# ISLAMIC HIGHER EDUCATION EXAMINING STUDENTS' AWARENESS AND BEHAVIOR IN DEALING WITH VIRTUAL LEARNING ENVIRONMENT

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***Abstrak:***

*Penelitian yang berjudul "Meneliti Kesadaran dan Perilaku Mahasiswa dalam Menghadapi Lingkungan Belajar Virtual" ini bertujuan untuk mengetahui kesadaran dan perilaku mahasiswa dalam menghadapi lingkungan belajar virtual. Penelitian ini secara umum menjawab dua pertanyaan yaitu tentang pemahaman mahasiswa mengenai lingkungan belajar virtual dan perilaku mahasiswa dalam menghadapi lingkungan belajar virtual. Penelitian ini merupakan penelitian survei. Pengumpulan data dilakukan melalui kuesioner yang disebarkan melalui Google form dengan menggunakan link di grup WhatsApp. Responden sebanyak 186 mahasiswa. Tanggapan disajikan dalam bentuk tabel dan dijelaskan secara deskriptif untuk mengungkapkan kesadaran dan perilaku mahasiswa secara komprehensif. Hasil penelitian menyatakan bahwa terkait dengan bahasa dan pengajaran dosen dalam pembelajaran online, tampaknya sebagian besar mahasiswa belum memahami. Lebih dari setengah (58%) responden tidak setuju atau tidak setuju, namun 62% dari responden setuju bahwa aplikasi berbagi (Google Classroom/WhatsApp Group), Pembelajaran online virtual (Zoom/Skype/Google meet), dan Streaming audio (kuliah pra-perekam) adalah alat yang berharga untuk mempelajari kelas online. Kemudian tentang platform online yang digunakan dalam pembelajaran virtual, 49,5% setuju bahwa Google Classroom atau Grup WhatsApp lebih banyak dipilih daripada Zoom/Skype/Google meet. Untuk semua kategori, respon tertinggi adalah tentang koneksi internet. Sebagian besar mahasiswa setuju bahwa koneksi internet adalah masalah. Itu mencapai 63,8%. Jawaban tertinggi mengatakan bahwa mereka memiliki waktu untuk mengakses materi dan tahu cara mengaksesnya tentang mengakses materi. Sedangkan tentang perilaku mahasiswa, banyak mahasiswa yang setuju bahwa pembelajaran virtual/online dapat meningkatkan rasa percaya diri dan disiplin diri mereka. Tapi di sini, persentasenya tidak lebih dari lima puluh. Hanya 42,7% dan 42,2%. Kemudian, tentang pembelajaran online yang lebih menyenangkan, 45,9% di antaranya tidak setuju atau tidak setuju, disusul dengan tidak setuju sebesar 27%. Persentase tertinggi pernyataan tentang kemudahan berinteraksi dengan teman sekelas dan dosen adalah tidak setuju, yaitu mencapai 38,9%, disusul dengan tidak setuju dan tidak setuju. Artinya berinteraksi dengan dosen dan teman secara online tidak semudah dalam pertemuan offline.*

***Kata Kunci:*** *Kesadaran Mahasiswa, Perilaku Mahasiswa, dan Pembelajaran Virtual*

**Abstract:**

This research entitled "Examining Students' Awareness and Behavior in Dealing with Virtual Learning Environment." is intended to investigate the students' awareness and behavior in dealing with a virtual learning environment. This research generally answered two questions; about the students' understanding of the virtual learning environment and the student's behavior in

dealing with the virtual learning environment. This is survey research. The data was collected through questionnaires spread through Google form using the link through WhatsApp group. 186 students participated as the respondents. The data of the responses were presented in tables and were explained descriptively to reveal the students' awareness and behavior comprehensively. The result said that related to the language and instruction of the lecturer in online learning; it seems that most of the students do not understand. More than half (58%) of the respondents neither agree nor disagree. Yet, 62% of the respondents agree that sharing applications (Google Classroom/WhatsApp Group), Virtual online learning (Zoom/Skype/Google meet), and Streaming audio (pre- recorder lecture) are valuable tools for learning online classes. Then about the online platform used in virtual learning, 49.5% agreed that Google Classroom or WhatsApp Group are more chosen than Zoom/Skype/Google meet. For all categories, the highest response is about internet connection. Most of the students agreed that internet connection is a problem. It reached 63.8%. The highest answer said that they had time to access the material and knew how to access it about accessing the material. While about the students' behavior, many students agreed that virtual/online learning could improve their confidence and self-discipline. But here, the percentage is not more than fifty. It is only 42.7% and 42.2%. Then, about online learning being more enjoyable, 45.9% of them neither agree nor disagree, followed by disagreement in 27%. The highest percentage of the statement about easiness in interactions with classmates and lecturers has disagreed, reaching 38.9%, followed by neither agree nor disagree. It means interacting with lecturers and friends online is not as easy as in an offline meeting.

