THE ISSUES OF FLEXIBILITY FOR STUDENTS IN ASYNCHRONOUS LEARNING AT ENGLISH EDUCATION DEPARTMENT MUHAMMADIYAH UNIVERSITY OF MAKASSAR

(Descriptive Qualitative Research Design)

A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar University
in Part Fulfillment of The Requirement for the Degree of Education in english
department

Achmad Pangeran AdhyPutra

105351110117

31/03/2022

eap
Sub. Alumni

R/00G0/B1G/22 GD
PUT
t'

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2021

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

LEMBAR PENGESAHAN

Skripsi atas nama **Achmad Pangeran AdhyPutra**, NIM **105351110117**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 239 Tahun 1443 H/ 2022 M, tanggal 21 Rajab 1443 H/ 22 Februari 2022 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Senin 28 Februari 2022**.

27 Rajab 1443 H
Makassar, 28 Februari 2022 M

Panitia Ujian:

1. Pengawas Umum : Prof. Dr. H. Ambo Asse, M.Ag (.............................)

2. Ketua : Erwin Akib, M.Pd., Ph.D. (.............................)

3. Sekretaris : Dr. Baharullah, M.Pd. (.............................)

4. Dosen Penguji : 1. Erwin Akib, M.pd.,Ph.D (.............................)

   2. Ismail Sangkala, S.pd.,M.pd (.............................)

   3. Dr.Eny Satriana, M.pd (.............................)

   4. Muhammad Zia Ul Haq, S.Pd., M.TI. (.............................)

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934

Terakreditasi Institusi

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

APPROVAL SHEET

Tittle	:	The Issues of Flexibility for Students in Asynchronous Learning at English Education Departement Muhammadiyah University of Makassar
Name	:	Achmad Pangeran AdhyPutra
Reg. Number	:	105351110117
Programmer	:	English Education Department Strata 1 (S1)
Faculty	:	Teacher Training and Education

Makassar, 28 Februari 2022

Approved By,

Consultant I

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

Consultant II

Muhammad Zia Ulhaq, S.pd., M.TI
NIDN. 0918078801

Dean of FKIP
Makassar Muhammadiyah University

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

Head of
English Education Department

30-3-2022

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

COUNSELLING SHEET

Name : **ACHMAD PANGERAN ADHYPUTRA**

NIM : 105351110117

Department : English Education Department

Title : *The Issues of Flrxibility for Students in Asynchronous Learning at English Education Department Muhammadiyah University of Makassar*

Consultant I : Erwin Akib, S.pd.M.pd.Ph.D.

Day / Date	Chapter	Note	Sign
		Suggestion & perbaiki sesuai dgn problem statement	
		juga Conclusion d sesuai lien dgn problem Statement	
		Tata tulis diperbaiki	

Makassar, 11 Januari , 2022

Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd.,M.Pd
NBM: 977 807

| Terakreditasi Institusi

بِسْــمِ اللّٰـهِ الرَّحْمٰنِ الرَّحِيْــمِ

COUNSELLING SHEET

Name	:	Achmad Pangeran AdhyPutra
NIM	:	105351110117
Department	:	English Education Department
Title	:	*The Issues of Flexibility for Students in Asynchronous Learning at English Education Department Muhammadiyah University of Makasar*

Consultant II : Muhammad Zia Ulhaq,S.pd,.M.TI

Day / Date	Chapter	Note	Sign
	-	Aspek yang mempemharuhi mengapa google classroom merupakan salah satu aplikasi pembelajaran asynchronous.	
	-	Berikan pertimbangan subjketif dan objektif mengapa memilih aplikasi google classroom.	
	-	Perbaiki tidak hanya mencamtumkan teori tetapi juga mencantumkan metodologi	
	-	Spesifikasikkan pada fitur terkait asynvhromous saja	
	-	Tambahkan pada hasil temuan penelitian yang lebih jelas	

Makassar, 11 januari, 2022

Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd.,M.Pd
NBM: 977 807

| Terakreditasi Institusi

بسم الله الرحمن الرحيم

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini

Nama   : Achmad Pangeran AdhyPutra
NIM   : 10535111011
Jurusan   : Pendidikan Bahasa Inggris
Judul Skripsi : **The Issues of Flexibility for Students in Asynchronous Learning at English Education Department Muhammadiyah University of Makasar**

