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English Education Study Program
Muhammadiyah University of Metro
2022

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Proceeding

Hybird Learning

on Education and ELT

English Education Study Program
Muhammadiyah University of Metro
2022

Proceeding **Hybird Learning** on Education and ELT

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Introduction

National Webinar on Education and ELT “Hybrid Learning in Education and ELT”

Organized by the English Education Study Program, Muhammadiyah University of Metro

CONFERENCE BASICS

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Plenary Speaker :

1. Prof. DR. Rudi Hartono, M.Pd., (Semarang State University)
2. Santhy Hawanti, Ph.D., (Muhamadiyah University of Purwokerto)
3. Dr. Dedi Turmudi, MA. Tesol., (Muhammadiyah University of Metro)

Committee

Chairperson : Refa'i, M.Pd.

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Fitri Palupi K., M.Pd.BI

Syaifudin Latif D.,M.Pd.

Yasmika Baihaqi, M.Pd.BI.

Dedy Subandowo, M.A.

Length of plenaries : 2 hours

Length of presentation : 1.5 hours

Welcome

It is an honor and pleasure to welcome all participants of the online conference on National Webinar on Education and ELT “Hybrid Learning in Education and ELT” by the English Education Study Program, Muhammadiyah University of Metro.

2 In this new normal era, the government has implemented new normal policies in various lines including education by reopening schools. The new policy has generated a lot of polemics in several parties, especially parents. Many of them are worried if their children have to study outside when the COVID-19 pandemic is still not over. This situation requires school community to adapt to this new normal era by complying with the health protocols set by the government. The lecturers as the main learning facilitator have very crucial role in forming new habits for students. 7 Learning innovations and the usage of suitable and diverse media for learning significantly hold up enhancing the educational quality in the new normal era. One of the appropriate learning model solutions as a way to adapt in the new normal era is by applying hybrid learning in the Intensive English class which mixes face-to face and online by utilizing technological sophistication.

6 We would like to appeal for your sharing of knowledge, expertise, experience, understanding and action plans through writing and presenting at this conference based on the following sub-themes and more. With unwavering passion we look forward to hearing your diverse voices in this Endeavour towards making our discipline a more worthwhile cause for us all, both locally and globally.

Chairperson

Refai, M.Pd.

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PROCEEDING

NATIONAL WEBINAR ON EDUCATION AND ELT

“HYBRID LEARNING IN EDUCATION AND ELT”

STUDENTS’ PERCEPTION ON VIRTUAL LEARNING ENVIRONMENTBASED INSTRUCTION IN INDONESIAN EFL CLASSROOM

Munir

Universitas Negeri Makassar

Abstract

This study explores the students’ perception on virtual learning environment based instruction in Indonesian EFL classroom. It employs a descriptive study using a purposive sampling technique and taking 34 respondents from EFL university students. The questionnaire and interview were used to collect data on perception of EFL university students on virtual learning environment based instruction in the process of learning in the EFL classroom. The result of the study shows the students perception of the integration of virtual learning environment in the classroom. It falls into some categories: the usefulness of blended learning, the institutional support, the impact of virtual learning environment on the students learning and the percentage use of virtual learning environments as well as challenges encountered in using blended learning. This research is expected to be of benefit to lecturers, students and stakeholders to enrich knowledge and develop language skills and proficiency based on virtual learning environment instruction in Indonesian EFL classroom.

Keyword: Virtual Learning Environment, Perception, EFL Classroom

INTRODUCTION

The development of information and communication technology is increasingly in line with the shifting of traditional face-to-face learning practices towards a more open education through the use of information and communication technology as a learning medium. Bishop G. (1989) predicted that future education would be flexible, open, and accessible to anyone who needed it regardless of gender, age, or previous educational experience. Whereas Mason R. (1994) argues that future education will be more determined by information networks that allow interaction and collaboration, rather than face to face interaction in the school buildings. This is a pattern of potential challenges in the field of education that is clearly visible in front of the eye, whether consciously or unconsciously, and whose consequences and impacts cannot be ignored by stakeholders and people involved in the field of education, especially teachers.

The future of education in Indonesia is more likely to take the form of open education

and training, with online learning education and training programs being implemented. (Jafar & Rahman, 2019). Sharing learning resources together between educational and training providers in a network, the use of interactive information technology devices, such as Multimedia CD-ROMs, in education is gradually replacing television and video and making optimal use of internet technology in learning development. Learning that is focused on information and communication technology is gradually being mixed with traditional learning. It is here, the emergence of Virtual learning environment (Bonk & Graham, 2006), also known as mixed learning, which is a style of education that blends conventional instruction with information and communication technology-based instruction. It blends conventional (face-to-face) learning with information and communication technology-based learning (Badaruddin, Noni & Jabu, 2019). Consequently, the learning structure becomes more flexible and less static as a result of Blended Learning.

