

Asynchronous Learning Model (Its Implementation Via Google Classroom)

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Abstract:

The paper aims to explore how students' perceptions of the implementation of the asynchronous learning model via google classroom and the process of its implementation by the teachers. In this research, students' perception of the implementation of the asynchronous learning model via google classroom is conceptualized by five categories: the development of students' self-control towards their learning or being independent, development of self-reflection on students' learning, convenience (no presence needed), fewer social obstacles (for introverted students), awareness in using technology and interactivity regardless of the time and place constraints. Meanwhile, the process of its implementation is set by three components, they are uploading the material, asking the students to learn the materials and doing a task, and giving feedback. 96 students from SMPN 1 Tembilahan participated in answering the questionnaire sheet and three teachers were responding to the interview. The results showed that students' perception of the implementation of the asynchronous learning model via google classroom is good because most of them claimed that the implementation of Google Classroom by using an asynchronous model gives a positive impact on them, especially for being more independent, being aware of using technology, and being more responsible in doing tasks. Then for the process of its implementation, all three teachers followed the three components above and they improve it creatively.

Keywords: *Asynchronous Learning Model, Google Classroom*

1. INTRODUCTION

During these 3 years, Covid-19 in Indonesia has impacted all sectors of life; health, economy, business, religion, and even education positively or negatively. Education is the most important aspect which has been disturbed by the coming of this virus. Not only at the school level, but the university level was also closed and did not do teaching and learning process face to face. In fact, the world's over 300 million kids are inconvenienced by school-

related activities, and their future educational rights are under grave threat; Covid-19 has an effect on Indonesia's school system as well (Salehudin et al, 2021). But on another side, the condition wanted educational practitioners, especially teachers need to be creative and found the solution to make the teaching and learning process run well even without meeting in the classroom in order to satisfy the demands and learning preferences of each student, creative teachers employ a variety of ideas and abilities in addition to

specific methods and procedures (Anggraeni et al, 2022). Besides, by utilizing available media, such as internet media, teachers can develop and implement learning innovations that will ensure teaching and learning activities continue even while students are at home (Zulherman, 2020 Salehudin et al, 2021).

Therefore, teaching via online learning is one of the solutions to facilitate the students for learning, where the teachers maintain an unphysical presence in virtual classrooms by providing a supportive and comfortable environment for students (Joshua, 2018 in Destianingsih & Satria, 2020).

Not only during a covid-19 pandemic but nowadays; in the post-pandemic era, online learning is still favorite and is used as one of the new teaching and learning models. It is also to support blended learning as suggested by the Indonesian government. According to research findings (Hashim & Hassan, n.d. in Siswati et al, 2020), companies and educational institutions that are based on skills at any level, including the HOTS (High Order Thinking Skill) level, can benefit from blended learning.

It is not surprising that some schools and universities have made their own platforms to facilitate learning. Besides, those who do not create their own platforms, scan using many kinds of media such as Google Classroom, Google meets, WhatsApp, Telegram, Instagram, and many other applications.

Further, the most supportive learning models used to support the teaching and learning process are Asynchronous and Synchronous. During the Covid-19 pandemic, Asynchronous and Synchronous learning models have been used as supporting models by the teachers. Both of these models are really supporting the teaching and learning process.

According to Finkelstein (2006) in Pratiwi, et al. (2021), Synchronous learning happens directly; students and teachers can talk to each other through online media. Further in their article, Pratiwi, et al (2021) also indicate that asynchronous does not occur directly and is not interactive.

In fact, from the two of these models, Asynchronous is more favorite to be used by the teachers, especially in SMPN 1 Tembilahan both during the covid-19 pandemic and after it. It is supported by Parsad & Lewis, (2008) that asynchronous learning is the most adopted method for online education because students are not time bound and can respond at their leisure. It means, this model can facilitate the students to be more convenient because they have more time to think about their tasks. Since it does not occur directly and is not interactive. It can happen whenever you want, wherever you want (Pratiwi, et al, 2021). Hence, asynchronous space leads to self-paced, independent, student-centered learning (Murphy, Rodríguez-Manzanares & Barbour, 2011). Therefore, asynchronous learning can falsify the previous knowledge of students with new concepts (Lin, Hong & Lawrenz, 2012).

Then, Vidhiasi et al. (2021) also describe the use of the asynchronous model can be supported by many media such as Google Classroom, WhatsApp Group, Telegram, and others where they are proven to be effective in delivering course material. So, those asynchronous learning media is the most likely medium to be selected as a learning facility because students who do not have devices and networks at present can access learning materials anytime and anywhere (Supriyanto et al. 2020).