Dengan ini menyatakan:

Skripsi yang saya ajukan di depan tim penguji adalah *hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.*

Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar, 31 Desember 2021
Yang Membuat Pernyataan

Achmad Pangeran AdhyPutra

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/860132 (Fax)
Email : fkip@unismuh.ac.id
Web : www.fkip.unismuh.ac.id

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama   : Achmad Pangeran AdhyPutra
NIM   : 105351110117
Jurusan   : Pendidikan Bahasa Inggris
Judul Skripsi : The Issues of Flexibility for Students in Asynchronous Learning at English Education Department Muhammadiyah University of Makasar

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari *penyusunan proposal* sampai dengan selesainya skripsi saya, saya akan *menyusun sendiri skripsi saya*, tidak dibuatkan oleh siapapun.
2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing
3. Saya tidak akan melakukan *penjiplakan* (plagiat) dalam menyusun skripsi ini.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1,2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, 31 Desember 2021
Yang Membuat Pernyataan

Achmad Pangeran AdhyPutra

MOTTO

THE ONLY THING THAT CAN HELP YOU IS YOURSELF NOT HIM, THEM,

OR ANYONE ELSE AND EVEN YOUR SHADOW WILL LEAVE YOU IN THE

DARKNESS

DEDICATION

In the name of Allah, I dedicate this thesis to:

my beloved mother, Hasnah and my lovely sister

All of my friends

You are my greatest gift

Thank you for being my support system.

ABSTRAK

Pembelajaran asinkron adalah pembelajaran yang terikat secara mandiri (ruang dan waktu). Peserta didik dapat berinteraksi dengan materi yang diberikan oleh guru dan satu sama lain pada waktu yang telah ditentukan atau disepakati. Kegiatan diskusi, contoh pembelajaran asinkron. Setiap siswa dapat memposting pemikirannya, pada waktu atau hari yang telah ditentukan, dan siswa lainnya dapat mengomentari postingan tersebut. Pembelajaran asinkron memberikan banyak daya tariknya. Secara tradisional, siswa perlu hadir secara fisik untuk terlibat dalam pembelajaran dengan siswa lain.

Pertanyaan penelitian dalasm penelitian ini Seberapa efektifkah pembelajaran di kelas dengan menggunakan pembelajaran asynchronous dengan tujuan untuk mengetahui keefektifan pembelajaran di kelas dengan mengamati kemampuan siswa dalam menerima dan memahami suatu materi dengan metode asynchronous. Metode penelitian dalam penelitian ini menggunakan metodologi deskriptif kualitatif. Metode penelitian kualitatif deskriptif merupakan metode penelitian non eksperimen yang relatif mudah. Metode penelitian ini digunakan untuk mendeskripsikan data kualitatif yang diperoleh berkaitan dengan keadaan subjek suatu populasi. mahasiswa pendidikan bahasa Inggris di Universitas Muhammadiyah Makassar. menurut Fraenkel (1994), adalah pemilihan sampel di mana peneliti menggunakan penilaian yang mereka rasa akan menghasilkan data yang diperlukan. Instrumen penelitian dalam penelitian ini menggunakan kuesioner dan wawancara.

ACKNOWLEDGEMENT

بســـــــــمالله الرحمن الرحيم

Alhamdulillah Robbil Alamin. The researcher expresses her highest gratitude to the almighty Allah SWT, who has given guidance, blessing, and mercy to his in completing this thesis. Salam and Shalawat are addressed to the final, chosen, religious messenger, the prophet Muhammad S.A.W.

Further, the researcher also expresses sincerely deepest gratitude to her beloved parents for their prayer, financial motivation and sacrifice for his success, and their love sincerely and purely without time.

The researcher realized that in carrying out the research and writing this proposal, many people have contributed their valuable suggestions, guidance, assistance, and advice for the completion of this proposal. Therefore the researcher would like to acknowledge them.