While so common in literature, virtual learning environment has no clear meaning and may therefore mean differently for other people as claimed by (Ruth Colvin Clark and Richard E. Mayer, 2008). (Graham, 2006) divides virtual learning environment into three categories: (1) blending face to face and online teaching, (2) blending modality of instruction (or delivery media), and (3) blending methods of instruction. As stated by Leakey and Ranchoux (2006),

“Virtual learning environment in CALL is the adaptation in a local context of previous CALL and non-CALL pedagogies into an integrated program of language teaching and learning drawing on different mixes of media and delivery to produce an optimum mix that addresses the unique needs and demands of that context. (p.385)”

Virtual learning environment, according to Mortera-Gutierrez (2006), is a method of instruction that combines online courses or computer-mediated courses with face-to-face instruction. Tucker (2012), for example, defines virtual learning environment as any face to face courses combination and online courses. As a result, despite different conceptions of blended learning, the general points of agreement include: the use of some form of e-learning function in conjunction with face-to-face form of learning, with the duration of time allocated online varying based on the desired outcomes. (Figure 1).

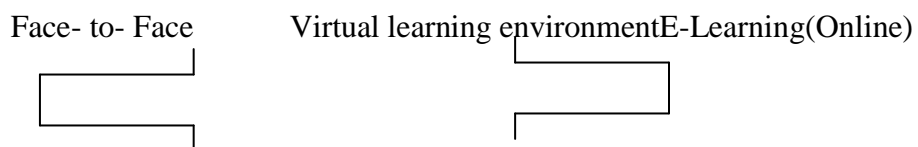


Figure 1. Virtual learning environment (İşigüzel, 2014, p. 109)

In the last decade, virtual learning environment has attracted the attentions of second language educators and researchers, especially when it comes to teaching English as a Foreign Language. (Yang, Chuang, & Tseng, 2013; Tuncay & Uzunboylu,

2012;Miyazoe&Anderson,2010;Liu, 2013;Siew-Eng&Muuk,2015;Shahrokni & Talaeizadeh, 2013;).

According to Rossett (Graham at al., 2003), “Virtual learning environment is the use of two or more distinct methods of training.” Sharma (2010) offers three different BL concepts. The first definition encompasses both face-to-face and online instruction, while the second definition encompasses a variety of technologies. Similarly, Garrison and Kanuka (2004) define BL as "the thoughtful combination of classroom face-to-face learning experiences with online learning experiences."

Virtual learning environment models are one of the immediate factors constraining technology adoption in tertiary education over the next couple of years, according to the 2017 New Media Consortium Horizon Study (Adams Becker et al. 2017). According to the EDUCAUSE Curriculum Initiative's 2017 annual survey of higher education, Virtual learning environment is now one of the most important topics in teaching and learning. (EDUCAUSE 2017). Blended Learning, as a relatively new learning and teaching paradigm compared to traditional classrooms, has its own appeal because it mixes two sides of various classroom contexts, namely online and offline.

There have been few studies on students' experiences in a virtual learning environment setting, despite the fact that there have been several studies on students learning English as a Foreign Language Erdem and Kibar (2014). Their research in 2014 was one of the few findings on students' perception and roles in virtual learning environment courses. They conducted a qualitative and quantitative analysis in a virtual learning environment that included Facebook to better understand students' perspectives on blended learning. The findings revealed the students' positive attitudes toward virtual learning environment implementation, implying that Facebook can be a useful tool for communication and interaction, and that the virtual learning environment atmosphere can be a good place to share homework and projects. Another research conducted by (Aladwan et al., 2018) in Jordan examine the attitudes of University of Jordan students towards the use of Blended Learning. This research selected 250 students who have taken blended courses that contain aspect of knowledge, attitude, and preference in blended learning. The result indicated that the students have shown constructive attitude en route for blended learning, moreover, the electronic resources provided through virtual learning environment courses is an effective way to help students improving their knowledge and skills.

These studies have shown that Virtual learning environment improves student learning in the classroom, and that students have a constructive attitude concerning the use of Virtual learning environment in their classes. Virtual learning environment becomes a trend in educational settings nowadays, not only in high school level, but also in higher education level. However, further research is needed to explore the use of a virtual learning environment approach in Indonesia and the students' attitude and achievement towards it.

