


Students' Perceptions Regarding Learning Method: Synchronous and Asynchronous for Online Learning

 <https://doi.org/10.31004/jele.v6i2.106>

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ABSTRACT

This study focuses on the Synchronous and Asynchronous learning methods used in terms of the perceptions that apply. Where this research will be more emphasize whether the perceptions generated by students in using Synchronous and Asynchronous learning methods from the evaluation results during learning and the knowledge gained. In this case, an analysis of students' perceptions of the material aspect, activeness during learning, learning motivation, and quality of dialogue during online learning was carried out using asynchronous and asynchronous methods. The results obtained from the questionnaire that distributed, the 4 factors measured turned out to all get good results from the student's perception that it is obtained from Synchronous and Asynchronous learning methods and the respondents stated strongly agree that these methods get results that are not much different.

Keywords: Synchronous, Asynchronous, Perception, Learning

Article History:

Received 14th August 2021

Accepted 31 August 2021

Published 13th December 2021



INTRODUCTION

In the context of learning needs during a pandemic, the government has made adjustments to decisions regarding the implementation of online learning. In the field of education, especially in the learning period from home, it is hoped that it will support learning patterns and thinking patterns and develop creative and innovative innovations from students who are superior and able to compete. Educational innovation is an effort to improve aspects of education in practice. For more details, educational innovation, educational innovation is a new change, and is qualitatively different from what was previously there, and is deliberately made to increase the ability to achieve certain goals in education (Syaefuddin, 2011).

There is also the goal of educational innovation according to Syaefuddin (2011), namely efficiency and effectiveness regarding the target number of students as much as possible with the greatest educational outcome (according to the criteria for the needs of students, society, and development), using human resources, money, tools and time. in the smallest amount. The use of technology is an effective and efficient way of conveying information. Technology in learning has great potential to improve the quality of learning,

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Authors' Contribution: a-Study design; b-Data collection; c-Statistical analysis; d-Manuscript preparation; e-Funds collection.

Students' Perceptions Regarding Learning Method: Synchronous and Asynchronous for Online Learning especially during this pandemic. According to Miarso, quoted from (Ismaniaty, 2010), many factors influence or support the realization of a quality learning process to achieve educational goals, one of which is the use or use of technology in education and the learning process.

During this pandemic, all teaching and learning activities from home (BDR) were carried out online. There are also two learning methods carried out in the online learning period, namely *synchronous* and *asynchronous*. Online learning connects students with learning resources (databases, experts/instructors, libraries) that are physically separated or even far apart but can communicate with each other, interact or collaborate (directly / synchronously and indirectly / asynchronously). The learning method is a technique of delivering learning through learning using *Synchronous and Asynchronous Learning* methods (Novantara, 2017). In (Suranto, 2009) online PJJ is synchronous, namely interactions that are oriented towards learning and facilitated by direct, real-time, and usually scheduled instructions. Meanwhile, according to (Darmawan, 2018) *asynchronous* online PJJ can be interpreted as independent learning where students can interact with each other with the material that has been provided at the time they choose. Online learning also has the advantage of being able to foster self-regulated learning. The use of online applications can improve learning independence (Oknisih & Suyoto, 2019).

Looking at the current pandemic condition, distance learning is the right alternative to implement. Distance learning has two models or methods, namely *synchronous* and *asynchronous*. *Synchronous* learning is learning that is carried out in real-time, which is where learning is carried out between teachers and students/students both online and can make two-way communication directly providing feedback. Interact in certain virtual places, through certain online media, at certain times. That is, not specifically anywhere, anytime, anytime. So, synchronous online learning methods include video conferencing, teleconferencing, live chat, and live streaming lectures such as using the Zoom cloud meeting platform, google meet, WhatsApp, and other platforms. Meanwhile, *asynchronous* learning is learning that is not done in real-time, meaning learning that does not have to be both online but is done with an LMS (Learning Management system), where the material has been prepared by the teacher/lecturer so that it can be accessed by students/students in a flexible manner that can be used. conducted anytime and anywhere such as studying independent lesson modules, streaming video content, virtual libraries, posting lecture notes, and exchanging across discussion boards or social media platforms using WhatsApp, google classroom, Edmodo, Quizziz and other platforms.

With the covid-19 virus, it has had a tremendous impact in almost all fields, one of which is in the field of education, this has made the learning process change from face-to-face to distance learning. Distance learning or online starting in early 2020, where everyone is required to start learning from their homes without the need to go to school to break the chain of the spread of the covid virus¹⁹. There are also advantages to online learning during this pandemic, namely increasing safety and security, following today's technological developments, more fun and more flexible.