Therefore, this present study aims to investigate how the students' perception of the implementation of the asynchronous

learning model via google classroom and its teaching process implemented by the teachers at SMPN 1 Tembilahan, since previous studies have not described the students' perception and also how an asynchronous is implemented through google classroom. Therefore, the researcher addresses these two problems to be discussed here.

Then, the English teachers in this school are also actively using the teaching model via Google classroom. This online platform is easy to be used and has a complete menu so that the teachers choose it as a medium to support the asynchronous learning model. As it has been proven by Johnson (2019) that Google Classroom is an e-learning application consisting of lessons, videos, solutions, and a personalized learning plan. The term is relevant to promoting blended learning programs implemented by classroom teachers as objectives of learning programs and also this research. It is also supported by Alssager & Nasir (2021) that Google Classroom is one of Google the suite Apps for Education, which is a free and cloud-based tool that includes Gmail, Calendar, Hangouts, Drive, Docs, Sheets, Slides, and forms.

Besides, according to Mafa & Govender (2017), there are some advantages of using Google Classroom in teaching and learning, as the following:

1. Students are able to view all of the materials that the instructor has uploaded, including assignments, announcements, and due dates. Students can also post comments and questions online, inviting others to respond with their own remarks and inquiries.
2. Google Classroom links to Google Drive and correctly organizes the material in a folder. All the materials are collected in a Google Drive folder once the teacher adds learning

resources and notes and after the students' complete homework. Anytime is a good moment to access this folder.

3. Anyone with a computer or other device with an internet connection and a browser can test out Google Classroom at any time.
4. It promotes continuous learning because the learner and the instructor can be in separate places and can instantly view one other's announcements or comments when one uploads them. By enabling students to express their ideas and upload files and assignments promptly, it promotes ongoing collaboration at the end of the day.
5. It enables the creation of private classes and organizations, preventing the disruption of unapproved clubs and classes. This assures their safety and classification when students present their homework and turn in projects.
6. The teacher can welcome and associate guardians in Google Classroom so that they can track their children's progress and receive email notifications about their children's learning.

Those advantages above were other reasons why the teachers chose this platform to support the asynchronous implementation on their teaching, but it is really needed to see how the students' point of view on its implementation via google classroom because it will show the teachers, whether students feel convenience with this teaching model or not and help the teachers to decide to continue using it or find another model. as like what Qiong (2017) says that "in philosophy, psychology, and cognitive

science, perception is the process of attaining awareness or understanding of sensory information”.

Then, seeing how it is implemented is also one very important thing. The teachers use it based on theory or they improve it creatively. For asynchronous learning, the instructor can create a video explaining the subject, which students can access whenever they want and watch repeatedly (Schoenfeld-Tacher & Dorman, 2021 in Pratiwi, 2021). It means the teacher can start teaching with this model by giving or uploading material to students, asking the students to learn the materials and doing tasks based on the instruction, and giving feedback to students' tasks or questions.

2. METHOD

This study employed qualitative research to determine how the students' perception on the implementation of asynchronous learning model via google classroom is and the process of its implementation by the teachers. The data was collected directly from the target subjects via the questionnaire. the total of the sample are 96 students and all of them are being the sample in this study. Questionnaires were developed to investigate students' perception on the implementation of asynchronous learning model via google classroom. The indicators in creating the statements were based on a careful examination of the literature. There were 14 statements prepared to clarify the first aim. Each statement in both of the questionnaires is filled in using a Likert scale of one to five with details of strongly agree/always (5), agree/often (4), neutral/sometimes (3), disagree/seldom (2), and strongly disagree/never (1). Besides, the interview was also conducted to confirm the second objective of the research. Three teachers were answering some questions in the

interview to draw a conclusion about how they implemented the Asynchronous learning model via google classroom.

3. FINDINGS AND DISCUSSION

This research was conducted on the seventh, eighth, and ninth-grade students of SMPN 1 Tembilahan and also their teachers as supporting data to students' answers to the questionnaire. It was conducted because the researcher required to know how students' perceptions of the implementation of an asynchronous model in Google Classroom and its process. It was found that the students' perceptions of the implementation of Google Classroom using asynchronous models are good. It can be proven from both data results; interview and questionnaire. The mean score of the questionnaire result showed that the score is 369.3 which is placed between 328.5 – 403.2 interval score, where it was created based on the amount of the sample. Below is the table:

Table 1. Score Interval

Score Interval	Level of students' perception
403.3 – 480	Strongly Agree/ Very Good
328.5 – 403.2	Agree/ Good
249.7 – 326.4	Neutral / Enough
172.9 – 249.6	Disagree/ Low
96 – 172.8	Strongly disagree/ Very low

Therefore, 369.3 is categorized as a good level. It means that most of the students agree that the implementation of Google Classroom by using an asynchronous model brings many advantages for them.