Therefore, the researchers set out to answer the following questions in order to learn more about virtual learning environment in an Indonesian EFL classroom:

1. What is the EFL students' perception on the implementation of Virtual learning

environment Based Instruction?

2. What are the challenges of using virtual learning environment based instruction to provide effective and meaningful instruction?

LITERATURE REVIEW

Virtual learning environment in English Language Teaching

The emergence of the so-called industrial revolution 4.0 has been attributed to the information technology revolution in relation to the industrial world (IR 4.0). Digitalization, the internet of things, the internet of people, big data, iCloud data, and artificial intelligence are some of the characteristics of the IR 4.0 era. All of these new technologies have caused havoc in a variety of areas, including education (Afrianto, 2018).

In facing the industrial revolution 4.0, the Indonesian Ministry of Research Technology and Higher Education has specific policies and programs that support the industrial revolution in Indonesia one of which is Applying Hybrid/Virtual learning environment (Rentradikti2015-2019). Hybrid e-learning combines conventional and digital learning to meet the needs of the new Industrial Revolution 4.0 technology era. (Syam, Basri, Abduh, & Patak, 2019). Virtual learning environment model is the combination of face-to-face teaching and technology-based models and it is regarded as the 21st century model by the educational researchers (Mehmet, 2011)

Virtual learning environment is an alternative method that is highly relevant to recent digital era, which integrates the traditional methods and methods based on multimedia technology (Zainuddin & Keumala, 2018). “Virtual learning environment is thus a versatile approach to course design that encourages the mixing of various times and locations for learning, providing some of the conveniences of completely on-line courses without the utter lack of face-to-face contact,” according to O'Connor, Mortimer, and Bond (2011). Several studies have shown that courses that use Virtual learning environment as a delivery method help students learn better (Garnham & Kaleta, 2002; Lim & Morris, 2009; Boyle, Bradley Dziuban et al., 2006; Chalk, Jones, & Pickard, 2003; Twigg, 2003a, O'Toole & Absalom, 2003). Virtual learning environment is also beneficial due to increased flexibility of access to learning that reinforces the student's autonomy, reflection, and powers of research (Sharpe et al., 2006; Tam, 2000), and makes learning analysis and monitor easier (Osguthorpe & Graham, 2003). Students become more inspired and active in the learning process as a result of blended learning, increasing their dedication and perseverance (Donnelly, 2010). Dziuban, Graham, Moskal, Norberg, & Sicilia (2018) found that BL improves student performance and satisfaction in general.

Virtual learning environment was named one of the top ten emerging trends in the information industry by the American Society for Training and Development (ASTD). Furthermore, there is a widespread expectation that the use of BL for providing training at companies and higher education institutions will increase. Virtual learning environment is the most common and easiest development of our educational agenda. It demonstrates an elegant solution to the challenges of adjusting learning and development to individual needs. It represents

an opportunity to combine online learning's creative and technical advancements with conventional learning's best features of engagement and participation. Personal coaches' wisdom and one-on-one touch will help to support and strengthen it (Thorne, 2003). Also in English language teaching, virtual learning environment has improved as a teaching method in the classroom. (Liu, 2013) conducted research at Tsinghua University's Department of Foreign Languages and Literatures in Beijing, China. The study concentrated on the use of virtual learning environment at the university level, especially in the EFL Writing Course. She discovered that integrating Virtual learning environment into her classroom is well-liked and beneficial to the students, as it enhances student-teacher and student-student interactions, decreases or even eliminates anxiety in communication, motivates them to be more autonomous and independent learners, and improves their ability in academic English. She used questionnaires as one of her testing methodologies, but the questionnaire was not specifically designed to test the efficacy of Virtual learning environment as it applied to the Academic English Writing Course, but rather for a more general purpose. Teachers' reflections and students' evaluations during the Academic English Writing Class were two other methodologies she used to collect data from the study. Instead of using the questionnaire, the researcher was advised to do further research and use a pre-and post-test design to explore the effect of virtual learning environment in writing.