For effective teaching and learning activities. During the Covid-19 pandemic, the government stopped offline learning and replaced it with distance learning that was carried out online. This distance learning system is the right solution in this pandemic period so that teaching and learning activities can still be carried out properly and save students so that they are always at home and minimize the occurrence of Coronavirus transmission. This is application began in March 2020. The Minister of Education and Culture strives to maintain the quality of education in Indonesia in implementing this distance learning system. So that the resulting resources are still of good quality. Distance learning is education carried out by students and teachers, in this case utilizing technological media as a means to support learning carried out online.

Online Learning

At the time of the Covid-19 pandemic, all social activities of the community must adhere to established health protocols determined by the Ministry of Health. The health protocol is contained in Guidelines for Prevention and Control Corona Virus Disease 2019 (Covid-19). Since WHO declared a state of emergency for the covid-19 outbreak, Indonesia to follow some policies in everything aspects of life. Starting from education, health, social life, even politics a new culture was formed to anticipate the spread. Efforts made at the area are creating a strategic communication to the community in the area each through coercive techniques, informative, canalizing, educative, persuasive and repeated in packing messages in the form instructions appeal to the community to prevent the transmission of Covid-19 in its territory each. The concrete steps are to create a standard health protocol enforced nationally (Zahrotunnimah, 2020)

(Kemenkes, 2020) explains that the health protocol that is implemented nationally includes maintaining distance, wearing masks, washing hands with soap, avoiding crowds, self-isolation, and minimizing activities outside the home. According (Yunus & Rezki, 2020), the health protocol has a big impact on changes in people's habits and communication patterns. Including a lockdown policy changing habits, especially in the field education.

The lockdown policy was initially very burdensome for the population and had a huge impact in various countries. In Indonesia, the lockdown is given large-scale restrictions. In the early days of the spread of COVID-19 in Indonesia, namely in March 2020, the policy was instead of face-to-face meetings, schools were instructed to carry out distance learning activities through online media (Prodjo, 2020)

Challenges in the world of education today pandemic is a method of learning so far accustomed to face to face (direct communication) switches to learning using online media (mediated communication). Educator participants learning from home using the e-learning method through online communication media determined and prepared by each educator. The problem is there on unpreparedness between the organizers' education and students.

Synchronous

According to according to Wayan (2016), *Synchronous* learning is when students and instructors exchange information and interact simultaneously in an online learning community by using a predetermined time using learning technology including internet conference, satellite, video teleconferencing, and chat. In the process of using it, there are advantages and disadvantages of *synchronous* are:

Advantages

The advantages are 1) Students can ask questions directly answered by the tutor, or facilitator. 2) Activeness in a learning will be seen like in a face-to-face room. 3) In the classroom, students and tutors can communicate better, and the clumsiness of students in ordinary classes will not be seen.

Deficiency

It must use high speed internet access. It is real-time so that participants cannot access it at a later time, unless it is scheduled. Do not give a long time for participants to think longer.

Asynchronous

Meanwhile, according to Wayan (2016), *asynchronous* learning is learning freely not bound by time, where students can interact with specific materials and with each other at times of their choosing. One of the things that can be done is when students post their thoughts, on a day that is determined by themselves and other students comment on posts such as discussion forums. Similar to *synchronous*, in *asynchronous* learning in its use there are advantages and disadvantages, such as:

Advantages

The advantages are very high dialogue quality can be achieved using a discussion structure and giving participants more time to think about what to post. Students who take part in

Students' Perceptions Regarding Learning Method: Synchronous and Asynchronous for Online Learning learning can choose a time at any time where the time is the right time. Space commitment is irrelevant and students can freely study whenever they have time.

Deficiency

There is a lack of communication in language or writing that is not simply accepted by the reader.

Previous research has shown that this study approach method has a good impact on students' learning experiences (Lin & Gao, 2020). The following research topics have been proposed to help achieve the study's goal: 1) What is students' perceptions through Synchronous and Asynchronous learning method for online learning?

METHOD

This study uses a comparative descriptive method. This method was chosen to describe and compare function, the process of identifying things that are factors in implementing *Synchronous* and *Asynchronous* learning methods, and the results of the learning evaluation obtained using these methods. This process is carried out by carrying out understanding in the field, literature studies, and previous research studies. The population in this study were students of the University of Sigaperbangsa Karawang, Faculty of Teacher Training and Education. Meanwhile, the sample of this study was the 6th semester of English education, with a total of 4 students. Selected through purposive sampling. The result of this process is an analysis of the results of the Students' perception *Synchronous* learning method and *Asynchronous*.

In collecting data, the researcher used a questionnaire consisting of 13 questions. The questions asked by the researchers were based on students' experiences during online learning using *synchronous* or *asynchronous* methods.

The pattern of answers used for the statements is 5 = strongly agree, 4 = agree, 3 = quite satisfied, 2 = disagree, and 1 = strongly disagree. These criteria are clearly described in Table 1. The researcher used Google Form to collect data from the students. The students' responses to the instrument were calculated according to the scores from the answers given, then the percentage was calculated and displayed in tabular form.