1. Prof.Dr. H. Ambo Asse, M.Ag, the Rector of Muhammadiyah University of Makassar.

2. Erwin Akib, M.Pd., Ph.D., the Dean of FKIP UNISMUH Makassar.

3. Dr. Ummi Khaerati Syam, S.Pd, M.Pd, the head of English Education Department of FKIP UNISMUH Makassar, who gave his valuable authorities and suggestion in doing this thesis.

4. My biggest thanks to Erwin Akib, M.Pd., Ph.D. as my first supervisor who has given their valuable time and patients, to support assistance and guidance to complete this thesis.

5. My biggest thanks to Muhammad Zia Ulhaq,S.pd.M.TI. as my second supervisor who has given their valuable time and patients, to support assistance and guidance to complete this thesis.

6. My greatest thanks to my parents as a supporting system in all conditions.

7. Finally, for everyone who has given the valuable suggestions, guidance, assistance, and advice to complete this thesis may Allah S.W.T. be with us now and happily ever after.

Amin.

Billahi Fi Sabillil Haq Fastabiqul Khaerat

December 31th 2021, Makassar

The Researcher

Achmad Pangeran AdhyPutra

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

This chapter provides a brief explanation about research background, research questions, objectives of the research, significance of the research, scope and limits of the research.

A. Background of The Study

Language has an important role in the intellectual development, social and emotional relationships of students and is one of the determinants of success in learning various fields of study, and help students get to know themselves, their culture, and even the culture of the people around them, express ideas and feelings, participate in the community that uses the language, make personally and socially responsible decisions, discover and use internal analytical and innovative abilities, (El. R Johnson 2009).

English is a tool used to communicate orally and in writing. The definition of communication is understanding and expressing information, thoughts, feelings, and developing science, technology, and culture by using the language. The ability to communicate in a complete sense is the ability to discourse. In this modern era, English language has become an international communication tool that is almost used in various countries, even in all aspects of the work profession, Joseph (2004). Therefore, English is considered to play a role in building communication in the world of work.

Asynchronous learning is learning independently bound by (space and time). Learners can interact with the material provided by the teacher and with each other at a predetermined or agreed time. A discussion activity, example of asynchronous learning. Each student can post the thoughts, at the time or day that has been determined, and other students can comment on the post. Asynchronous learning provides much of its appeal. Traditionally, students need to be physically present to engage in learning with other students, now, students can engage with each other in various ways using several e-learning applications including, Whatsapp, Google classroom and various other applications, Perveen A (2016).

Indonesia is one of the countries where the internet connection is fairly slow, but with this shortcoming, tutors from various parties don't just accept this deficiency, but they take advantage of what can be used to present something more than that deficiency, so they build e-learning based on -learning with various models available. where learning like this uses an internet connection, with a low-high connection (Asynchronous) Flaviu Cristian (1995). where this option is very suitable for readers or audiences who have low speed internet connections from various regions and communities in facilitating the teaching and learning process.

The impact of the Corona Virus Disease 2019 (Covid-19) pandemic requires educational institutions to carry out learning activities through online distance learning methods using e-learning. According to Fahmi, M.H & Cipta B.S.I (2020) that in the current era, educational institutions that have been using direct communication in offline learning (face-to-face) have now switched to learning by using various online media form of communication network. Some

communication media in e-learning can only run in synchronous or asynchronous mode, others can run in both modes.

This study is aimed at knowing more about the effectiveness of educators and students (students) in choosing the type and communication media used in the e-learning process in the implementation of distance online learning. Quantitative methods with observation design are used to describe and compare the functions, advantages and disadvantages of each of the communication media and to see the preferences for using communication media in online distance learning.

So the conclusion is that asynchronous learning makes performance between educators and students more efficient, and students can carry out or follow the learning process without having to face to face to be online at the same time, so asynchronous brings a high level of flexibility for e-learning. Then the nature of participating in asynchronous is the key in online learning (Online). This allows students to be able to combine educational time with family, environment and other responsibilities.

Participants can easily log in to the e-learning platform from any virtual location in convenient conditions and then download shared documents and send emails to their peers or to teachers. Students also have the opportunity to spend time doing assignments that have been assigned and scheduled. So that students have more time to reflect on the material they are learning which means they tend to be able to understand it thoroughly.