**Keywords:** Students'awareness, Students' behavior, and Virtual Learning

## Introduction

Education is experiencing a transition period due to the Coronavirus pandemic spreading rapidly worldwide. To prevent its spread, the government issued a learning policy from home for all levels of education, including tertiary education. Since the start of learning from home in March 2020, students have to adapt to virtual learning or independent learning using machine technology, such as laptop computers or mobile phones. Classes that are used become virtual classrooms. They are teaching and learning activities that are done in a virtual form. Technology usually used to support learning becomes the primary learning tool where students also have to master several skills using virtual technology. This is in line with the ministry of higher education; it is free learning which means students can learn through various sources, including virtual sources from computers.

Education and technology are two integral elements in the development of science. Mastery of these two materials is a must for academicians, teachers, and students because currently, almost all learning activities use assistance from digital tools in their delivery. Technology was created to simplify human endeavor, but it also can increase the achievement of goals. Students will more easily understand the material in teaching and learning if delivered in pictures, films, videos, or animations.

Awareness and behavior of students undergoing a period of learning change are exciting to study because changes in learning habits at this time will impact students' learning outcomes.

Based on the situation and reality above, the researchers intend to examine the awareness and behavior of students about virtual learning.

## Theoretical Framework

### A. Awareness

Awareness can have the meaning of knowing what is happening around you. Building awareness means knowing to be aware or attracting and learning something from within. Measuring awareness or knowledge issues creates challenges. Awareness is knowledge of something (oxford advanced learner's dictionary).

Awareness can also refer to a consciousness of internal or external events or experiences; some think separating human and non-human animals. Evidence of self-awareness in animals is most often determined by whether an individual can use a mirror to groom an otherwise unseen dirty spot on its forehead. A few chimpanzees, gorillas, and orangutans have shown this awareness and passed this test.[1]

In psychology, the most well-known meaning of awareness is awareness of self-perceptions. The examples are when we say Awareness of Body, Awareness of Emotion, Awareness of self, or Awareness of strength. This can be described as an awareness of themselves. This also can be seen as sensitivity to oneself.

There are some indicators of awareness of the virtual learning environment. They are:

a. The knowledge of virtual learning environment
b. The perception of practicing virtual learning.

Those indicators will be broken down into questionnaires in some questions in this research.

### B. Behavior

According to B. F. Skinner, behavior is acquired when specific responses toward specific locations are reinforced.[2] Nevertheless, the organism almost inevitably develops a coherent repertoire that can be described without punctuating the origins of the two fields. In other words, behavior can be defined as how an individual acts or behaves. It is the way an individual conducts. Behavior should be viewed as a phenomenon, an object, or a person. It can be seen about norms of society or how one treats others or handles objects. Therefore, behavior is how individuals act towards others, a community, or things.

[1] N., Sam M.S., "AWARENESS," in *PsychologyDictionary.org*, April 7, 2013, https://psychologydictionary.org/awareness/ (accessed December 3, 2021).
[2] B.F. Skinner. *Science and Human Behavior.* Pearson Education, Inc. 2014.

1. Factor Affecting Behavior

   Here are some factors affecting behavior:

   a) Genetic Factors: Behavior is formed from within the individual since he remembers.
   b) Exogenous Factors: Environmental, educational, religious, social, and other factors, namely the central nervous system of emotional perception.
   c) Learning Process: It is a synergy relationship between heredity and the environment in behavior formation.[3]

2. Forms of Behavior Change[4]

   The change in behavior consists of:

   a) Natural Change

   Human behavior constantly changes. Some of the changes are caused by natural occurrences. The people inside the community will experience changes if there is a change in the surrounding community. The difference can be the physical, social-cultural, and economic environment.

   b) Plan Change (Planned Change)

   This behavior occurs because the subject himself plans it.

   c) Willingness to Change (Readiness to Change)

   If there is an innovation or development program inside the society, then what often happens is that some people quickly accept these innovations or changes; but some are slowly getting the changes.