(Lalima & Dangwal, 2017) in Lucknow, Uttar Pradesh, India conducted a research under the title *Blended Learning: An Innovative Approach*. This research explores the use of Virtual learning environment in India educational system and how to appropriately adapt it into the class. The trainees tend to choose the traditional teaching method and using ICT tool as a supported item in the teaching process, instead of choosing the Virtual learning environment itself. Turns out, the implementations of Virtual learning environment in India educational settings need an effort, right attitudes, motivated teachers, and students to create a successful Virtual learning environment implementation. However, the most important issue that has to be considered in Virtual learning environment implementation is the development of right type attitudes that can be changed by the students, teachers, parents, or society. Organizing the right attitude can be used to raise awareness of the benefits of Virtual learning environment so that the right mindset is in place for its implementation in the classroom. As a result, if Virtual learning environment is introduced in a well-planned and structured manner with the appropriate attitudes, it has the potential to be the educational system of the future in India. (Banditvilai, 2012) investigates the enhancement of the students' language skills in 2 groups of students, the control group and experimental group to measure their developed language skills; listening, speaking, reading, and writing in an English for Specific Purposes (ESP) class in Thailand. This study examines how virtual learning environment can be used to improve students' language skills in an Asian university setting, specifically Thailand. This study found that using a virtual learning environment strategy in the classroom enabled students to build and practice English language skills outside of class whenever and wherever they had internet access, including repeating the lesson without being judged or pressured. Virtual learning environment is a valuable concept to help teachers to achieve teaching goals more successfully in the class. However, the limitation of

the study is used only in one class. Further study needed to conduct the study to investigate different kinds of groups of students.

Learning processes in virtual learning environment were investigated in another study (Shahrokni & Talaeizadeh, 2013). The findings of an investigation into learning processes in a virtual learning environment using semi structured interviews with 115 EFL learners and forum, logs, and chat scripts revealed that the most common tasks interesting to be used by the students in online learning are forum, messages, and chat, which enable them to share ideas both synchronously and asynchronously. Students prefer the implementation of virtual learning environment method because it helps them to accommodate the disadvantages of face-to-face courses, according to this finding. It's critical to back up the suggestion that colleges and universities incorporate online courses into their traditional face-to-face curricula with clear practical and theoretical ideas, (Voos, 2003). Anderson and Miyazoe (2010) performed an exploratory study of 61 upper intermediate level Japanese EFL learners' usage of blogs, forums, and wikis in a virtual learning environment context. A mixed method methodology was used to collect data, which included a survey, an interview, and text analysis, ensuring the study's validity by data collection triangulation methods. The virtual learning environment instruction was found to be not only fun for the students, but it also helped them develop their writing skills significantly. The results have showed that students' ability to differentiate between different writing styles has improved.

Models and different approaches to virtual learning environment

¹⁸ [The Clayton Christensen Institute for Disruptive Innovation](#) identifies four models of blended learning: Rotation, Flex, À La Carte, and Enriched Virtual. Virtual learning environment is an emerging field of research; the models have changed over time and may be redefined in the future as more schools modify the defined models to meet the needs of students.

The rotation model allows for more interaction between the teacher and the students. In its simplest terms, the four types of rotation models allow students to rotate between learning modalities within a given course or subject. In some cases, the teacher will dictate the rotation, while in others the student will have more control over the rotation. There are four variations on the rotation model: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation.

¹⁵ In the station rotation model, students rotate among stations in a single classroom. The teacher defines the stations. Common examples include online personalized learning, small group collaborative work, and teacher-led instruction. In this model, all students rotate among all stations as directed by the teacher.

In the flipped classroom model, students complete the online learning component at home or off site and then use their face-to-face time for guided practice with the teacher. The primary content delivery is the online content that the student accesses outside of the traditional classroom. The model is called “flipped” because in the traditional classroom, the teacher delivers the instruction in the classroom and the students practice at home. By flipping, students receive the instruction online at home and practice in the classroom with the teacher.

The last rotation model, individual rotation, students have a personal “playlist” of activities from which they can select as they learn a concept or skill. Students have choice in which activities they choose and different students may take very different paths to mastery.

In the flex model, a student accesses most of the content online and progresses on a personalized schedule between online and offline activities. The teacher is used on an adaptive basis and provides support or alternative learning activities as needed. The online content is the primary driver of instruction. The flex model is often characterized by students being able to move at their own pace and finishing courses when they have shown mastery and not at the end of an academic term. In the flex model, both online and offline activities take place at the school. The flex model is often a whole-school model or a school-within-a-school model and does not happen at the individual classroom level.

The à la carte model is simply an online course that a student takes to supplement the face-to-face courses that he or she is taking at school. Most common examples are students with a high interest in a specialized field, e.g., marine biology. In this case, the student takes an online course in lieu of a study hall and is able to reach out to a science teacher as needed.

The last model of Virtual learning environment, enriched virtual, allows for the least amount of interaction between the student and the teacher. In this model, much like the flex model, the online content is the primary driver of instruction. However, unlike the flex model most of the learning takes place outside of the school; the student only accesses the face-to-face teacher periodically.

