



# Students' Perception of Blended Learning at Junior High School (Combination of Synchronous and Asynchronous Learning)

Ni Komang Sri Mariati<sup>1\*</sup>, Luh Putu Artini<sup>2</sup>, Ni Putu Era Marsakawati<sup>3</sup>

[sriimariati@gmail.com](mailto:sriimariati@gmail.com)

<sup>123</sup>Post Graduate Program, English Education, Universitas Pendidikan Ganesha, Singaraja, Bali

Received: 2022-12-1 Accepted: 2022-12-21

DOI: 10.24256/ideas.v10i2.3034

## Abstract

Since the pandemic era, the process of teaching and learning has changed. Teachers and educators need to choose the appropriate learning model. This study aims to find out the suitable model learning between two models there are synchronous and asynchronous learning models. The study involved two classes, A-class (32 students) and B-class (35 students) of seven grade students at SMP Negeri 2 Tejakula. Data was collected by online questionnaire and shared via WhatsApp. The data were analyzed with the descriptive quantitative method by counting the mean of the Likert scale. The result shows that the student prefers to choose the asynchronous learning model, with the percentage of asynchronous learning at 69% and the synchronous learning model at 63%. It indicates two learning models can be implemented, but the suggestion to the teacher uses the asynchronous model to gain students' participation.

**Keywords:** *Asynchronous Learning; Blended Online Learning; Synchronous Learning.*

## **Introduction**

Blended learning is online learning interaction and lives to learn. It impacts increasing the learning process with reinforcement of using methods in language teaching situations. (Lalian et al., 2021; Wang et al. 2019). Sari et al. (2021), designing blended learning for foreign learners needs to consider the mode, model of integration, distribution of learning content, method, location, and involvement of students, teachers, and educators. Wang et al. (2019); Lalima & Lata Dangwal (2017), the design draws on attributes of synchronous and asynchronous learning. Intan Nuyulis Naeni Puspitasari (2021); Aliyyah et al. (2020); Cahyani et al. (2021), synchronous learning is the process of learning together with involving the teacher and student together in a live environment which allows greater engagement and a sense of community. Aliyyah et al. (2020), asynchronous learning is the process of learning that allows students to learn on their own and discuss it together in the forum.

Several researchers studied a similar thing. Yekefallah et al., (2021), showed after conducting online learning the factor of student satisfaction changed from factors of gender and history to the feedback and evaluation, flexibility and appropriateness, and workload dimensions provided by teachers. Gheytsi et al. (2015), **about the effect of smartphones in learning with the synchronous model.** This research finds out that students are more attracted to comprehending the reading text. Li et al. (2021), a study about students' responses to online learning. The result shows that the students have a positive response and enjoy the interventions in project online learning. The next study by Yang et al. (2019), investigates the effectiveness of Blended Synchronous Classroom (BSC). The researchers found an improvement in remote students' academic performance while using BSC. Cheung (2021), the result shows the dominant interaction in online lessons with chatroom and gesture buttons, as well as a combination of verbal and non-verbal responses to a single question.

English is the language of instruction all over the world. English uses not only by foreigners, but English has often found in local communities. It becomes English is important in life, especially in the field of education. English language skills are not only used in school or campus environments, now English has become a requirement in finding a job. English language skills consist of four aspects, namely listening, speaking, reading, and writing skills. It must train to graduate a reliable workforce and have good human resources. According to Immanuel et al. (2021), skill defines the human ability that needs to improve in achieving goals. Through good English skills, a teacher hopes that school graduates become more qualified and able to compete in the world of work.

However, with the covid-19 pandemic, the learning process has changed. The teaching and learning from face-to-face to online learning. Process teaching and learning are assisted by technology. According to Sanoto (2021), students must

continue their education and develop their abilities, but their environments are insufficiently supportive and accommodating. The learning process in the pandemic era automatically changes from offline, blended learning to fully online. In online learning, students need to learn using multiple platforms that usually only come to school. Teachers also have the same problems related to the platform used, besides that assessment in the classroom is difficult to do.

In online learning, many problems are faced by students and teachers. Students experience not only constraints in the signals and platforms used but also in the motivation to learn. Students more often use smartphones to play games and watch YouTube. The use of smartphones makes students more often look for entertainment than learning. In online learning situations, the process of teaching and learning can be done anywhere and anytime. In this case, the methods used by the teacher must be appropriate for students to follow the learning.