3. Division of Behavior

   Behavior is divided into 3 Domains (Sanity)

   a. Knowledge

   Knowledge is from knowing, and this happens after people experience it. Sensing a particular object, most human knowledge is obtained through the eyes and ears. Knowledge of cognitive is a domain that is very important in forming one's actions over (over behavior).

   b. Attitude

   Attitude is a reaction or response that is still closed from someone to a stimulus or object. New Comb, a social psychologist, states that the attitude is a readiness or

[3] S. Notoatmodjo. *Ilmu Perilaku Kesehatan*. Jakarta: Rineka Cipta. 2014.
[4] Priyoto. *Perubahan Dalam Perilaku Kesehatan*. Cetakan I. Penerbit GrahaIlmu. Yogyakarta. 2015.

willingness to act and not an implementation of certain motives. Attitude is not an action. However, it is a predisposition to an attitude of behavior.

c. Practice / practice

After someone knows the stimulation or health object, he will make an assessment or income of what is known, the process than expected to carry out or practice what he knows.[5]

**4. Virtual Learning**

Virtual learning refers to virtual classrooms' learning process that resides in cyberspace through an internet network.[6] Virtual Application Learning is intended to overcome the problem of the separation of space and time between students and educators through the media of computers, laptops, or mobile phones. By implementing virtual learning, students can learn their learning material independently. If students find some problems or difficulties, they can ask for help from their instructors in the form of interactions facilitated by computers, laptops, or any other media. Teaching and learning activities can be done using Computer-Assisted Learning (CAL) or interactive web pages, learning assisted by a teacher or tutor synchronously (in same time points) and asynchronously (in different time points), or study assisted with other learning resources such as studying with other students or experts, e-mail, and so on. From these explanations, it can be observed that the learning characteristics that apply the concept of virtual learning are separation between instructors and students, using an open learning system (open access and freedom to choose sources of learning and the learning process flow), and Network-based. The concept of virtual learning was developed not to replace face-to-face learning advance. It is designed to support face-to-face learning.

Combining the concept of face-to-face learning with virtual learning allows for an increase in the quality of learning. In addition, it can improve the effectiveness and efficiency of education. Virtual learning can be implemented as the only process learning in distance education or combined with direct learning (face to face) in class. In the application of virtual learning, components of students, teachers, and learning resources are facilitated by ICT to achieve learning goals. The main principle in virtual learning is authority and collaboration.

**5. Previous Studies**

a. A study entitled: Analisis Sikap Mahasiswa Terhadap Pemanfaatan E- learning dalam Peningkatan Pembelajaran (Studi Kasus Fakultas Teknik UNY). Based on the results of

[5] Priyoto. *Perubahan Dalam Perilaku Kesehatan*. Cetakan I. Penerbit GrahaIlmu. Yogyakarta. 2015.
[6] Pannen, Paulina. *Cakrawala Pendidikan*. Jakarta : Universitas Terbuka, 1999.

the analysis of student attitudes on the use of e-learning in improving learning at FT-UNY to 132 students who were used as samples in the study concluded that from the results of the calculation analysis attitude index model (fish bein), which was carried out for knowing students' attitudes towards improvement learning is very positive with the value172.12 is at the level of $166.53 \leq x \leq 216.25$. The hypothesis formulation proposed in this research is answered. The similarity of both studies is on one of the topics which discussed the students' behavior towards e-learning. While the differences are, first, this current study focuses on awareness; second, the difference lies in where the analysis is done. The previous was in Fakultas Teknik UNY, while the present study is at IAIN Kediri, Education Faculty.

b. The research entitled The Level of Self-Regulated Learning and self– Awareness in Science Learning in the Covid- 19 Pandemic Era. The study aims at measuring/determining the level of self-regulated and self-awareness in the science learning process in the Covid- 19 pandemic era. The study's design was a modified Experimental pre-test post-test control group design. The result showed that the learning process of science could take place using the Zoom application, Google Classroom, UPY e-learning, and Whatsapp group. Based on the analysis results, it is known that the average score of Self- Regulated Learning is 74.59 (good), the average score for Self- Awareness is 75.75 (good), and the average learning achievement is good). It can be concluded that this online science learning takes place to the maximum has a value of usefulness that is seen from the average of independent learning numbers, self-awareness number, and student achievement, which are in suitable categories. The similarity of both studies is on one of the topics which discussed the students' awareness in a learning activity. While the differences are, first, this current study focuses on the behavior; second, the difference lies in where the analysis is done. The previous was in Fakultas Teknik UNY, while the recent research is at IAIN Kediri, Education Faculty.