Finally, when it comes to implementing virtual learning environment in Indonesia, there are only a few models and approaches that have been promoted. According to Arifin & As'ad (2019), in the Indonesian context, teachers at schools and universities are rarely found integrating technology-based instruction into their teaching and learning processes. They proposed three concepts for a virtual learning environment: student engagement, collaborative learning, and flipped classroom. Badaruddin, Noni, and Jabu (2019) used Cloud Moodle-Based Virtual learning environment in the design of virtual learning environment activities and found it to be effective because the model provides a comprehensive overview of the most important parts of the sequential features of activity design. As a result, it will be much easier to support research on virtual learning environment implementation models in Indonesia if student attitudes are taken into account.

Benefits and Challenges of Virtual Learning

There are many reasons that an instructor, trainer, or learner might pick virtual learning environment over other learning options. Virtual learning environment increased pedagogical richness; increased access and flexibility to knowledge, increased social interaction, and increased cost-effectiveness. Virtual learning environment systems provide an opportunity for reaching a large, globally dispersed audience in a short period of time with consistent, semi personal content delivery. According to Akkoyunlu and Soylu (2004), virtual learning environment combines the strengths and limitations of online learning with the strengths and

weaknesses of face-to-face learning.

According to the reviewed studies, students and teachers' attitudes toward virtual learning environment are generally optimistic, and the advantages of virtual learning environment generally outnumber the challenges. Through the tests, students gained a better understanding of the content of the online section, according to Kobayashi and Little (2011), and English communication skills were acquired by students with higher performance levels. Moodle, according to Sahin-Kizil (2014), facilitated successful learning and provided a beneficial learning environment for the students, especially in vocabulary and grammar. Similarly, learners were found to be able to improve their interpreting and language skills as well as broaden their general knowledge by using an online library (Chan, 2014). The other studies also emphasized the advantages of virtual learning environment in terms of student development. According to Ferreria, Salinas, and Morales (2014), as opposed to the control group, the experimental group subjected to the virtual learning environment model increased their language proficiency. To put it another way, the acquisition of language skills was aided by a virtual learning environment design that included cooperative instruction and online activities. In Yang (2012)'s research, after participating in the virtual learning environment program, students in the experimental community of blended remedial reading program strengthened and performed better on the reading exam.

Based on Sahin-Kizil (2014), using virtual learning environment increased student engagement because they found it fascinating and challenging, which engaged them. Interaction and participation, which are an inextricable part of language classes, have played a role in the process and outcomes of some studies. Yang (2012) stated in another study that virtual learning environment encouraged social engagement because students seem to have more opportunities to identify their learning difficulties and receive individual input from various colleagues. Another important element to consider in virtual learning environment studies is motivation. An online library can help students retain their motivation and enthusiasm while interpreting because virtual learning environment courses provide students with multiple opportunities to practice interpreting (Chan, 2014). According to Mackenzie, Promnitz-Hayashi, Geluso, Delgado, Castellano, and Hinkelman (2011), Virtual learning environment showed signs of increased learner self-efficacy and motivation because they had different lesson objectives, patterns of interaction, and styles of homework, variety of media, and variety of performance. Aside from the obvious advantages of blended learning, such as improved language proficiency, engagement, and encouragement, it also has a number of other advantages. Yang (2012) discovered that in a virtual learning environment course, online reading activities helped students to thoroughly practice what they learned in the training without being constrained by time or place. Chan (2014) found that the online library gave students with consistent home study resources that supplemented in-class learning and gave them many chances to practice at home with no restrictions.

While the majority of studies found virtual learning environment to be beneficial, some of them also revealed some issues raised by teachers. Yang (2014) discovered that teachers are

concerned about the shifting roles of students and teachers, a lack of group team work, lack of training in virtual learning environment courses, and unfamiliarity with new programs. Nissen and Tea (2012) stated similarly that some teachers struggled to understand the virtual learning environment course design, and that, as in conventional language learning courses, they considered face-to-face classes to be the most important; as a result, they rarely active in the virtual learning environment as predicted. Al-Khalidi, (2021) stated that technology integration is an important factor in the modern educational system, as it allows teachers, administrators, and evaluators to continually evaluate the standard and style of integrating technology in a typical classroom application. Changing the position of teachers appears to be a significant challenge, as evidenced by Yang's research (2014)

In conclusion, despite the abundance of evidence demonstrating how beneficial virtual learning environment is, it also creates and triggers more challenges to overcome. Teachers and students should be prepared for any challenges that may arise during the implementation of virtual learning environment in their educational program.

