students with practical skills issues. Listening in various contexts, such as education, media, work, and culture, can improve listening content and methods in various fields. The nature of listening focuses on the critical, reflective, and informative aspects of information, which involve listening to, understanding, and interpreting the facts and information presented.

## METHODS

This research was conducted on Nurul Jadid University students of the English Education Study Programme at the advanced level, because the focus on advanced students in e-learning-based listening courses has a strong scientific basis from the perspective of cognitive theory, learning taxonomy, and educational technology studies. The students in the class had experience learning Listening through e-learning media provided by their lecturers for one semester. In addition, they consisted of students domiciled in the pesantren (living in Pondok Pesantren Nurul Jadid) and non-pesantren students who lived at home or in boarding houses.

The research design employed a mixed-method approach. This method used a Likert-scale questionnaire to measure the level of student satisfaction. The Likert scale is widely used in social sciences as well as in survey research (Johnson & Morgan, 2016; Heiberger & Holland, 2015; Lester et al., 2014; Neuman, 2011). The questionnaire was administered to obtain statistical data regarding students' satisfaction with the use of e-learning in Listening courses. Furthermore, Focus Group Discussion (FGD) was used as a qualitative design. The purpose of this method was to strengthen the data collected from the questionnaire on the level of student satisfaction. In addition, the FGD was also used to gather data on the factors affecting students' satisfaction levels.

In this study, a sample of 32 students was selected to ensure statistical stability and reliability of estimates. Roscoe (1975) suggests that sample sizes above 30 are generally adequate for most behavioral studies. In addition, a methodological consideration highlights that with a sample size of around 32, the difference between  $\sqrt{1/n}$  and  $\sqrt{1/(n-1)}$  becomes negligible ( $<0.001$ ), thereby strengthening the stability and reliability of statistical estimates. The participants of this study were Advanced-level students from the English Education Study Programme at Nurul Jadid University in the academic year 2024/2025.

Quantitative data were collected through a questionnaire distributed to the respondents using a Google Form prepared by the researcher. The instrument consisted of 30 items measuring students' perceptions of the use of e-learning in listening courses. To complement these findings, qualitative data were obtained through Focus Group Discussions (FGDs) conducted with four to five students from each level, aiming to further explore and deepen insights related to the research topic.

Furthermore, the data obtained from the questionnaire and FGDs were subjected to data analysis procedures. Quantitative data were analyzed using the SPSS application, with data reduction carried out by identifying key points related to students' perceptions. Meanwhile, qualitative data from the FGDs were analyzed through interpretation of participants' responses. In the data presentation stage, quantitative findings were displayed in visual formats such as tables and diagrams to illustrate relationships, while qualitative findings were presented thematically based on discussion topics and subsequently interpreted. The final stage involved drawing conclusions and verification, where the researchers developed explanations and formulated conclusions supported by evidence from the data.

## RESULTS

In this section, the results of the study on students' satisfaction with the use of e-learning in advanced listening courses are presented, along with the factors influencing satisfaction in both basic and advanced listening courses. The findings were obtained through questionnaires and focus group discussions conducted with students of the English Education Study Programme at Nurul Jadid University who were enrolled in basic and advanced listening courses during the odd semester of the 2024/2025 academic year.

### Student Satisfaction Level towards the Use of E-Learning in Advance Listening Course

The following section presents a summary of the questionnaire data regarding students' satisfaction at the advanced listening level.

Students' level of satisfaction with the use of e-learning in Advance Listening courses					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	1	3.1	3.1	3.1
	Fair	5	15.6	15.6	18.8
	Good	21	65.6	65.6	84.4
	Very Good	5	15.6	15.6	100.0
	Total	32	100.0	100.0	

Based on the questionnaire results, the majority of respondents reported an increase in their motivation to learn listening through the use of e-learning. Out of 32 respondents, 15.6% (5 students) stated *strongly agree* that e-learning enhanced their motivation, while 65.6% (21 students) chose *agree*. Meanwhile, 15.6% (5 students) selected *neutral*, indicating that they did not perceive a significant change in their learning motivation after using e-learning. This suggests that the features offered by e-learning, such as discussion forums, online quizzes, and examinations, were generally considered effective in encouraging students to stay engaged in the learning process. Only 3.1% (1 student) expressed *strongly disagree*, showing that e-learning had no impact on their listening motivation. Overall, these findings demonstrate that e-learning applications were effective in increasing students' learning motivation, with most respondents reporting positive impacts from their use.