c. A study entitled: Student Awareness towards E-Learning in Education. This paper examines the awareness of students towards e-learning that involves students from TATI University College in Malaysia as respondents. The students have been exposed to the e-learning studies on campus to gather more information in their studies. 200 students participated in the study. Multiple regression analysis was performed on the students' perceptions about gender, year of study, faculty, technology usage, and the awareness of e-learning implementation. The method being used is a questionnaire. The result shows that males and females have a significant understanding of e-learning in education in

TATIUC. The similarity of both studies is on one of the topics which discussed the student's awareness in a learning activity. While the differences are, first, this current study focuses on the behavior; second, the difference lies in where the analysis is done. The previous was in TATIUC, while the present study is at IAIN Kediri, Education Faculty.

## Research Method

To collect the data, this study used a survey research design. The investigators conduct a survey to a sample or to a whole population of people to describe the population's attitudes, opinions, behaviors, or characteristics.[7] Survey research with the help of internet technology is standard. Researchers place a questionnaire on the website, and respondents can answer via the link provided.

The participants of this research were taken using the purposive sampling method. In this method, the sample has been determined before. The model is the first semester. The total number of participants is 186 taken from the Education faculty.

The researcher will modify the Student's questionnaire on Information and Communication Technology (ICT) in this research. It consists of three parts of questions; They are about you; ICT at home and other places; the use and activities that are not related to home school work; the use and activities related to schoolwork; the access to school learning platform; ICT at school; and ICT for learning.

Data were analyzed based on a driveway.[8] Since there are two kinds of research questions, they will be investigated thoroughly. In this research, cross-tabulation can provide an excellent way to show the relationship among the variables in the survey. The results will be analyzed on their frequency, percentage, minimum and maximum number, total, median, mean, standard deviation, and standard error. All the results will be presented in tables and figures.

## Findings And Discussion

### A. Findings

#### 1. Students Awareness in Dealing with Virtual Learning Environment

Below, the research findings gained from the respondents will be presented. The results are shown in the form of tables.

##### a. Students' perceptions about Online learning operational

[7] Cresswell, J.W. *Research Design; Qualitative, Quantitative and Mixed Methods; Approaches*, edition Sage Publication. 2014. P. 377

[8] Ibid.

**Table 1.1**

An internet connection is a problem for me.

| Agreement | Percentage(number) |
|---|---|
| Strongly disagree | 4.8%(9) |
| Disagree | 5.4%(10) |
| Neither agree nor disagree | 25.9% (48) |
| Agree | 63.8% (118 ) |
| Strongly agree | 0% (0) |

**Table 1.2**

I have time to access the online materials

| Agreement | Percentage(number) |
|---|---|
| Strongly disagree | 3.2%(6) |
| Disagree | 7%(13) |
| Neither agree nor disagree | 40.5% (75) |
| Agree | 49.2% (91) |
| Strongly agree | 0% (0) |

**Table 1.3**

I know how to access the materials provided online by the teacher

| Agreement | Percentage(number) |
|---|---|
| Strongly disagree | 2.1%(4) |
| Disagree | 6.5%(12) |
| Neither agree nor disagree | 41.6% (77) |
| Agree | 49.7% (92) |
| Strongly agree | 0% (0) |

**Table 1.4**

The language of the course outline is easy to understand

| Agreement | Percentage(number) |
|---|---|
| Strongly disagree | 3.7%(7) |
| Disagree | 23.8%(44) |

| | |
|---|---|
| Neither agree nor disagree | 54.6% (101) |
| Agree | 17.8% (33) |
| Strongly agree | 0% (0) |

**Table 1.5**

The teacher's online instructions are easy to understand

| Agreement | Percentage(number) |
|---|---|
| Strongly disagree | 3.2%(6) |
| Disagree | 18.4%(34) |
| Neither agree nor disagree | 58.4% (108) |
| Agree | 20% (37) |
| Strongly agree | 0% (0) |