Students' Perception towards Virtual learning environment Strategy

Perception is one of branches from psychology which a study of an individual reaction towards something, either by their physical reaction, feelings, attitudes, and etc. (Abraham, 2011). For many years, many researchers have conducted research concerning about human's attitude. One of them, in a book of Psychology of Attitudes, attitude defined as the expression of psychological tendencies by evaluating a particular object or situation negatively or positively (Eagly & Chaiken, 1993). In addition, (Haddock & Maio, 2008) defined the attitudes as an evaluative judgment to make a decision whether liking or disliking towards a stimulus object.

Concerning the students' attitude of the use of Virtual learning environment as the teaching strategy in the class is one of the most common topics to explore. A research conducted by (Akbarov et al., 2018) investigate the students' perception towards the use of Blended Learning. 162 students have participated in the study, there were 100 females and 62 males. The study was a cross-sectional study by gathering data at a specific time point and correlational study as well to investigate the relationship between various variables to Virtual learning environment. In the EFL context, the study found that students prefer Virtual learning environment to conventional classrooms. However, the students liked to take an English exam with the pencil-and-paper form than using the digital form. Besides, any conventional teaching approaches or forms of submitting assignments or tests should be retained by the instructor. In the end, the students need to be introduced to the Virtual learning environment method in the class. This study is also revealed that the students have a positive attitude towards virtual learning environment in EFL classroom and their learning preferences towards it.

The students' perception toward the introduction of virtual learning environment in teaching English at Al-Quds Open University in Palestine were investigated in a case study conducted by (Bakeer, 2018). A sample of 60 undergraduate students was split into a control group and an experimental group that received different treatment to assess students' perception

toward virtual learning environment in English class, the potential of accessible technology to enhance language skills, and students' autonomy. Students' perception toward integrated learning in English class, the ability of accessible technology to improve language skills, and students' autonomy were all measured using the results. Students' perception toward the use of virtual learning environment in English classes had a positive effect, enhancing students' language skills as well as their ability to learn independently, as well as and their desire to learn in class, according to the results of this report.

METHOD

As for sampling in this study, 34 respondents ranging from first, third, fifth and seventh semester students of Makassar State University (UNM) were taken purposively. Research instruments such as an online survey and an interview protocol are among the materials used. The online survey questions were sent to the study participants using a Google form. A survey is a form of data collection used in almost every discipline, especially in the social sciences (Aldridge and Levine, 2001). The interview protocol, which includes interview instructions, is the other approach used in this analysis. The interview requirements were defined in the interview guidelines, which stated the parameters or characteristics of the research subject or interviewee; it benefits as eyewitness memory, Fisher and Schreiber (2017). The open-ended questions in the interview session are close to those in the online survey session.

The information from the interviews was analyzed thematically, while the data from the online survey were descriptively analyzed. The process of recognizing themes that are patterned in a phenomenon is known as thematic analysis (Braun, Clarke, Hayfield, and Terry (2019), Guest, MacQueen, and Namey (2011), Boyatzi (1998). This suggests that the interview types' themes were chosen based on the questions asked in the online survey.

RESULTS AND DISCUSSION

Familiarity with Virtual learning environment

The majority of participants are familiar with the use of ICT or technology in their learning, as shown in Figure 2. However, not everyone is aware of blended learning.

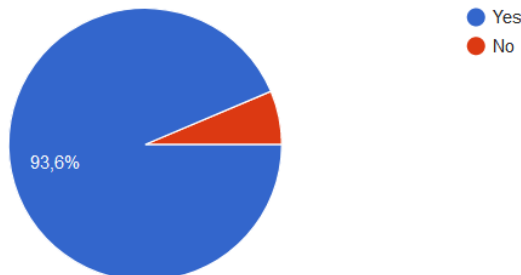


Fig. 2 Familiarity of Virtual learning environment

As shown in Figure 2, 93.6 percent of the participants have a good understanding of what a virtual learning environment is. According to the results, they can complete a wide range of

learning tasks using blended learning. More significantly, they are capable of managing and administering all virtual learning environment programs. Due to the fact that 6.45% of participants have never heard of blended learning, they have a good understanding of how to use the Computer and other ICT-related activities. This information indicates that participants in this group have used ICT only in part or only in restricted ways.

Data from the interview revealed that participants were familiar with the following software used for virtual learning environment such as Edmodo, Moodle, WebCT, Google Classroom, Web-based learning, and Hot potatoes. In addition, Edmodo was found to be the first top frequently used in the EFL classroom framework which contains a variety of free elements that students can use. The Edmodo components are focused on the different types of e-learning roles: instructors, students, administrators, and parents. Each function has a major impact on how the application is accessed, used, and managed.