Various methods are used to cover learning activities to keep them running smoothly. The methods used are synchronous and asynchronous learning methods. Both of these methods are used to make the learning process can be carried out remotely. Synchronous methods already have a specified schedule, while asynchronous learning content is provided but with an unspecified time. The use of these two methods will affect the language learning process in students, especially in the English language skills of students. This research will take to find out whether students prefer used synchronous or asynchronous methods.

The research questions of this study are (1) Are there any differences in students' perceptions of synchronous and asynchronous learning? (2) which methods (synchronous and asynchronous learning) are preferred for the students in an online learning situation? The study aims to find out the students' perception of using synchronous and asynchronous learning in online learning. The study analysis used the mean or percentage of the result of the students' questionnaire. This article is different from another study because the researcher did it at the junior high school level usually the research is done at the higher education level. The study also has benefits for the teacher in preparing appropriate methods for the teaching and learning process.

The study has importance to the academic area. This study has an impact on student's abilities. Yekefallah et al. (2021), online learning is not only to complete tasks but also to improve capabilities in the pandemic era. The study makes the teacher have good preparation. The teacher will be customized to the student's interest in the use of learning methods. Chiu (2021), in a blended learning environment, there is different students' engagement from the traditional classroom environment. The importance of this study also impacts practical teaching. It can develop new learning models, from traditional models to online models based on

students' needs. Then the other practical importance of this study can find out the comfort of the students when interacting with friends or teachers. It makes the students under no pressure during the learning process. Oztok et al. (2013), asynchronous learning prefers to exercise academics but lacks social interaction.

## **Method**

In this study, the researcher conducted the study with quantitative descriptive analyses. The sample of this study uses two classes, namely class VII A (32 students) and VII B (35 students) in SMP Negeri 2 Tejakula. The data were taken with a quantitative method. The instrument used is a questionnaire in the form of Google form. The questionnaire was adopted by Greg Kearsly (2002). The questions include teaching-learning activities, designing pages, organizing educational materials, feedback, flexibility, workload, assistance, motivation, and evaluation methods. The data from the questionnaire was measured by the Likert scale and find the mean of the data.

Questionnaires are disseminated through online media such as WA groups. Then, the students answer some questions about synchronous and asynchronous methods in their learning. The data collection was done using an online survey. In school synchronous learning, teachers once a week do a zoom meeting. As for asynchronous learning, teachers provide tasks in google classroom. The study used an online questionnaire and compared it with several theories from the results of previous research regarding the use of synchronous and asynchronous learning models.

## **Results**

The result shows there is different student perception from synchronous and asynchronous learning. The data show as follows.

*Table 1. Class VIIA (Synchronous learning)*

	Range	Total	%
Very High	80-100	20	63
High	70-80	12	38
Average	60-70	0	0
Low	40-60	0	0
Very Low	<40	0	0

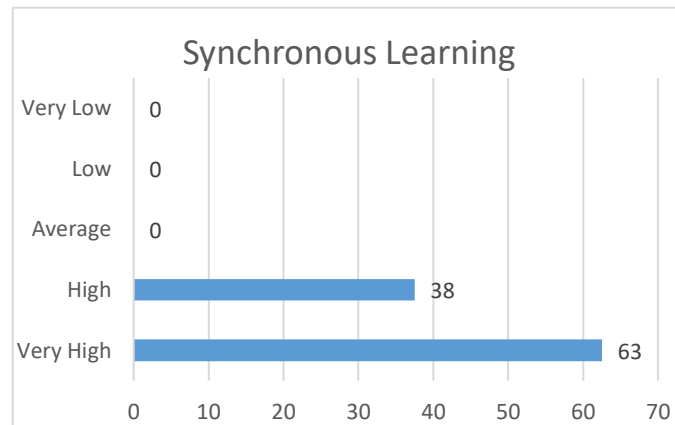


Figure 1. Percentage Data of Synchronous Learning

The result is shown in table 1, the students in VIIA class mostly prefer to conduct learning with the synchronous model. The total number of students from 32 members shows that 20 students in a range of very high scale and 12 students belong to high scale in synchronous learning. The percentage of the data is 63% in very high and 38% in high synchronous learning. It means that the students have a positive perception during online learning by using the synchronous learning model.