B. Research Question

The present study seeks to answer the following research question

1. How effective is classroom learning using asynchronous learning?

C. Objective of the Study

Related to the research questions, the objective of the study are:

1. To determine how effective classroom learning using asynchronous learning.

D. Significance of the Study

The results of this study are expected to provide theoretical and practical contributions.

1. Theoritical

The findings of this study can reveal the extent of student development and the contribution of lecturers in the English department in the online learning process using asynchronous learning learning methods so as to create an effective learning atmosphere for students and lecturers of the English department. University of Muhammadiyah Makassar.

2. Practical

Students can become more aware of their own assumptions and practices in the classroom regarding the effectiveness of the learning process. Can improve students' understanding significantly in learning English.

In addition, lecturers can become more aware of their own assumptions and practices in class about giving and delivering material to students. Similarly, this research can increase students' awareness and understanding of the concept of online learning so that Finally, all of this can help encourage an effective learning process in today's era in higher education.

E. Scope and Limitation

To avoid misunderstanding the problem in this study, it is very important for researchers to limit the problem. The scope of this research area focuses on students' understanding of receiving material provided by the lecturer through an asynchronous learning system, namely by using the Google Classroom and WhatsApp applications. because whatsapp and google classroom are one of the applications that are often used in the learning process which is asynchronous learning or can be called indirect learning. The limitation of this study is that the researcher only took one English Education class at the Muhammadiyah University of Makassar as a participant and took one of the English lecturers in that class at the University of Muhammadiyah Makassar to reach out to these students in achieving involvement in the learning process in the classroom.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

In the study, it is necessary to include a review of previous studies to avoid replication. Several studies have been conducted to determine the perceptions of students aand lecturers about the application of asynchronous learning systems in learning. Here, the researcher explains about students' perceptions in understanding a material given in the following asynchronous learning process according to other studies.

1. Narayana (2016), conducted a study in which this study focused on the Synchronous and Asynchronous learning techniques used, seen from the results used and the quality of the information obtained, where the value of the evaluation results and the quality of knowledge obtained can have a significant influence on the learning methods used. Where this research was be conducted to see whether there is an effect of implementing Synchronous and Asynchronous learning based on the results of the evaluation of learning and knowledge collect. In this scenario, testing the learning outcomes of a sample of five subjects completed using the average of each subject shows that The Synchronous learning approach averages outperforms the Asynchronous learning method by 2.2 points. The results obtained from the distributed questionnaires, from the four measured factors, it is known that all get good results from the Synchronous and Asynchronous learning methods,

and the respondents stated strongly agree that the approach obtained results that were not significantly different.

2. Dian Wahyuningsih (2017), concluted the study with the purpose of this research is to promote in learning interaction at Yogyakarta State University by utilizing asynchronous communication. This action research in the classroom was conducted in two cycles. This study included 32 students from UNY's Education Technology Study Program who took the Web-Based E-learning Development course during the 2015/2016 academic year. The information was gathered by interview techniques, check lists, and documentation, and it was then evaluated descriptively utilizing percentage methodologies. The findings revealed that improving learning interaction through asynchronous communication in the construction of web-based e-learning development courses at the TP UNY.

3. According to Arif Budiyanto (2015), research on a courage-based learning system, the teaching and learning process in an academic environment with good facilities has a significant impact on the results and quality of learning. People's desire to attend school is growing in tandem with the advancement of the times and professions. The availability of places and educational facilities would be impacted by increased demand for education services. There must be adequate facilities for the amount of students. To overcome the limits of educational facilities, the e-learning-based learning process becomes a possibility. When compared to classroom learning, process learning with e-learning is no less successful.

