

## **The Students' Perceptions of the Asynchronous Online Learning Model at Institut Parahikma Indonesia Post-Pandemic Covid-19**

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### **Abstract**

*The objectives of the research were to discover students' perceptions of the asynchronous online learning model at Institut Parahikma Indonesia. The researcher applied phenomenological design in this research. Data obtained from the semi-structured interviews regarding the student's perceptions of the asynchronous online learning model at Institut Parahikma Indonesia. There were seven respondents, three males and four females in the Institut Parahikma Indonesia. They were selected by convenience sampling. The results of this study revealed the students' perceptions of the asynchronous learning model. Through the interview mentioned several facts that the asynchronous learning model is attractive in learning model because of flexible, and useful, leaving traces and discipline learning models.*

**Keywords:** *Asynchronous, Learning Model, perceptions.*

### **INTRODUCTION**

Online learning is a method of teaching and learning that delivers the content via the internet and digital media, including platforms that have emerged in this century. Furthermore, online learning was described by Wang et al. (2013) as a variety of student learning models. The teaching and learning processes used in an online learning system differ greatly from those used in traditional classroom settings. As a result, students are exempt from attending class.

Many strategies can be employed if good learning objectives have been reached, particularly while learning English. During the pandemic, synchronous and asynchronous models were one type of model utilized. According to Sirait (2021), the synchronous model is a real-time learning approach in which teachers and students communicate simultaneously online without experiencing any gap in time.

The asynchronous model is an indirect or delayed online learning model. Learning can occur anywhere and anytime without requiring direct teacher or student interaction because the teacher or lecturer has prepared material in advance that students can access flexibly. Hrastinki (2008) describes the asynchronous teaching model as one of the most widely used online learning models until now because it is flexible.

There are several issues and difficulties with using the asynchronous online learning model in the teaching and learning process, particularly for instructors and students. A few issues with online learning during this pandemic include modified learning models and systems, where students don't communicate with teachers directly, and frequently disconnected internet networks, which make it still difficult for students, particularly those in rural areas, to communicate in class. Hizriani and Saadillah (2020) claim that using the asynchronous learning paradigm for teaching and learning can be challenging for teachers and students due to network problems.

Several previous researchers have studied and produced particular views about asynchronous models. Purnamasari (2021) also investigated the implementation of asynchronous learning in the classroom during a pandemic at MTSN 01 Kota Bengkulu. This study focused on identifying teachers' performance, planning, and techniques in evaluating students through the asynchronous learning model. Teachers and Class VIII students of MTSN 01 Bengkulu City are participants. Qualitative and descriptive qualitative are used in this research, and data collection techniques use observation, documentation, and interviews. The results of this study indicate that teachers use online learning through an asynchronous model, whereby teachers provide material through E-Learning (school website) that students can access and then assist with group discussions via WhatsApp and Telegram.

In English classrooms, Rahman, Rahmadani, and Nugraha (2022) investigated the use of video-based asynchronous learning methods. This asynchronous model-based quantitative study explores how students see the use of video content. The study population consisted of 96 pharmacy students who had taken English for Academic Purposes (EAP). The research sample consisted of 50 people who were chosen through a straightforward random selection process. Next, a five-point Likert scale was used to administer this study instrument (strongly agree, agree, neutral, disagree, strongly disagree). The results of the study show that students respond favorably. They consider the asynchronous learning approach that makes use of English-language video materials to be more pleasurable, successful, efficient, and easier to learn.

Furthermore, this study will focus on the students' perceptions of the asynchronous online learning model post-pandemic Covid-19. Besides, Institut Parahikma Indonesia is one of the universities in Makassar, where the researcher is about to implement an asynchronous learning model. Institut Parahikma Indonesia previously applied the LMS learning model. The researcher has ensured that the facilities within this campus support an asynchronous learning model since its learning model uses network internet and a smartphone or laptop. In this case, for applying an asynchronous learning model, WhatsApp and YouTube applications are the leading platforms for this research. Thus, by filling the gap, the researcher would like to address the research question by researching the students' perceptions of asynchronous learning.

## **LITERATURE REVIEW**

### **The definition of Perception**

Perception is an action or process for analyzing, compiling, and interpreting information that has meaning. A student's perspective or comprehension of the material or information they are exposed to during the learning process is known as their learning perception. Students' perceptions shaped by their classroom education are the source of interpretation. The perception from the students can also be positive or negative. Genc (2014) describes perception as an organizational and communication process that produces a response stimulus from someone with interrelated meanings.

### **Type of Perception**

#### **a. Person Perception**

People's perception leads to a process by which we think and know the characteristics, states, and qualities of a person's mind. We develop a person's ideas in a stabilizing and predictable way through a manageable view of the expanding social world by connecting stability and disposition to others. The nation can use predicting and knowing the future to guide and interact with them.