The following section presents the forum group discussion (FGD) results regarding advanced listening students' level of satisfaction.

**Group Discussion Forum Table**

Question	Informant	Answer	Description/Coding
What is the level of student satisfaction with the use of e-learning in Listening courses?	Student 1	"E-learning has many advantages. Firstly, we can access it anytime and anywhere. Then, the material is interactive and high quality. Best of all, we can learn flexibly at our own time. Plus, we can make good use of technology. All this makes the learning experience more exciting and makes students more positive about e-learning."	Flexible learning time  Interactive and high-quality materials  Making good use of technology (internal factors)
	Student 2	"So, the effectiveness of e-learning in teaching can be influenced by several factors, such as ease of access, quality of the provided materials, whether the lecturer provides a summary of the uploaded materials on the e-learning platform, and the technological environment used. All of these factors can help improve teaching effectiveness."	The quality of the material provided,  the summary of the material provided, and  the technological environment used are important internal factors.
	Student 3	"E-learning has many interesting features, such as engaging interaction, support from lecturers, relevant and high-quality content, and feedback from students."	Fun interactions, support from lecturers, relevant and high-quality content, and feedback from students are important internal factors.
	Student 4	"Satisfactory e-learning is influenced by how easily we can access the material, the use of engaging audio and video, good interaction, clear instructions, and other factors such as internet speed and additional constraints."	Ease of access to material (internal factors)  Use of interesting audio and video (internal factors)  Good interaction and clear instructions (internal factors)  Internet speed (external factors)
	Student 5	"Satisfactory e-learning is influenced by how easily we can access the material, the use of engaging audio and video, good interaction, clear instructions, and other factors such as internet speed and additional constraints."	Ease of access to material (internal factors)  Use of interesting audio and video (internal factors)  Good interaction and clear instructions (internal factors) Internet speed (external factors)

Based on the results of the FGD, participants generally agreed that the implementation of the e-learning system had a positive impact on their learning process. Many respondents highlighted that e-learning was easy to use and motivated them to learn anywhere due to its accessible features. Several participants emphasized that e-learning provided various benefits, including accessibility, interactivity, quality of materials, improved interaction between lecturers and students, flexibility in completing assignments, and enhanced technological skills. The efficiency of e-learning was considered to be influenced by factors such as ease of use, quality of materials, interactivity, technological environment, adaptability, and learning pace. In addition, some respondents reported feeling more energized and motivated to continue improving their listening skills, particularly when practicing exercises. In conclusion, the FGD results confirm that e-learning is not only effective in supporting students' learning but also plays a significant role in increasing their motivation and engagement.

Thus, based on the results of the questionnaire and FGD, it can be concluded that the use of e-learning significantly supports students' learning. The questionnaire data revealed that 15.6% of respondents strongly agreed that e-learning played an important role in improving their learning, while 65.6% agreed that it was effective in enhancing listening skills. Only 15.6% of respondents expressed a neutral response, indicating that the features of e-learning were adequate but not particularly impactful, and 3.1% reported that the system had no effect on their motivation, reflecting relatively stable satisfaction.

The findings from the FGDs reinforced these results, as several respondents emphasized that e-learning offers multiple advantages, including accessibility, interactivity, quality of materials, improved lecturer–student interaction, flexibility in completing assignments, and enhanced technological skills. Therefore, it can be concluded that e-learning is not only effective in facilitating students' learning but also significantly enhances their motivation and engagement.

### Factors Affecting Students' Satisfaction Level with the Use of E-Learning in Advance Listening Course

Below is a summary of data from the questionnaire relating to student satisfaction with the Advanced Listening course.