The Usefulness of Virtual learning environment

The utility of virtual learning environment is divided into three groups based on participant responses: very useful, useful, and minimal useful (see Figure 2). Students use integrated learning in a fascinating and thorough way in their studies. Figure 2 shows the advantages of virtual learning environment for students. Students report that virtual learning environment allows them to complete assignments faster, access online learning tools, and quickly discuss their work. Students may use integrated learning to work in small groups online and to listen to other students' presentations if they are unable to attend face-to-face meetings. Students may also see their task's grade and ranking, as well as input from their lecturers. This indicates that virtual learning environment is beneficial in facilitating teaching and learning process starting from material presentation and discussion up until assessment management.

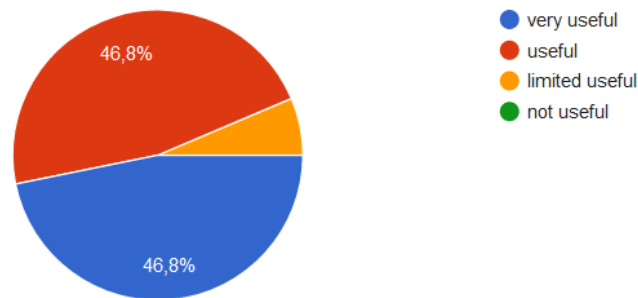


Fig. 3 Usefulness of blended learning

The Institutional attitude towards the use of Virtual learning environment

The responses to the question of institutional attitude differ from the responses of the entire study's participants. The institutional support can be seen from Figure 4 below.

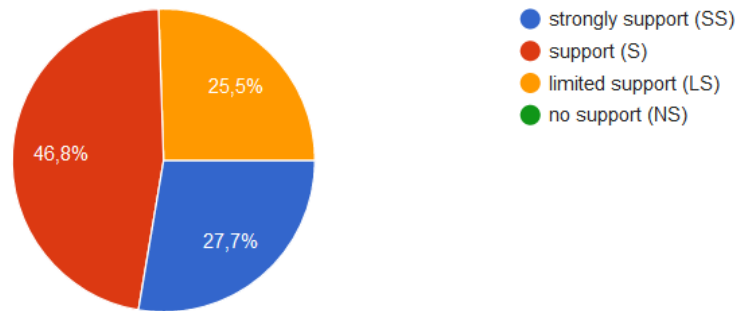


Fig. 4. Institutional attitude in implementing Virtual learning environment

The institutional supports can be seen in the responses of the participants. Budget, Wi-Fi equipment, and the introduction of virtual learning environment teaching and learning are all examples of help. Participants claim that “the institution supports the budget” when it comes to the budget (Participant 7). Participants' thoughts on Wi-Fi equipment is as follows:

Participant 1 : Wi-Fi is available on campus; for example, digital classroom management with Google Classroom and Moodle is possible.

Participant 11 : Wi-Fi is available at the university.

Participant 5 : Set up an internet connection

Participant 10 : The institution offers internet access to students as part of the learning process.

Furthermore, a number of participants stated that the organization supports the use of integrated learning in the teaching and learning process. They remark:

Participant 1 : Improve the effectiveness of the learning process.

Participant 3 : We need to send an assignment through the internet.

Participant 4 : Increasing students' desire to learn

Participant 6 :The system begins to use mixed learning in the teaching and learning process, for example, when assigning an assignment and content to students.

The impact of virtual learning environment on the students' learning

As shown in Figure 5, As a result of using blended learning, students' mastery of subject matter has a strong propensity to increase. Figure 5 shows that none of the participants thinks virtual learning environment has a minor effect on their learning. They are all assured, however, that the availability of virtual learning environment promotes increased subject knowledge and understanding. This indicates that virtual learning environment improves student learning, especially content mastery. All of the participants in this study agree that the virtual learning environment facilities will help them understand the subjects better.

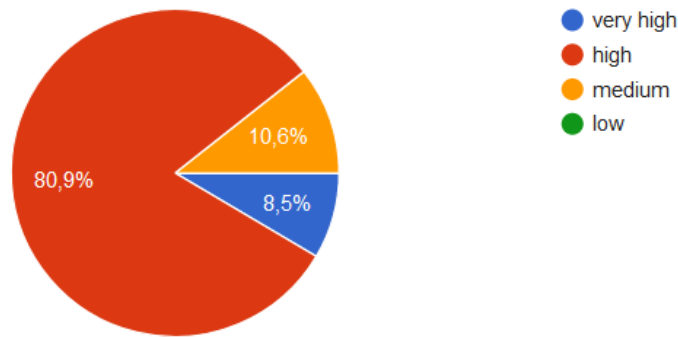


Fig. 5 the impact of virtual learning environment on students' learning

Challenges in implementing Virtual learning environment

Even though participants reported that virtual learning environment has a positive effect on their learning, they still face some difficulties in putting it into practice.