Table 2. Class VIIB (Asynchronous learning)

	Range	Total	%
Very High	80-100	24	69
High	70-80	11	31
Average	60-70	0	0
Low	40-60	0	0
Very Low	<40	0	0

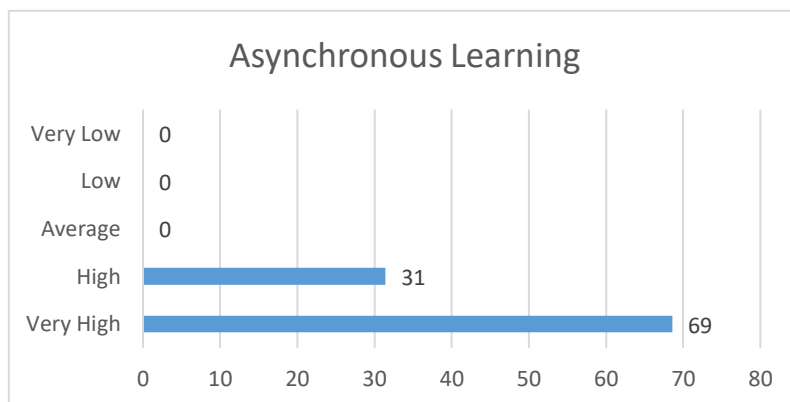


Figure 2. Percentage Data of Asynchronous Learning

Table 2 shows that asynchronous learning in class VIIB has a high percentage of 69% and 32%. Data show from 35 students, 24 students choose the very high range, and 11 students choose the high range in learning with the asynchronous model. It means class VIIB has a positive perception of learning with the asynchronous model. If the data compare with class VII A, the result is the student in SMP N 2 Tejakula chose learning with an asynchronous learning model. The others found the students chose asynchronous learning rather than synchronous learning because in video conferences they faced problems of unstable connection, they need a lot of quotas, and some students were shy to do direct communication. The students prefer to type the answer in the chat room, and they need more time to think about the material as the asynchronous model the student's given range time in learning.

### Discussion

The result showed the student in SMP N 2 Tejakula had more choices to learn with the asynchronous learning model. The students in VIIA class mostly prefer to conduct learning with the synchronous model. The study is in line with the research from Cheung (2021), which explores the use of ZOOM meetings as synchronous online learning. The researcher suggests using the synchronous model because it has benefits such as synchronous learning, building dominant interaction patterns and the students can pay attention to the teacher's gestures while teaching. Another benefit, the students' can combine verbal and nonverbal responses. Cahyani et al. (2021), in a live meeting session, the student's freedom to share their opinion with face-to-face interaction and they put their responsibility during the live meeting.

Aliyyah et al. (2020), synchronous learning is the process of learning together with involving the teacher and student together in a live environment which allows greater engagement and a sense of community. Then synchronous learning is defined as a set of flexible and accessible online learning and deals with scheduled learning, real-time, live, facilitated instruction, interaction, and video conference Cahyani et al. (2021), The process of synchronous learning is facilitated with online chat, Zoom, and google meet. The characteristics of Synchronous online learning are authentic material, learning activities, flexible learning, live meeting and engaging

session, and student-centred natures of learning (Cahyani et al., 2021). Then, the student-centred nature of learning. The students can create their learning and put the responsibility on them.

In synchronous online learning, there are advantages and disadvantages to the teaching and learning process. According to Cahyani et al. (2021), the advantages of synchronous learning make learning more attractive and interesting because it emphasizes interpersonal skill activities, teaching presence, social and cognitive presence, feedback from teachers, motivation, self-regulation, and collaboration. Meanwhile, the disadvantages of synchronous learning can be seen from some challenges such as in the term of accessible learning, development of critical thinking, comprehension and topic mastery, enjoyable class, connection issues, and network issues. In addition, interaction and feedback are sometimes not practical. Some students can leave the meeting room cheating and state a problem with connections.

The study by Yang et al. (2019), found that synchronous online learning is not effective for students in remote areas. It happens because the students in remote areas have unstable connections. The students need to move from their homes to a place with a good signal. Besides that, the teacher in remote areas lacks in using technology that makes the process of teaching and learning cannot run smoothly. Additionally, from Cahyani et al. (2021), synchronous learning interaction and feedback are not effective and practical. The students are easy to cheat during class with leave the meeting before the class end.