**Table Forum Group Discussion factors of student satisfaction level of Advance Listening course**

Question	Informant	Answer	Description/Coding
What are the satisfaction factors for <i>santri</i> students to access e-learning?	Student 1	"There are many things I enjoy about E-Learning. It is very easy to access E-Learning if there is internet access. Also, the design and appearance of the platform are very helpful to use and also enhance the learning experience."	Internet access (External factors)  Platform design and appearance (Internal factors)
	Student 2	"When I visit E-Learning, there are several factors that affect my satisfaction. Firstly, the clarity of the material and the ease of access. Great accessibility and a reliable internet connection are also important."	Clarity of material (Internal factors)  Internet connection (External factors)

	Student 3	"There are a few things that make us very happy when accessing E-Learning. Firstly, the materials presented also address the curriculum and students' needs. In addition, the delivery method is clear and structured, making it easy to understand."	The materials presented are in accordance with the curriculum, and the delivery method is clear and easy to understand (Internal factors).
	Student 4	"My experience when using E-Learning is greatly influenced by a few factors. Firstly, it requires a stable and fast internet network to ensure smooth access to the materials."	Internet network (External factors) Access to materials (Internal factors)
	Student 5	"So, if we talk about student satisfaction in using e-learning, there are several factors that are really important. Firstly, they need easy access to materials. Then, interaction with lecturers is also important. Students want to be able to communicate with lecturers, ask questions, and get feedback."	Ease of access to materials, Interaction with lecturers, and getting feedback (Internal factors)

Meanwhile, the results of the FGD show that E-Learning has many benefits, including easy access to the internet, effective teaching and platform support, and a better learning experience. Factors determining the satisfaction of *santri* students in using e-learning include material knowledge, ease of access, high accessibility, and a strong internet connection. In addition, the professionalism of lecturers who actively interact to provide feedback and answer students' questions, along with the content provided that enhances the curriculum and needs, and effective teaching methods make learning more dynamic. All these elements contribute to creating an effective and satisfying learning environment. E-Learning also requires a stable and fast internet connection to facilitate access to materials. When considering students' effectiveness in using e-learning, factors such as ease of access, interaction with peers, and feedback are crucial. Overall, e-learning offers many benefits to students and educators. In other words, the findings indicate that students in advanced listening courses are generally satisfied with the use of e-learning, primarily due to factors such as accessibility, interactivity, quality of materials, and lecturer support. However, external aspects such as internet stability remain a challenge. These results highlight both the strengths and areas of improvement for implementing e-learning in listening instruction."

## DISCUSSION

### The level of student satisfaction with the use of e-learning in Basing and Advance Listening courses

The analysis of the questionnaire data reveals that most respondents have a positive perception of the implementation of the *e-learning* system in enhancing their learning motivation. A total of 65.6%, or 21 respondents, stated that they *agree* that *e-learning* plays an important role in improving the learning process. Meanwhile, 15.6% of respondents stated *strongly agree*, further reinforcing the indication that the implementation of *e-learning* is considered effective by this group. However, 15.6% of respondents chose *neutral*, indicating that they do not feel a significant change in their

learning motivation after using the application. These findings suggest that although the majority of students perceive positive benefits, there remains a small proportion who have not experienced a significant impact from the implementation of *e-learning*. There are also 15.6% who are 'neutral', which indicates that they may not feel a significant change in their learning motivation after using this app. And 3.1% of respondents expressed 'strongly disagree', indicating that e-learning had no impact on their learning motivation. Findings from the FGD support these results by emphasizing that features in e-learning, such as accessibility, interactivity, quality of materials, interaction between students and lecturers, flexibility in delivery of materials, as well as skills in using technology, are very influential. Moreover, e-learning not only improved students' learning process, but also significantly increased their motivation and participation. This study improved listening competence and motivated students, made the learning process more interesting and memorable, and potentially improved overall listening skills.