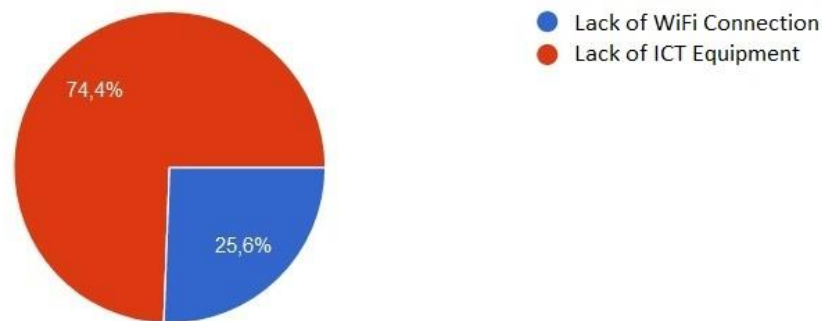


Fig. 6 Challenges of using Virtual learning environment

The responses of the participants fall into two groups. The majority of participants (74.4%) claim that having a limited Wi-Fi access is one of the most difficult aspects of using virtual learning environment in their studies.

“I feel OK downloading supplementary materials as well as uploading my assignment when I was at campus. The thing is when I get back home to my dorm, I couldn't do anything as I don't have any internet access” (participant 9).

She stated to confirm her Wi-Fi connection obstacle. The second issue¹ is the shortage of ICT equipment; many teachers and students only have a small number of blended learning-compatible ICT equipment.

CONCLUSION AND SUGGESTIONS

A nation would undoubtedly make improvements in a variety of areas. Particularly now, Indonesia enters the technological age, where competition is becoming increasingly tight. Developing human resources is one of the areas of improvement that can be made. It is

unquestionably difficult. In terms of education, the state must make lots of changes. The most basic is to change either teacher and student's disposition and attitude toward technology progression today. Several items must be planned, for example, by altering current learning and teaching practices in the educational environment.

In addition, the university must be capable of honing and expanding student's abilities and competences. Furthermore, universities should be able to move from a traditional approach to virtual learning environment that meets the needs of today's society. Virtual learning environment as the mixture of face to face classroom interaction with computer or other technological devices-mediated instruction appears to be the one of the answers of educational challenges at this point. Therefore, the government must provide services that are tailored to the needs of students and assist them in becoming more acquainted with blended learning.

The more students are familiar with the application of blended learning, the easier it would be for them to use it for their learning. In addition, the fewer obstacles they face when implementing blended learning, the more successful virtual learning environments for their learning. The greater the use of virtual learning environment by lecturers, the better the students' study results, especially in terms of subject mastery. However, students' experience with virtual learning environment does not guarantee that the educational demand will be met if any elements are missing. The organization should ensure that all of the necessary equipment is available. The organization should also provide administrative support and ensure that a Wi-Fi link is available.

The implications of the studies emerged as the final theme that emerged from the data. Under the consequences heading, the findings are divided into four subcategories: students' preparation, teachers training, school and professional support, and incorporating integrated learning into programs. Because of their coordination and harmonizing role, teachers play an important role in student teaching. Before introducing learners to virtual learning environment courses, teachers should provide them with the necessary information, taking into account their level of proficiency, the amount of time they have spent on the curriculum, the shortcomings of the program used, and the level of computer literacy. On the other hand, in order to educate students, teachers must first be qualified in order to organize virtual learning environment workshops. Another issue in a virtual learning environment program is school funding, and technical support from organizations. Finally, after implementing all of the preceding implications and recommendations, the last but not least recommendation to be incorporated is to integrate virtual learning environment into courses because it encourages autonomy, motivation, and engagement. Further researchers may deeply investigate these three aspects of students learning factors.

It is proposed that more research be done in a variety of areas that are not the subject of this report. Further research may be conducted in the areas of teachers' perceptions of blended learning, policymakers' perceptions of blended learning, and clinicians' perceptions of virtual learning environment implementation. The next research should focus on the ability of teachers and lecturers to use virtual learning environment effectively. Future research should also take a more comprehensive approach, provide several sets of data, and be performed at different levels

of educational institutions. This current study could serve as a foundation for potential student, lecturer, and educational stakeholder studies on virtual learning environment implementation.

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