4. In contrast thesis by M.Fahmi (2020) , The impact of the Corona Virus Disease 2019 (Covid-19) pandemic necessitates the implementation of Learning from Home (BDR) activities via the online distant learning technique (PJJ daring) employing e-learning by educational institutions. Educational institutions that previously relied on direct communication for learning have shifted to learning through internet media (mediated communication). Some e-learning communication media can only be used in synchronous or asynchronous mode, while others can be used in both modes. The purpose of this study is to ascertain educators' and students' preferences for the kind of communication media utilized in e-learning in the implementation of BDR. Today's learning process mostly employs a hybrid communication approach that blends synchronous and asynchronous communication. Educators examine numerous aspects while selecting communication medium for PJJ daring (e-learning), including data quota consumption, user friendliness, network infrastructure circumstances, and compliance to learning activities. As a result, educators and students have strong preferences for various applications such as Whatsapp, Google Meet Microsoft meeting, Zoom Meet and Google Sheet

5. M Rajesh (2015), conducts research and observations on the evolution of information technology, which may be unavoidable in this era of globalization, one of which is the advancement of internet technology in all disciplines, including education. As an educational institution, creative insan vocational school faces challenges in transforming traditional education into

digital form. These challenges include a lack of communication time between teachers and students, the difficulty of finding information or the material being taught, and the difficulty of teachers in delivering the material to students. Because of this, the E-Learning system focuses more on providing educational and training materials for learning Learning assessments are conducted out. And communication between students, teachers, and students with teachers in order for them to interact with one another.

6. W. Setyaningrum (2014), The purpose of this research is to promote learning interaction at Yogyakarta State University by utilizing asynchronous communication. This action research in the classroom was conducted in two cycles. This study included 32 students from UNY's Education Technology Study Program who took the Web-Based E-learning Development course during the 2015/2016 academic year. Data were obtained using interview procedures, check lists, and documentation, then descriptively analyzed utilizing percentage approaches. The findings revealed that boosting learning interaction in web-based e-learning development courses at the TP UNY Study Program was accomplished through the use of asynchronous communication.

7. The key issue in Dewi Sri Rahmatiah (2020), research is whether online learning with an effective asynchronous learning method is implemented at UPT SPF SMP Negeri 53 Makassar. The purpose of this study is to determine the effectiveness of online learning with the Asynchronous method Learning in Indonesian subjects for class VIII.C UPT SPF SMP Negeri 53 students

Makassar using the school's KKM completeness measure. This study is a qualitative descriptive one. Data was collected using the following methods: observation, interviews, and student learning outcomes. According to the findings of this study, the learning outcomes of class VIII.C students in the even semester were shown to be the best.

The differences between these studies are the objectives, subjects, and methodologies. In other studies, the focus is on one aspect, namely the practicality of providing material in the current online era for teaching staff, while this study focuses on the effectiveness of giving and receiving material to students, namely English education students themselves so that with the asynchronous method they can provide understanding to students / students who are better and easier to understand so as to create a functional class for both the give of the material, namely the lecturer and the recipient of the material, namely the student.

The subjects of this research are students of English Education. While in other studies, The research design applied in this study was an observational design with qualitative descriptive research methods to test the perceptions students of English Education about the effectiveness of the application of an online learning system using asynchronous learning.

In conclusion, this study is different from previous research. In this study, the researcher wanted to know the level of effectiveness of online learning using asynchronous learning that was applied in the English Education class and the use of group learning applications such as Google Classroom and Whatsapp for

students, namely the English Education lecturers themselves in the classroom, because the WhatsApp and Google Classroom applications had several features that really support the learning process in the classroom and are very easy to access by students so as to facilitate and streamline the course of learning.

B. Some Pertinent Ideas

1. Asynchronous

a. Definition of asynchronous learning

Asynchronous learning is an e-learning or dare approach that uses learning management system (NGO) capabilities to let students to access teaching materials/modules/content without having to meet face-to-face or speak directly with the teacher. Asynchronous learning can include content, discussion forums, assignments, quizzes, and other activities (Nasution, 2020: 31-32).

Asynchronous e-learning is similar to synchronous e-learning in that a learner-centered approach that uses online learning materials to promote the sharing of information across network of people independent of time and place constraints. Asynchronous e-learning is makes use of computer-mediated communication (CMC) to deliver on the promise of anytime and anywhere, learning via asynchronous online discussions. Asynchronous learning is learning independently bound by (space and time). Learners can interact with the material provided by the teacher and with each other at a predetermined or agreed time. A discussion activity is one example of asynchronous learning. Each student can post thoughts, at the time or day that has been determined, and other students can

comment on the post. Asynchronous learning provides much of its appeal. Traditionally, students need to be physically present to engage in learning with other students. now, students can engage with each other in various ways using several e-learning applications including, Whatsapp, Google classroom and various other applications Hendra Wicaksono (2017).