The data from class VIIB has a high percentage of 69% and 32%. It is higher than the result of students choosing synchronous learning. The study from Oztok et al. (2013), already compares synchronous and asynchronous learning with a private message. They found that the students actively discuss the private message and can develop social interaction between the students and teacher. The students are free to chat with the teacher any time they want. A similar study was conducted by Pinto-Llorente et al. (2017), about students' perceptions using asynchronous learning. The result shows the students prefer to do asynchronous learning because they have the opportunity to prepare, set, and organize their learning. They can learn in peace without time pressure while learning. The students also argued that good preparation improves their results in learning.

Asynchronous learning same as synchronous learning in the mode of using the internet. Both of them use the internet connection in the process. But, in asynchronous learning, there is a difference from the schedule while conducting the study. Cahyani et al. (2021), define asynchronous learning as the form of indirectly learning that prioritizes students' convenience. Asynchronous learning process not at the same time, the students use independent learning. There are set to work based

on their schedule. Aliyyah et al. (2020), asynchronous learning is the process of learning that allows students to learn on their own and discuss it together in the forum. Cahyani et al. (2021), to foster students' active participation, asynchronous learning dominantly covers comments, suggestions, and discussion.

The characteristics of asynchronous learning are, first using an independent approach. Second, less in the classroom. The activity in asynchronous learning is not done in the classroom like real-time learning. The teacher gives material and gives the students to learn with flexible time. Another characteristic is a change in the teacher's role. In asynchronous learning, the teacher is the facilitator with serves content in the online forum. Then, the students learn and discuss at different times. The advantages of asynchronous learning can see from five aspects. Cahyani et al. (2021), first, it is beneficial to use authentic learning activities. The second has a flexible learning system. Third, the learning process is accessible. Fourth, it can improve students' critical thinking development. The last is asynchronous learning using students-centred following the 21st learning century.

Meanwhile, the disadvantage of asynchronous learning is less interaction between the teacher and students. The teacher's role replaces by technology and makes distance in the learning process. Besides that, asynchronous learning influenced comprehension and topic mastery. Then, the students fast to feel bored and less enjoyable because they just download the material without interactive activities. From the perspective of Yeh & Lai (2019), the students with asynchronous learning hard to find out students' speaking progress. In their study, the researcher suggests for developing speaking skills prefer to use a synchronous model. This study supported by Cahyani et al. (2021), states asynchronous learning minim of students' interaction with the member of the class and the teacher. Then, the role of the teacher is automatically replaced by technology and makes distance in process of teaching and learning.

## **Conclusion**

Synchronous and asynchronous model learning is implemented in the pandemic era. In the process of implementation, the teacher or educator needs to know the appropriate model to save an effective learning environment. This study finds out the student's perception of both synchronous and asynchronous learning models to see which model is appropriate to implement. The result shows from two classes in seven grades at SMP N 2 Tejakula, the students prefer to use the asynchronous learning model. The reasons are in the process of learning the students feel free to prepare and organize their assignments during asynchronous learning. The other reason is that students with unstable connections can participate in class at different times.

This study has some limitations during the conduct of the research. First, this study was conducted in small scope (the subject only had two classes). Second, the data was collected from one side subject (only the student's perspective) without



involving the teacher's perception. Third, the research to find out the appropriate model and the lack of possible solutions. Therefore, further researchers need to develop into wide scope including teachers' perceptions and also the newest techniques or strategies as the possible solution.