Table 1. Assessment Criteria

Score Interval	Category
1	Strongly Disagree
2	Disagree
3	Quite Satisfied
4	Agree
5	Strongly Agree

FINDINGS AND DISCUSSION

The pattern of answers used for the statements are 5 = strongly agree, 4 = agree, 3 = quite satisfied, 2 = disagree, and 1 = strongly disagree. These criteria are clearly described in Table 1. The researcher used Google Form to collect data from the students. Response the students on the instrument are calculated according to the score of the answers given, then calculated percentage and displayed using a table.

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In the results and discussion, it was found that some students had different perceptions on every aspect of the questions presented by the researcher. Some descriptions of the results of each aspect will be explained as follows.

Table 2. Categorization of materials that a very positive effect when delivering material synchronously

Score	Category	Frequency	Percentage
1	Strongly Disagree	0	0
2	Disagree	0	0
3	Quite Satisfied	1	20%
4	Agree	4	80%
5	Strongly Agree	0	0

The table above shows that 80% of the respondents agree and the other 20% are quite satisfied that when delivering the material, it has a positive effect synchronously. Meanwhile, the table above can be assumed that the students agree and think that it has a very positive effect when delivering material synchronously.

Table 3. Categorization of materials that there are many sources of material in Asynchronous learning.

Score	Category	Frequency	Percentage
1	Strongly Disagree	0	0
2	Disagree	0	0
3	Quite Satisfied	0	0
4	Agree	4	80%
5	Strongly Agree	1	20%

In the categorization of respondents' perceptions that the source of material in Asynchronous learning is very much obtained, as many as 80% or 4 respondents agree that the source of learning material from the Asynchronous method is very much obtained from any source. While 1 other respondent or 20% stated strongly agree.

Table 4. Categorization of materials that the sources of material obtained from Synchronous learning can be used as a reference in the learning process

Score	Category	Frequency	Percentage
1	Strongly Disagree	0	0
2	Disagree	0	0
3	Quite Satisfied	2	40%
4	Agree	2	40%
5	Strongly Agree	1	20%

The table above shows that 40% of the respondents are quite satisfied, another 40% think they agree and 20% or 1 respondent strongly agrees that the source material obtained from Synchronous learning can be used as a reference in the learning process.

Table 5. **Categorization of activeness in learning that very positive effect gives activeness to do the tasks given in Synchronous learning**

Score	Category	Frequency	Percentage
1	Strongly Disagree	0	0
2	Disagree	0	0
3	Quite Satisfied	2	40%
4	Agree	3	60%
5	Strongly Agree	0	0

In table 5 some of the respondents as many as 2 respondents or 40% of the respondents stated that they were quite satisfied about the activity to do the tasks given in Synchronous learning which gave a very positive effect. While 60% of the respondents agreed that it had a very positive effect on the activity to do the tasks given in the synchronous learning carried out by the respondents.

Table 6. **Categorization of activeness in learning that a very positive effect on training yourself in the Q&A process in Synchronous learning**

Score	Category	Frequency	Percentage
1	Strongly Disagree	0	0
2	Disagree	0	0
3	Quite Satisfied	1	20%
4	Agree	4	80%
5	Strongly Agree	0	0

The table above shows that 1 respondent or 20% of respondents stated that they quite satisfied, 4 respondents or 80% stated that they agree about a very positive effect on training self in the question and answer process in Synchronous learning.

Table 7. **Categorization of activeness in learning that a very positive effect trying to find out the information needed during Asynchronous learning**

Score	Category	Frequency	Percentage
1	Strongly Disagree	1	20%
2	Disagree	0	0
3	Quite Satisfied	3	60%
4	Agree	1	20%
5	Strongly Agree	0	0

The table above shows that 1 respondent or 20% of respondents stated that they strongly disagree and agree, 3 respondents or 60% stated that they quite satisfied about very positive effect trying to find out the information needed during Asynchronous learning

Table 8. **Categorization of activeness in learning that a very positive effect on doing assignments well and collecting on time in Asynchronous learning**

Score	Category	Frequency	Percentage
1	Strongly Disagree	0	0
2	Disagree	2	40%
3	Quite Satisfied	2	40%
4	Agree	1	20%
5	Strongly Agree	0	0

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The table above shows that 2 respondents or 40% stated that they disagree, 2 other respondents or 40% quite satisfied and 1 respondent or 20% stated agree of a very positive effect on doing assignments well and collecting on time in Asynchronous learning.