Stefan Hrastinski 2008 (in Setianto, 2020), states that online learning is shared into two types, namely synchronous learning and asynchronous learning. The first term refers to real time activities in online learning.

MacDonald and Creanor (in Sutriyanti, 2020), explain that asynchronous learning means communication activities that do not require all students to be online simultaneously, The most common example is online discussion forums where Asynchronous learning can be done when the student or teacher is offline (inactive) This Asynchronous learning method has a weakness that allows the open forum is not real time, there is miscommunication language or writing that cannot be simply accepted by the reader and requires Internet connection. This learning can also lead to feelings of isolation, because it doesn't there is a real interactive educational/learning environment.

Indonesia is one of the countries where the internet connection is fairly slow, but with this shortcoming, tutors from various parties don't just accept this deficiency, but they take advantage of what can be used to present something more than that deficiency, so they build e-learning based on -learning with various models available. where learning like this uses an internet connection, with a low-

high connection (Asynchronous), where this option is very suitable for readers or audiences who have low speed internet connections from various regions and communities in facilitating the teaching and learning process.

b. Strengths and weaknesses of asynchronous learning

Asynchronous learning, on the other hand, can take place even when the student or teacher is not connected to the internet (inactive). Asynchronous learning is exemplified through courses and communications given over the web, email, and messages presented in community forums. Instead of surfing online only for interactive classes, students will frequently finish their own lessons and merely utilize the internet as a support tool. Students can complete the curriculum at their own pace. Students who lack motivation to do their own work, on the other hand, will believe that Asynchronous learning does not provide major benefits. Because there is no real-world context for this learning, it can also contribute to feelings of isolation. There is no truly interactive educational/learning environment. Part The majority of online learning information is typically delivered using Asynchronous technology to distribute instructional materials, post dates and times, provide access to online resources and libraries, and so on.

c. Difference between asynchronous and synchronous

Synchronous learning is a learning-oriented and facilitated encounter in which direct, real-time, and usually scheduled instructions are given. Synchronous learning differs from traditional lectures, product demonstrations, and other

information delivery activities. Synchronous e-Learning is synchronous learning that is accomplished through the use of electronics, particularly computers and the Internet. Synchronous e-Learning can be implemented in a variety of ways, one of which is to use the Virtual Classroom concept (VC).

Weakness If video conferencing is in nature, it requires a hefty network and quota. The effectiveness of learning management becomes a difficult part if it cannot be managed properly. Interaction and feedback are limited due to limited time duration.

2. Online Learning Flexibility

Online learning is learning that requires networked internet with accessibility, connectivity, flexibility, and the ability to bring up various types of learning. According to Zhang et al., (2004) found that the use of the internet and multimedia technology can help the students to learn and understand faster and that too can be used as a substitute for traditional classroom learning. Online learning (online) is learning that it brings together students and lecturers to conduct learning interactions with the help of the internet.

E-learning (Electronic Learning) combined with web 2.0 applications can be used as an alternative solution for teaching at Indonesian universities because all teaching and learning processes can be carried out without direct face-to-face contact, allowing us to learn without being limited by distance or time. By utilizing the internet, especially web 2.0 applications, lecture materials can be sent in real time so as to speed up the learning process Ghali et.al (2009). Submission

of material from teachers can be done by video conferencing and can also be via chat. This certainly provides a two-way interaction between teachers and students, when there is Questions or materials that are not understood can be directly asked online.

This technology offers new opportunities for lecturers and students to increase engagement in the teaching and learning process (Thompson, 2007). Web 2.0 allows users, not only to read information but also to produce products and interact with other users. Of course, the opportunity to use web 2.0 can also be synergized with the teaching and learning process in universities (Susan, 2010). Web 2.0 utilities such as wikis, blogs, social bookmarking sites and others can be used to support lectures (Milne, 2007).