#### **b. Social perception**

Social perception is an effort to find the quality of the person across their sector, for example, politics, criminals, leaders, and professional athletes, in their perceptions. In addition, perception cannot occur without a structure and prior knowledge that have occurred individually to process the latest information. In terms of social life explains that everyone can do something more than what other people do. Social interaction continuously requires us to retain information about the existing situation.

#### **c. Perception of situation**

Social psycholinguistics considers that a situation is a social factor that influences a person's behaviours at a particular time based on the existing experience. These actions occur because of the interaction of space and time based on our existence. Stimulation occurs based on situational contests that result from the process of communication either verbally or by movement between two or more speakers.

### **Student's Perceptions in Language Learning**

According to Qiong (2017), perception is the process through which an individual gains knowledge or understanding gleaned from gathering information on their own. In addition, according to Bagus et al. (2020), developing a viewpoint depends on the student learning process. Researchers Ramírez-Lizcano and Cabrera-Tovar (2020) have examined how students feel about a language. It is also said that English is the most widely used and influential language in the world, having a significant impact on students' expectations and the learning process, as well as strengthening their belief that language is important and helpful.

This perspective aligns with the goal of vocational schools concerning employability. While some studies have found that learning English makes people happier, others believe it has to do

with what they are looking for. They continued by saying that, despite the advantages, learning a new language is an exciting and novel experience, so they like and enjoy doing so.

### **Online Learning**

Technology is used as a teaching tool in the process of online learning. Stern (2018) claims that online learning is a type of distance learning that is usually carried out over great distances rather than in-person. According to Vonderwell (2004), the secret to students' success in online learning is self-regulation.

### **Asynchronous**

According to Riwayatiningasih and Sulistyani (2020), asynchronous learning refers to various modes of education, teaching, and learning that are not always conducted in person at different locations and times. Asynchronous learning is a general learning model because of its flexibility, claims Hrastinski (2008). Due to its remote implementation, asynchronous learning is also referred to as a new learning model. Since students are not limited by time when completing assignments, the asynchronous technique is the most widely used method for online learning, according to Ishtaiwa and Abulibdeh (2012).

Asynchronous education offers a plethora of benefits. Asynchronous learners can easily access materials and complete their assignments at any time and from any location, even when they are pressed for time. According to Purnamasari (2021), students can participate in the course even though their location and schedule are different when learning using an asynchronous model.

Asynchronous learning has drawbacks despite providing students with unlimited access to the content at any time and from any location. It is not possible to directly respond to inquiries from students; instead, they must wait to hear back via email or WhatsApp. Because there is less interaction between the teacher and the students, some feel less excited about learning. When using the asynchronous learning model, students must exercise self-control and concentration to finish the assignments that are set out by the teacher.

### **The Media Supporting Asynchronous Learning Model**

WhatsApp is a mobile instant messaging program. The application is incredibly costly, costing up to one dollar annually (Bouhnik and Deshen, 2014). The software lets subscribers receive alerts for each message sent or incoming silence alerts for 8 hours, a day, or a week (Bouhnik and Deshen 2014). WhatsApp is a somewhat underutilized gadget in education, but it seems to have new features that enable teachers and students to use it for better comprehension (Linda and Ri'aeni, 2018).

E-mail is an alternative to "electronic mail," which is a program that enables users to communicate by sending and receiving messages via an electronic address located on the internet (Moran & Hawisher, 1998). Purcell, Heaps, Buchanan, and Friedrich (2013) state that many people use email due to its usefulness, quickness, and low cost per message.

Telegram is a mobile application that enables users to communicate with one another via mobile devices and desktops. According to Faramarzi et al. (2019), Telegram can be utilized for teaching and learning. Kusuma & Suwartono (2021) assert that Telegram is one of the most well-known online social media networks that can assist language learners. It is a messaging program

that enables users to share videos, photos, music files, and other sorts of media stored on a cloud-based server without filling up the mobile device's storage space.

Google Classroom is an example of blended learning software available since 2014 (Luckerson, 2015). In online education, the instructor can develop and distribute assignments to students (Nagele, 2017). Iftakhar (2016) claims that Google Classroom is one of the best tools available to improve teachers' workflow and recommends that educators use it. Teachers can save time using Google Classroom, which also helps them better organize their classes and increase their connection with their students.

YouTube is more enjoyable and engaging than other websites because it provides photographs, text, and animated videos, encouraging students to utilize it. Snelson (2011) stated that YouTube has pedagogical potential as a video-sharing platform. Zaidi et al. (2018) found that YouTube helps students learn English and can help them improve their pronunciation. The students who are more reserved benefit from having a YouTube channel because it allows them to participate as real people in online worlds.