**Table 1.6**

The online forums ease my interactions with classmates and the teacher

| Agreement | Percentage(number) |
|---|---|
| Strongly disagree | 7.1%(13) |
| Disagree | 29.7%(55) |
| Neither agree nor disagree | 42.2% (78) |
| Agree | 21.1% (39) |
| Strongly agree | 0% (0) |

**b. Students' perceptions about practicing virtual learning**

**Table 2.1**

I enjoyed doing the tasks using online learning applications

| Agreement | Percentage(number) |
|---|---|
| Strongly disagree | 2.7%(5) |
| Disagree | 11.9%(22) |
| Neither agree nor disagree | 53% (98) |
| Agree | 29.2% (54) |

| | |
|---|---|
| Strongly agree | 3.2%(6) |

**Table 2.2**

I feel comfortable doing the task using online learning

| **Agreement** | **Percentage(number)** |
|---|---|
| Strongly disagree | 3.8%(7) |
| Disagree | 12.5%(23) |
| Neither agree nor disagree | 48.4% (89) |
| Agree | 32.1% (59) |
| Strongly agree | 3.3%(6) |

**Table 2.3**

I like using online learning in the online course

| **Agreement** | **Percentage(number)** |
|---|---|
| Strongly disagree | 2.7%(5) |
| Disagree | 15.8%(29) |
| Neither agree nor disagree | 58.2% (107) |
| Agree | 21.2% (39) |
| Strongly agree | 2.2%(4) |

**Table 2.4**

I understand the materials that have been taught in the virtual class through online learning.

| **Agreement** | **Percentage(number)** |
|---|---|
| Strongly disagree | 3.8%(7) |
| Disagree | 23%(43) |
| Neither agree nor disagree | 53.3% (98) |
| Agree | 18.5% (34) |
| Strongly agree | 1.1%(2) |

**Table 2.5**

Sharing applications (Google Classroom/WhatsApp Group) is a valuable tool for learning online classes.

| Agreement | Percentage(number) |
|---|---|
| Strongly disagree | 1.1%(2) |
| Disagree | 1.1%(2) |
| Neither agree nor disagree | 14.7% (27) |
| Agree | 62% (114) |
| Strongly agree | 21.2%(39) |

**Table 2.6**

Virtual online learning (Zoom/Skype/Google meet) is valuable for online classes.

| Agreement | Percentage(number) |
|---|---|
| Strongly disagree | 1.1%(2) |
| Disagree | 1.6%(3) |
| Neither agree nor disagree | 23.9% (44) |
| Agree | 56% (103) |
| Strongly agree | 17.4%(32) |

**Table 2.7**

Streaming audio (pre-recorded lecture) is a valuable tool for learning in online classes.

| Agreement | Percentage(number) |
|---|---|
| Strongly disagree | 1.6%(3) |
| Disagree | 4.3%(8) |
| Neither agree nor disagree | 34.2%(63) |
| Agree | 51.6% (95) |
| Strongly agree | 8.2%(15) |

**Table 2.8**

I prefer Sharing applications (Google Classroom/WhatsApp Group) in the online class.

| Agreement | Percentage(number) |
|---|---|
| Strongly disagree | 1.1%(2) |
| Disagree | 4.3%(8) |

| | |
|---|---|
| Neither agree nor disagree | 26.6%(49) |
| Agree | 53.8%(99) |
| Strongly agree | 14.1%(26) |

**Table 2.9**

I prefer using Virtual online learning (Zoom/Skype/Google meet) for learning in the online class.

| **Agreement** | **Percentage(number)** |
|---|---|
| Strongly disagree | 1.1%(2) |
| Disagree | 4.3%(8) |
| Neither agree nor disagree | 26.6%(49) |
| Agree | 53.8%(99) |
| Strongly agree | 14.1%(26) |

**c. Students' Behavior in Dealing with Virtual Learning Environment**

**Table 3.1**

Online learning gives me more time to explore learning source

| **Agreement** | **Percentage(number)** |
|---|---|
| Strongly disagree | 1.1%(2) |
| Disagree | 14.6%(27) |
| Neither agree nor disagree | 45.4%(84) |
| Agree | 33.5%(62) |
| Strongly agree | 5.4%(10) |