Then, in general, interview results also support that the Google Classroom implementation using asynchronous models is effective. However, based on the claim of the teachers, this model is only effective to improve students'

responsibility in doing a task, technology understanding (both teachers and students) and students' independent learning, but minimal in improving students' ability in using English.

Meanwhile, the process of Google Classroom implementation using asynchronous learning was very surprising, that the teachers in this school implement it creatively. The process is divided into three main points, they are before teaching while teaching, and after teaching. The activities before teaching are giving information about the classroom code to the students and informing the class\class students themselves fifteen minutes before the class begins. Then the activities while teaching are greeting the students, giving class instruction, giving the materials, posting modules, sheets, slide presentations and asking the students to give questions about the materials, and giving tasks at the end of the learning process. Finally, the activity after teaching is discussing material or tasks directly in the school. This was done to facilitate the students who did not understand the task. So, teachers provided more time after online class to discuss problems faced by them related to the materials given in online class. It was a really nice effort done by the teachers to help the students learn effectively by using an asynchronous learning model.

Based on the research findings above, it can be claimed that the students feel that they have the responsibility in doing the task, awareness of using the technology and being able to be independent in doing and understanding the material and task when the teachers taught them by using asynchronous learning model on Google Classroom. But based on the interview, this learning model still cannot help students to enrich their ability in using English. Some previous research also claimed that this model was not able to help students in getting good

ability in English. These are some previous researches that also have the same result as this research:

The first research was conducted by Vidhiasi et al. (2021) studied "The Application of Asynchronous Learning for English Language Teaching in English and Non-English Study Program ". The result of his research showed there were five benefits of Asynchronous learning application, they are material enrichment, access to learning materials, social interaction, personal interaction, and ease in discussing student work. As like in this research finding, Vidhiasi and friends also did not find that this model can give benefit the students' abilities in using English.

The second research was conducted by Saliimah (2021). She studied "The Influence between Synchronous and Asynchronous Learning Model Toward Students' English Achievement at SMAN 1 Sambit". The result of this research implies that the Synchronous and Asynchronous Learning Model have a low influence on students' English achievement of the Tenth-Grade students at SMAN 1 Sambit in academic year 2020/2021. Therefore, this research also found that Asynchronous only gives little influence on students' achievement in English as claimed in this research.

The third study was conducted by Corfman and Beck (2019) with the title "Case study of creativity in asynchronous online discussions". Key results from the study indicated that project-based prompts, problem-based prompts, and heuristics used in asynchronous online discussions can help promote creativity. It means that, again and again, Asynchronous is only able to give benefit to teaching and learning process related to the creativity in giving the materials or tasks to students, not for facilitating students to be able in using English or improve their achievement in learning. Therefore, teachers need to

develop other ways or techniques in teaching through Google Classroom if they want to concern with the students' ability improvement, but this teaching model is still good and recommended to enrich learning material for students in online class. As also claimed by Pratiwi (2021) in her article that asynchronous is suitable to be used for facilitating online learning.

4. CONCLUSION

This research was done to find out how the students' perception of the implementation of the asynchronous learning model via Google Classroom and the process of its implementation for students at SMPN 1 Tembilahan. After analyzing the quantitative and qualitative data, it can be concluded that the students' perception of the implementation of an asynchronous model in Google Classroom at SMPN 1 Tembilahan is good. This result was proven by both questionnaire and interview analysis. By this good result, it can be concluded that most of the students agree that the implementation of Google Classroom by using an asynchronous model gives a positive impact on them, especially for being more independent, being aware of using technology, and being more responsible in doing tasks.

Meanwhile, the process that had been done by the teachers to implement an asynchronous model through Google Classroom for students at SMPN 1 Tembilahan is divided into three categories. They are before teaching (giving class code and asking students to prepare), while teaching (greeting students, giving materials, and giving tasks) and after teaching (discussing and solving students' problems related to the task given by meeting directly in the school).

Therefore, based on the results of this research and also some previous research above, the next researchers can explore more about why the asynchronous learning

model is limited to improve students' skill in using English.

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