An LMS is often accessed via a web browser and is a multiuser software application. It supports managing coaching events, self-paced courses, and blended learning programs for enterprises. Mahnegar (2012) said that LMS is usually used to describe software systems that offer courses, pathways, and coaching for teaching and learning online in educational settings.

## **METHOD**

### **Research Design**

This research employed a qualitative research method with a phenomenological approach. The researcher utilized this design to investigate the students' perceptions of the asynchronous online learning model at Institut Parahikma Indonesia post-pandemic. With a phenomenological approach, this research aimed to determine students' perspectives.

### **Research Subjects**

This research would be conducted at Institut Parahikma Indonesia. Jl. Mustafa Dg. Bunga, No. 191, Somba Opu, Gowa, was the location of the campus. This research would be conducted chiefly on campus toward the students in the English education department academic year 2021/2022. The respondents of this research consisted of seven EFL learners majoring English education department. In addition, the participants were selected through the use of convenience sampling. According to Etikan, Musa, and Alkassim (2015), a convenience sample was collected based on the participants' desire to participated in this research.

### **Data Collection**

This study employed a semi-structured interview technique. The interview was in Indonesian and recorded using an audio recorder with the consent of each participant. After completing its procedure, the researcher transcript the data of the interview and translated it into English. There were two main stages in collecting this data. First, all participants were contacted and asked about their availability. Second, participants can be interviewed conveniently according to their wishes. Following the total number of the list questions, the example of the interview questions was as follows:

- Do you think that the asynchronous learning model is helpful in your learning?
- Does this asynchronous learning model make you participate more in learning?

### **Data Analysis**

Thematic analysis was the method most frequently used in qualitative research to examine respondent replies (Braun and Clarke, 2006; Guest et al., 2011). The researchers transcribed and read the audio files using thematic analysis. This study focuses on interview and documentation data patterns highlighting the significance of a planned and well-considered dataset description. A number was issued to each participant to preserve anonymity. The results revealed the identified themes and subthemes within the practice of the asynchronous online learning model. Braun and Clarke (2006) demonstrated that subthemes structure broader themes.

### **FINDINGS**

#### **The student's perception of the asynchronous online learning model at Institut Parahikma Indonesia post-pandemic**

##### **a. Flexible Learning Model**

The first participant said that because students are given freedom in learning, this learning model can be used for further education in the teaching and learning process. Then he stated that this learning model was carried out indirectly.

*“An online learning model that gives freedom to students but is not done in real-time. Then this learning model can be applied to or used in certain subjects.” (Extract interview students 1)*

Respondent three also mentioned that the asynchronous learning model is flexible because he can learn independently without interruption from others. Consequently, the asynchronous model can contribute new knowledge to enhance English proficiency.

*“The asynchronous learning model is a learning model where we can learn by ourselves when we don't know the material provided by several lecturers so that we can use this learning model, and in my opinion, it is beneficial for me, where I get new knowledge and knowledge, something that can improve English language skills.” (Extract interview students 3)*

Respondent fourth added that the asynchronous model is flexible because the teacher does not have to meet face-to-face with the students to teach using this model.

*“Flexible learning method, where we can teach without face-to-face.” (Extract interview students 4)*

Another respondent said that the asynchronous learning model is flexible because the learning is carried out online and can be done at any time.

*“A lesson that is carried out by the teacher to students online and carried out at any flexible time.” (Extract interview students 5)*

In addition, respondent seven states that the asynchronous learning model is simple and flexible because everyone can access the tools used in learning using the asynchronous model in today's digital era. As a result, students can learn and complete assignments whenever and wherever they choose.

*“In my personal opinion, the asynchronous learning model is in the digital era where everyone has the tools or media so it's easy to access, can be done anywhere and anytime.” (Extract interview students 7)*

#### b. Useful

The second participant reported that the asynchronous learning model could be a choice among other learning models to carry out a learning process without having to face-to-face if a class meeting was missed. The second participant mentioned the following extract.

*“Very useful. Besides, we can do it offline, and meetings might be missed. The asynchronous learning model can be an option for replacing missed learning without having to meet face-to-face.” (Extract interview students 2)*

The third respondent mentioned that the asynchronous model is very beneficial because it allows for independent learning without interruptions from others. This model is helpful for people who dislike crowds.

*“This learning model is beneficial because not everything the lecturer teaches is easy to understand. This asynchronous learning model makes it easier for us to learn independently. It is beneficial and instrumental in improving our English because there are no distractions from other people when we like to learn independently.” (Extract interview students 3)*

Respondent four stated that the asynchronous model is a valuable learning model because the material in the form of a video can be viewed multiple times without a teacher having to explain it again.

*“Very useful because, for example, like the treatment that has been done, students can repeat and understand the material explained better because the teacher doesn't need to explain again because we can repeat the video itself.” (Extract interview students 4)*

According to the fifth respondent, the asynchronous model is helpful for some individuals whose learning style is more audio and visual.