**Table 3.2**

Online learning improves my motivation to learn

| **Agreement** | **Percentage(number)** |
|---|---|
| Strongly disagree | 4.9%(9) |
| Disagree | 24.3%(45) |
| Neither agree nor disagree | 50.3%(93) |
| Agree | 17.3%(32) |

| | |
|---|---|
| Strongly agree | 3.2%(6) |

**Table 3.3**

Online learning helps me to be more independent in my learning

| **Agreement** | **Percentage(number)** |
|---|---|
| Strongly disagree | 1.6%(3) |
| Disagree | 13%(24) |
| Neither agree nor disagree | 29.2%(54) |
| Agree | 44.9%(83) |
| Strongly agree | 11.4%(21) |

**Table 3.4**

Online tasks improve my discipline

| **Agreement** | **Percentage(number)** |
|---|---|
| Strongly disagree | 1.1%(2) |
| Disagree | 17.8%(33) |
| Neither agree nor disagree | 29.7%(55) |
| Agree | 42.2%(78) |
| Strongly agree | 9.2%(17) |

**Table 3.5**

Online learning improve my confidence in expressing ideas and opinion

| Agreement | Percentage(number) |
|---|---|
| Strongly disagree | 1.1%(2) |
| Disagree | 15.7%(29) |
| Neither agree nor disagree | 29.2%(54) |
| Agree | 42.7%(79) |
| Strongly agree | 11.4%(21) |

**Table 3.6**

Online learning makes learning more enjoyable

| **Agreement** | **Percentage(number)** |
|---|---|

| | |
|---|---|
| Strongly disagree | 4.9%(9) |
| Disagree | 27%(50) |
| Neither agree nor disagree | 45.9%(85) |
| Agree | 16.8%(31) |
| Strongly agree | 5.4%(10) |

**Table 3.7**

Online learning improves my interactions with friends and teacher

| **Agreement** | **Percentage(number)** |
|---|---|
| Strongly disagree | 11.4%(21) |
| Disagree | 38.9%(72) |
| Neither agree nor disagree | 34.6%(64) |
| Agree | 13.5%(25) |
| Strongly agree | 1.6%(3) |

## Discussion

### A. Students' Awareness in dealing with a virtual learning environment

The use of ICTs in university education is not a new phenomenon. Using ICTs, teaching and learning activities can be done differently, also called distance learning. However, distance learning has become an established part of the educational world, with trends pointing to ongoing growth.[9] In U.S. higher education alone, more than 5.6 million university students were enrolled in at least one online course in the autumn of 2009, up from 1.6 million in 2002.[10]

1. The Knowledge of Virtual Learning Environment

The result showed that internet connection is a problem; 63.8% of students agreed with this statement. It means that the internet connection is still a problem for the students. For the second and third statements, the percentage showed that some students still have difficulty accessing the material and have no time to access it. Only 49.2% of them stated that they had time to access them; others were unsure.

While about the ability to access the material, only 49.7% who surely able to do it. Others were not sure and even did not know.

[9] Simonson, Michael and Berg, Gary A.. "distance learning". Encyclopedia Britannica, 7 Nov. 2016, https://www.britannica.com/topic/distance-learning. Accessed 31 January 2022.

[10] Ibid.

About the language of the course outline that the lecture used, the percentages showed that more than half of them (54.6%) were not sure. It means that the language in the online classes was not as easy as in offline courses. Also, about the instructions from the lecture, the result of this statement showed that more than 50% neither agreed nor disagreed if the course's teaching was easy to understand. Only 20% of them agreed with the information, while others disagreed. The same as the previous statement, here, the language used by the lecturer in virtual learning was not as easy as offline meetings to understand.

In the following survey, 42.2% of respondents neither agreed nor disagreed that online learning eased their interaction with friends and lecturers. Also, there were 29.7% disagreed with that. Only 21.1 % agreed with this statement. It can be concluded that, for students, having a virtual learning environment is not as easy as offline classes in terms of interaction.

2. The Perception about Practicing Online Learning in Virtual Learning Environment

The concept of online learning is relatively new to be implied in learning utilizing digital media such as computers, Web pages, video conference systems, and others. In recent years computer programs for online learning, consisting of text, graphics, video, three-dimensional objects, and animations, have been developed. Virtual classrooms can be used to broaden educational services Husu (2000).

The second category is students' perceptions of online learning in the virtual learning environment based on the findings. The result showed that using online learning in doing the tasks is not a big problem for students. More than half of them (53%) gave the response of neither agree nor to disagree with the statement: "I enjoy doing the tasks using the online application." They also feel unsure about whether they enjoy and are comfortable doing the task by the online learning? Only 32.1% of them agreed.