## References

- Aliyyah, R. R., Reza, R., Achmad, S., Syaodih, E., Nurtanto, M., Sultan, A., Riana, A., & Tambunan, S. (2020). The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period : A Case Study in Indonesia. *Journal of Ethnic and Cultural Studies*, 7(2), 90–109.
- Cahyani, N. M. W. S., Suwastini, N. K. A., Dantes, G. R., Jayantini, I. G. A. S. R., & Susanthi, A. A. D. (2021). Blended Online Learning: Combining the Strengths of Synchronous and Asynchronous Online Learning in Efl Context. *Jurnal Pendidikan Teknologi Dan Kejuruan*, 18(2), 174–184. <https://ejournal.undiksha.ac.id/index.php/JPTK/article/view/34659/19434>
- Cheung, A. (2021). Synchronous online teaching, a blessing or a curse? Insights from EFL primary students' interaction during online English lessons. *System*, 100(June), 102566. <https://doi.org/10.1016/j.system.2021.102566>
- Chiu, T. K. F. (2021). Digital support for student engagement in blended learning based on self-determination theory. *Computers in Human Behavior*, 124(March), 106909. <https://doi.org/10.1016/j.chb.2021.106909>
- Gheytsi, M., Azizifar, A., & Gowhary, H. (2015). The Effect of Smartphone on the Reading Comprehension Proficiency of Iranian EFL Learners. *Procedia - Social and Behavioral Sciences*, 199, 225–230. <https://doi.org/10.1016/j.sbspro.2015.07.510>
- Immanuel, G., Sankar, G., Saravanan, V., & Jose, M. (2021). Significance of

- interpersonal skills and english language teaching. *Materials Today: Proceedings*, xxxx. <https://doi.org/10.1016/j.matpr.2020.11.933>
- Intan Nuyulis Naeni Puspitasari. (2021). Combination of Synchronous and Asynchronous Models in Online Learning. *Jurnal Pendidikan Islam Indonesia*. <https://doi.org/10.35316/jpii.v5i2.301>
- Lalian, O. N., Siregar, E., & Winarsih, M. (2021). Blended Learning for Vocational High School Students. *Kwangsan: Jurnal Teknologi Pendidikan*, 9(1), 18. <https://doi.org/10.31800/jtp.kw.v9n1.p18--30>
- Lalima, D., & Lata Dangwal, K. (2017). Blended Learning: An Innovative Approach. *Universal Journal of Educational Research*, 5(1), 129–136. <https://doi.org/10.13189/ujer.2017.050116>
- Li, J., Brar, A., & Roihan, N. (2021). The use of digital technology to enhance language and literacy skills for Indigenous people: A systematic literature review. *Computers and Education Open*, 2(March), 100035. <https://doi.org/10.1016/j.caeo.2021.100035>
- Oztok, M., Zingaro, D., Brett, C., & Hewitt, J. (2013). Exploring asynchronous and synchronous tool use in online courses. *Computers and Education*, 60(1), 87–94. <https://doi.org/10.1016/j.compedu.2012.08.007>
- Pinto-Llorente, A. M., Sánchez-Gómez, M. C., García-Peñalvo, F. J., & Casillas-Martín, S. (2017). Students' perceptions and attitudes towards asynchronous technological tools in blended-learning training to improve grammatical competence in English as a second language. *Computers in Human Behavior*, 72, 632–643. <https://doi.org/10.1016/j.chb.2016.05.071>
- Sanoto, H. (2021). Online Learning Management in The Covid-19 Pandemic Era. *JETL (Journal of Education, Teaching and Learning)*. <https://doi.org/10.26737/jetl.v6i1.2358>
- Sari, S. P., Asty, H., & Yelliza, Y. (2021). The Implementation of Blended Learning in Teaching English During Covid-19 at Senior High School. *Jurnal Pendidikan*

*Tambusai*, 2(2), 70–78.

<https://jptam.org/index.php/jptam/article/view/1878>

Wang, N., Chen, J., Tai, M., & Zhang, J. (2019). Blended learning for Chinese university EFL learners: learning environment and learner perceptions. *Computer Assisted Language Learning*, 34(3), 297–323.

Yang, J., Yu, H., & Chen, N. shing. (2019). Using blended synchronous classroom approach to promote learning performance in rural area. *Computers and Education*, 141(June), 103619.

<https://doi.org/10.1016/j.compedu.2019.103619>

Yeh, H. C., & Lai, W. Y. (2019). Speaking progress and meaning negotiation processes in synchronous online tutoring. *System*, 81, 179–191.

<https://doi.org/10.1016/j.system.2019.01.001>

Yekefallah, L., Namdar, P., Panahi, R., & Dehghankar, L. (2021). Factors related to students' satisfaction with holding e-learning during the Covid-19 pandemic based on the dimensions of e-learning. *Heliyon*, 7(7), e07628.

<https://doi.org/10.1016/j.heliyon.2021.e07628>