*“It's useful because there are different ways of learning. People use the learning method model, so for those who use that model, it's more helpful for those whose learning methods are visual and audio.” (Extract interview students 5)*

The seventh participant also mentioned that the asynchronous model is beneficial because, rather than accessing useless videos, we can learn the material through videos using the asynchronous model.

*“Of course, because instead of accessing useless videos using an asynchronous model, I can access more useful videos such as those for learning English, so it is advantageous for me.” (Extract interview students 7)*

#### c. Leaving Trace

The fourth participant stated that using the asynchronous learning model can improve English skills because the video material provided can be played repeatedly. Students can study and do assignments given by the teacher or lecturer whenever and wherever. The fourth participant mentioned the following extract.

*“In my opinion, the asynchronous method can improve my English skills because this learning model is flexible, the material can be repeated, and assignments can be done whenever and wherever.” (Extract interview students 4)*

The fifth participant also reported that the asynchronous learning model is one in which the material can be learned multiple times.

*“Maybe it's like he's just reviewing and repeating material that I already know, which helps me remember it too.” (Extract interview students 5)*

In contrast, the first respondent stated that the asynchronous model could increase English language abilities. They explained that this model is ideal for introverts because it allows them to study on their own terms and is not time-bound, which means that they can take pleasure in acquiring new knowledge without being interrupted by other people.

*“In my opinion, it can improve my speaking and English skills. Why? Because I am an introverted person, meaning that introverts are not introverted, but eh, I prefer learning, more self- study, self-learning methods where I understand better and can meet more to learn when using this method because there are no limitations when I mean the limit here is quite broad when I want to do learning, which means I get my meet time, my time to study, as much as I like. It's okay, and it's good for me.” (Extract interview students 1)*

The third respondent also stated that the asynchronous model improves English proficiency because this model can introduce previously unknown information.

*“It improves where there are some things that I didn't know in English at first, and when I use this asynchronous learning model, I know and improve my English.” (Extract interview students 3)*

The sixth participant also reported that the asynchronous model improves English proficiency due to the uniqueness of this model and the widespread availability of learning aids.

*“This learning model can improve my English skills because it is a very unique and interesting model, as I mentioned before because it uses the social media closest to us every day, namely WhatsApp and YouTube, and this is an interesting experience and, of course, can improve my English.” (Extract interview students 6)*

#### d. Leaving Trace

The sixth participant stated that using the asynchronous learning model can improve English skills because the video material provided can be played repeatedly. Students can study and do assignments given by the teacher or lecturer whenever and wherever. The sixth participant mentioned the following extract.

*“Yes, you could say yes, because this requires us to use two applications indirectly and teaches us to be disciplined. Besides seeing what is in WhatsApp, we are also required to see other applications, so extra precision is needed.” (Extract interview students 6)*

Conversely, the fifth respondent said it is interesting because this learning model is ideal for those who enjoy audiovisual learning.

*“I am also one of those people whose method of learning is visual and audio, and this is very related.” (Extract interview students 5)*

## DISCUSSIONS

The results of this study showed that the students had various perceptions toward the asynchronous online learning model. This study indicates that the asynchronous learning model is a flexible method, according to students' views related to the asynchronous learning model. Consequently, this is supported by Hrastinki (2008), who states that the asynchronous teaching model is one of the most widely used online learning models because it is flexible.

The asynchronous learning model is helpful in the learning process. One of the participants thought that the asynchronous learning model was beneficial because it gave the students access to rewatch the material, which could be watched again even if the students missed the meeting

that had been held. Similarly, Amelia, Qalyubi, and Qamariah (2021) state that the asynchronous model helps continue online teaching and learning activities, especially speaking skills.

The asynchronous learning model can also improve English language skills by leaving traces, meaning the material provided can be studied independently. The asynchronous learning model can also make students more disciplined because students are required to access learning independently using applications. Also, Sela, Azhar, and Samanhudi (2022) said that using the asynchronous learning model was helpful because it helped them learn discipline and independence.

## CONCLUSIONS

The students mentioned that the asynchronous learning approach was accommodating since it allowed students to learn at their own pace and in their environments. Besides, the students also knew that asynchronous learning models were flexible and helpful, leaving traces and enhancing self-discipline. Moreover, aside from being a valuable learning model for making up for lost time, the asynchronous model allows students to study at their place. Since students in an asynchronous learning model can review previously covered content at their leisure, they can effectively make a lasting impression on instructors even when they don't actively participate in class. Because of the disciplined nature of the asynchronous approach, students are more likely to take an active role in the learning process. Some students, however, have a different perspective. They believe they are not actively learning because they favor direct instruction.

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