E-learning, as a new paradigma in modern education, provides an alternate learning model/face-to-face instruction. Simply put, e-learning is the study of how to use electronic media to improve one's knowledge and performance. Studying through e-learning critical to development of the education sector in Indonesia, particularly as part of an attempt to enhance equity and access in education, particularly in the education domain.The use of e-learning in education is closely related to the concept of ongoing education, which leads to continual professional education However,higher education in Indonesia is still lagging behind in terms of implementing learning-based technological technologies. Several studies that have been conducted, E-learning, often known as electronic learning, is becoming increasingly popular as a means of addressing educational issues in both

developed and developing countries. Many various names are used to describe e-learning, but in general, e-learning is learning that uses electronic services as media and instruments. Electronic learning, sometimes known as E-learning, began in the 1970s (Waller and Wilson, 2001). On-line learning, internet-enabled learning, virtual learning, or web-based learning are some of the terminology used to communicate opinions/ideas concerning electronic learning.

E-learning is defined as the use of computers to improve the quality of learning, including the use of mobile technology such as PDAs and MP3 players. Web-based and hypermedia teaching materials, multimedia CD-ROMs or web sites, discussion forums, collaborative software, e-mail, blogs, wikis, computer aided assessment, educational animation, simulations, games, learning management software, electronic voting systems, and others are also used. It can also be a mix of several media (Thomas Toth, 2003).

E-learning is defined as an asynchronous learning activity conducted using computer electronic devices to receive learning resources that are appropriate for their needs. According to Darejan Gladze (2015), E-learning is the use of internet technology to give a sequence of solutions that can improve knowledge and abilities. Darin E. Hartley, E-learning is a method of teaching and learning in which educational materials are delivered to students via the Internet, Intranet, or other computer network medium. E-learning is a teaching and learning concept that permits the transmission of teaching materials to learners via the internet, intranet, or other computer network media, as well as other electronic devices that can help the learning process. However, in most people's minds, E-learning is

always associated with the use of the internet, which allows for remote learning that is not limited by place or time. In regard to this, E-learning can be interpreted as a new learning technique that is tailored to the evolution of the digital information era.

C. Conceptual Framework

The conceptual framework of this research can be present as follow:

Online Learning Flexibility

Asynchronous learning

Descriptive Qualitative Method

Interview

The effectiveness of the learning process in the classroom using asynchronous learning

Figure 2.1 Conceptual Framework

Based on the conceptual framework above, the researcher wants to know how effective learning in the classroom is by using asynchronous learning methods for students, and to see the level of student understanding in receiving material using asynchronous learning. So this framework presents how researchers use and implement qualitative descriptive methods, with a conceptual arrangement. Researchers prepare data collection based on questionnaires and interviews and it is hoped that researchers can find out students' perceptions of the asynchronous learning method after implementing the conceptual framework above.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research method uses a qualitative descriptive methodology. Descriptive qualitative research method is a non-experimental research method that is relatively easy. This research method is used to describe qualitative data obtained related to the state of the subject of a population, research is carried out to test the effectiveness of the learning process in the classroom using the asynchronous learning method at a university, namely in the English language education department, through descriptive research, an overview of the status of the subject being studied under certain conditions will be obtained. The subjects studied were students of English education, while the condition was related to the effectiveness of the learning process in the classroom, especially students' understanding of receiving the material.

The instrument of qualitative descriptive research method that is often used is a questionnaire containing several questions related to perceptions or views of the problem being studied, besides the questionnaire, interview guidelines are also used so that the research results are more accurate and maximal. In this study, the researcher will use interviews as a collection of data and information related to the problems being studied, several questions will be given to students which will be the basis for finding the results of the research.

B . Research Subject

The participants in this study were students of English education at the Muhammadiyah University of Makassar. They are class 2019 students. A total of 10 students were selected as research subjects by researchers.

Random sampling was used by the current researcher. Simple Random Sampling, according to Sugiyono (2001), Simple random sampling is a simple sampling method because sampling from a population is done randomly without regard to the strata that exist in the population. As a result, researchers believe that students in the classroom can provide data about perceptions about asynchronous learning is a way of independent learning and is quite effective in applying it in the learning process in the classroom. In addition to the idea that these participants will provide useful data, class participants are also easily accessible. This participant data in the form of results from interview questions is considered capable of meeting the required data. As a result, researchers are not required to recruit the entire population as study participants.