Again, more than half (53.3%) of them said they neither agree nor disagree about understanding the online materials. Then 23.4% said they disagree, which means the online learning materials are not easily understood. Only a tiny amount of them (18.5%) agreed with the statement " I understand the explanation in the online class."

On the other hand, the students agreed that sharing applications (Google Classroom/WhatsAppGroup), virtual online learning (Zoom/Skype/Google meet), and streaming audio (pre-recorded lecture) are valuable tools for learning in the online class. Here, the level of agreement is higher than disagreement; it is more than half, which is equal to 62%.

Next, about the preferences in using the Application. The students like sharing applications (Google Classroom / WhatsApp Group) in virtual learning better than using virtual online learning (Zoom / Skype / Google Meet). Even they prefer to use sharing applications (Google

Classroom / WhatsApp Group) in virtual learning, they indeed agreed that another sharing application like Zoom / Skype / Google Meet is valid for online virtual education.

**B. Students' Behavior in Dealing with Virtual Learning Environment.**

The result indicated that most students don't positively view online learning. Most of them neither agree nor disagree that virtual learning gives them more time to explore the materials. Only 33.5% felt so. And others did not.

They also feel unsure whether virtual learning improves their motivation in learning or not. 24.3% of them even disagreed with the statement. This means that virtual learning does not improve motivation in education.

Then, about the independence in learning, 44.9% of the students agreed about that. Almost half of them agreed about that. A virtual learning environment helps the students be more independent in learning.

Besides, almost half of them (42.2%) agreed that virtual learning improves the students' self-discipline since they have to manage their own time to study and do other activities. In line with this, 42.7% of the students agreed that virtual learning improves the self-confidence to express their idea and opinion.

On the other hand, almost half of them neither agree nor disagree with the statement that virtual learning is more enjoyable. Even 27 % of them disagreed with this statement. It means students do not fell enjoy studying in a virtual learning environment.

The last, 38. 9% of the students said that online learning does not improve their interactions with friends and teachers, 34. 6% of the respondents neither agree nor disagree. Only 13.5% of students agree with this statement.

From all the above discussion, we can conclude that virtual learning can be done, but the students feel it is not as effective and enjoyable as the offline meeting.

## Conclusion

Virtual learning is one of the media learning used in IAIN Kediri, and many students had different opinions toward it. Some students agreed, but others did not. Tracing students' awareness and behavior in the virtual learning environment is critical in determining the successfulness of the evaluation system covered by online learning. It is assumed that what students think will determine what students do and consequently will determine the successfulness of the evaluation system in IAIN Kediri.

According to research findings, the conclusion of the study can be presented as follows:

Concerning research findings of students' awareness of the virtual learning environment, the result indicated various responses to the awareness category.

Related to the language and instruction of the lecturer in online learning, it seems that most of the students did not understand it. The survey result said that more than half (58%) neither agree nor disagree. This sometimes means they know and in another time not. This response is the same for some other statements like enjoying doing the tasks using online learning applications, feeling comfortable doing the job using online learning, likeness in using online learning, and understanding the materials that have been taught in online education.

Yet, the students agree that sharing applications (Google Classroom/WhatsApp Group), Virtual online learning (Zoom/Skype/Google meet), and Streaming audio (pre- recorder lecture) are valuable tools for learning the online classes. In this statement, the level of agreement in agreeing reached 62%. Then about the online platform used in virtual learning, Google Classroom or WhatsApp Group are more chosen than Zoom/Skype/Google meet. If we relate with their problem in virtual education is an internet connection, then it tells. Because in using Zoom/Skype/Google meet, students need to have a better relationship.

For all categories, the highest response is about internet connection. Most of the students agreed that internet connection is a problem. It reached 63.8%. The highest answer said that they had time to access the material and knew how to access it about accessing the material.

And then about the confidence and self-discipline, the highest response said that virtual/online learning could improve their confidence and self-discipline. But here, the percentage is not more than fifty. It is only 42.7% and 42.2%. Then, online learning is more enjoyable; 45.9% of them neither agree nor disagree, followed by disagreement in 27%. The highest percentage of the statement about easiness in interactions with classmates and lecturers has disagreed, reaching 38.9%, followed by neither agree nor disagree. It means interacting with lecturers and friends online is not as easy as in an offline meeting.

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