Students' perception of e-learning media plays an important role in shaping their educational experience, as positive perceptions can increase engagement and lead to a deeper understanding of the material. Aspects of conditions regarding the use of UNUJA e-learning for Intermediate Listening courses are rated very well, and student interest in using e-learning is very high (Suryanto et al., 2021). In contrast, this study examines e-learning at an advanced level, and the results are equally satisfying. FETT students of Mathematics Education are very satisfied with e-learning lectures, as the percentage score obtained by each student is above 80% (Nurhayati & Zuhra, 2020). Similarly, in this study, 65.6% of respondents agreed that e-learning plays an important role in improving the learning process. E-learning is used as a medium for delivering material and student assignments, helping to reduce paper usage and avoid delays in material distribution (Nafisah & Sutabri, 2023). Compared to this study, previous research focused on student satisfaction with e-learning in different contexts, materials, and purposes. The use of e-learning media during the COVID-19 pandemic was highly effective in expediting the learning process and enhancing students' IT skills (Ota, 2021). Regarding conative perception, SKI teachers and students provide positive evaluations of actions taken through features in madrasah e-learning, as well as the activities carried out in madrasah-based e-learning (Laela et al., 2021). This contrasts with the current study, which evaluates students' satisfaction with listening courses delivered through e-learning.

### **Factors Affecting Students' level of satisfaction on the use of e-learning in Advance Listening courses**

The results of this study support the findings of previous research regarding the analysis of student responses to using e-learning and self-study. The results of the FGD also support this finding, with the majority of respondents indicating that e-learning applications are generally beneficial for student learning. E-learning applications can increase students' motivation in listening courses. With e-learning, students do not need to meet face-to-face with lecturers or peers and do not have to sit in a classroom to access learning materials. E-learning also offers easy access, clear and comprehensive materials, and professional teaching. The convenience and flexibility of e-learning are important factors for an enhanced learning experience. As found in previous research, e-learning was one of the learning media used during the COVID-19 pandemic, which proved very helpful during the online learning process; the learning materials delivered could be understood and accessed without time limits (Ota, 2021). E-learning not only supports students in the learning process but also significantly increases their motivation and interest in learning. Overall, e-learning has been shown to be very beneficial for students in learning and increasing their engagement in listening lessons.

Students consistently recommended e-learning as an effective and enjoyable method for listening learning. In terms of novelty, this study makes an important contribution by combining the results of the two FGD groups, supporting the finding that the majority of respondents indicated e-learning applications are generally beneficial for student learning. This perspective aligns with Suryanto et al. (2021), who reported that students' interest in using UNUJA e-learning for Intermediate Listening courses is very high, and the behavioral aspect of using UNUJA e-learning for Intermediate Listening courses is very good. Similarly, Laelah, Sukardi, and Hasanah (2021) stated that in terms of conative perception components, SKI teachers and students provide positive perceptions regarding the preparations and activities carried out in madrasah e-learning-based learning. Additionally, research by Nafisah and Sutabri (2023) highlighted that e-learning is used as a medium for learning, material distribution, and completion of student assignments, aiming to reduce paper use and prevent delays in delivering materials to students.

### **Implications of the findings**

By focusing on advanced students, this study provides new insights into how e-learning in Listening courses can effectively support higher-level learners. The results suggest that advanced students benefit from the combination of autonomy, quality input, and interaction offered by e-learning, which confirms the relevance of cognitive and educational technology perspectives in designing such courses. Moreover, the study addresses a gap in prior research that predominantly focused on general perceptions of e-learning, by revealing how advanced-level learners construct their satisfaction both from pedagogical and contextual factors. These findings carry practical implications for educators and institutions, particularly in enhancing listening instruction through more adaptive, student-centered e-learning practices.

### **CONCLUSION**

This study examined advanced-level *santri* students' satisfaction with e-learning in the Advanced Listening course at Nurul Jadid University. Findings indicate that e-learning positively enhances students' learning motivation, engagement, and listening skills, with key satisfaction factors including ease of access, material quality, interactivity, and lecturer support. Theoretically, these results confirm that well-designed e-learning fosters cognitive and motivational engagement, while practically, institutions should ensure accessible, interactive, and high-quality platforms with effective feedback mechanisms. Limitations include a small sample size and reliance on self-reported data. Therefore, educational institutions are advised to provide technical support and training for both lecturers and students to optimize e-learning effectiveness. Future research should involve larger and more diverse samples, explore different proficiency levels, and investigate the long-term impact of e-learning on listening skill development.

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