Table 9. Categorization of activeness in learning that a very positive effect for interest and desire for higher learning in Synchronous learning

Score	Category	Frequency	Percentage
1	Strongly Disagree	0	0
2	Disagree	0	0
3	Quite Satisfied	2	40%
4	Agree	2	40%
5	Strongly Agree	1	20%

The table shows that 2 respondents or 40% stated that they quite satisfied with a very positive effect for interest and desire for higher learning in Synchronous learning, 2 other respondents stated that they agree and 1 other respondent stated that they strongly agree that interest and desire for higher learning in Synchronous learning is very positive.

Table 10. Categorization of learning motivation that a very positive effect for enthusiasm to do the tasks given in Synchronous learning

Score	Category	Frequency	Percentage
1	Strongly Disagree	0	0
2	Disagree	0	0
3	Quite Satisfied	1	20%
4	Agree	4	80%
5	Strongly Agree	0	0

In table 10, 1 respondent or 20% of respondents stated that they were quite satisfied with the spiritual activities to do the tasks given in Synchronous learning which gave a very positive influence. While 80% or 4 of respondents agree that it has a very positive effect on the activity of enthusiasm to do the tasks given in Synchronous learning.

Table 11. Categorization of learning motivation that very positive effect of responsibility on the given task better on Asynchronous learning

Score	Category	Frequency	Percentage
1	Strongly Disagree	0	0
2	Disagree	0	0
3	Quite Satisfied	4	80%
4	Agree	1	20%
5	Strongly Agree	0	0

In table 11, 4 respondents or 80% of respondents stated that they were quite satisfied with the responsibility on the given task better on Asynchronous learning which gave a very positive influence. While 20% of respondents agree that it has a very positive effect of responsibility on the given task better on Asynchronous learning.

Table 12. **Categorization of learning motivation that a very positive effect for the process of completing the task is greater in Asynchronous learning**

Score	Category	Frequency	Percentage
1	Strongly Disagree	0	0
2	Disagree	1	20%
3	Quite Satisfied	2	40%
4	Agree	2	40%
5	Strongly Agree	0	0

The table shows that 1 respondent or 20% disagreed with a very positive influence on the task completion process in Asynchronous learning, 2 other respondents said they were quite satisfied and 2 other respondents agreed that the task completion process was greater in Asynchronous learning, positive ones.

Table 13. **Categorization of learning motivation that a very positive effect for the existence of good conversation in the Synchronous learning method**

Score	Category	Frequency	Percentage
1	Strongly Disagree	0	0
2	Disagree	0	0
3	Quite Satisfied	0	0
4	Agree	4	80%
5	Strongly Agree	1	20%

In the categorization of respondents' perceptions that the existence of good conversation in the Synchronous learning method has a very positive effect, as many as 4 respondents or 80% agree that the existence of good conversation in the Synchronous learning method has a very positive effect. While 1 other respondent stated strongly agree.

Table 14. **Categorization of a very positive effect on conversations that are carried out more effectively and freely in Asynchronous learning**

Score	Category	Frequency	Percentage
1	Strongly Disagree	0	0
2	Disagree	2	40%
3	Quite Satisfied	2	40%
4	Agree	1	20%
5	Strongly Agree	0	0

In the results that the conversation is more effective and feeling freedom in Asynchronous learning, 40% of the respondents disagree because there is a lack of freedom in asking questions or conversation during asynchronous. While the other 40% are quite satisfied that the conversations are more effective and freer in Asynchronous learning and 20% of respondents agree.

So it can be concluded that the material provided is very helpful in *Synchronous* and *Asynchronous* learning where the percentage of answering agree and strongly agree is very large and reaches 80% and above. In the aspect of activeness in learning on the given task providing good benefits in *Synchronous* and *Asynchronous* learning, it can be concluded that the percentage of answering agree and strongly agree is very large and reaches 70% and above. Meanwhile from the aspect of learning motivation, it can be concluded that *Synchronous* and *Asynchronous* learning improves the quality of the dialogue answering agree and strongly agree is very large and reaches 75% and above. And the last is from aspects of dialogue quality, it can be concluded that *Synchronous* and *Asynchronous* learning improve the quality of the dialogue answering agree and strongly agree very large and reach 70% and above.

CONCLUSIONS

Based on the results of the entire questionnaire regarding students' perceptions of *synchronous* and *asynchronous* learning methods, it showed that 85% of the 13 questions asked agreed and considered that this *synchronous* and *asynchronous* or *hybrid* learning method had many advantages even in online learning. Thus, it can be stated that the respondents agree that the synchronous and asynchronous learning methods achieve good categories in terms of material aspects, active learning, learning motivation, and dialogue quality.

ACKNOWLEDGEMENT

The researcher would like to thank first Allah SWT for His never ending grace, Mr. Maman Suryaman for giving the knowledge and advice to finish this project with ease and also to my loving parents who are always there and who showered with encouragement in order for me to really do my best on this project. Without these people, this project wouldn't be successful or possible. That's why the researcher would like to say, "Thank you and May Allah bless us all"

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