C. Research Instrument

Researchers used data collection methods in accordance with the research problem. In the following, a description of the data collection strategy will be given;

1. Interview

Research instrument is the interview guide. Used to answer research questions. Broadly speaking, the interview guide can be divided into three

(Kristanto, 2018) The data collection approach used in this study was to collect the results of observations and interviews. The researcher will provide several interview questions that contain the asynchronous learning process using google classroom, then the results of the researcher's interviews with several students will be a source of data that will complement the results of the study regarding the level of effectiveness of using asynchronous learning methods.

E. Technique of Data Analysis

According to Sugiyono (2017: 244), data analysis is the process of finding and systematically arranging data obtained from observations, interviews, results by organizing the data into units, choosing meanings what is important and what will be studied, and drawing conclusions that are easily understood by self and others. The Miles and analysis model Huberman (in Yuliana, 2020) was used to analyze research data, which consists of three stages: data reduction, data display, and drawing and verifying findings. Stage of research data analysis.

Data reduction is the process of gathering all of the necessary information from multiple sources, the findings of observations, interviews, and filling out student surveys, followed by data grouping.

The second stage is data display, which is done to facilitate subsequent actions. This study offers data in the form of descriptive descriptions and analyzes it so that there is an interaction relationship between data sources.

In the third stage, the researcher came to find and verify them by drawing inferences from the data that was collected at the start and comparing them to the notes and observations made by the researchers during the study activities.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the researcher presents the research findings. This study discusses the problem of student flexibility in asynchronous learning about how teachers deliver material to students that is easily accessible by most students and easy to understand using the google classroom application so that this research can provide an overview of the learning system that is widely applied today in the Department of English Education, University of Muhammadiyah Makassar. which is applied in the classrooms of the Muhammadiyah University of Makassar. This study presents the findings obtained from interview data with 10 questions containing student opinions regarding asynchronous learning.

This study uses an online application to obtain data from respondents, namely the google classroom application. This study gave several questions to the respondents then the respondents answered the questions with a voice note on whatsapp to get data and responses to the questions given which would then be attached as documentation.

1. How effective is classroom learning using asynchronous learning

a. **Student`s Interview**

For research questions, student interviews were conducted to find out how the asynchronous learning process was applied in classroom learning. A semi-

structured interview sheet with 8 questions was given. Interviews helped obtain in-depth data about students' perceptions of how effective asynchronous learning was in English education classes, especially in the use of the Google Classroom application in the learning process, which is currently quite widely used because the Google Classroom application has many features that support the learning process and are easy to use. access by many groups, especially by students. The researcher took ten fifth semester students of the 2019 class who are currently studying in English education classes to take part in interviews. The results are presented in this section.

From the results of the interviews, most of the participants stated the same statement about their perception of how to implement asynchronous learning in English education classrooms. several participants stated that the implementation of learning with the asynchronous method was quite good, especially the use of the Google Classroom application because of the many features that can be used to support the effectiveness of learning in the classroom, the ease of access to the operation of the application, the ease of understanding the material given by the lecturer to the students, giving a lot of time to the students. in doing assignments independently, and providing additional knowledge in the use of technology, although there were some students who stated about several acquaintances, one of which was network access for students who live far from urban areas where network access is minimal, student statements are cited as evidence of findings.

Question 1

Researcher	: Did you get a much better score than before during of the online learning system using WhatsApp and Google Classroom features?
Student 1	: I think yes use of whatsapp and google classroom applications is very effective in online learning because I can get a much better score while using this application.
Student 2	: Yes, because it has advanced several features, such as voice notes, camera, collection of assignments that have been given a due date and several other features.
Student 3	: At first, yes, I got this because for six months of studying in the first year I got a good score and after online learning the score I got decreased.
Student 4	: I think yes, because of the level of laziness and also not on time which makes students get high scores compared to offline learning.
Student 5	: Yes, because using this application is so easy to understand and clear that we can easily collect the task and raise the score.
Student 6	: Yeah, I got more score than ever.
Student 7	: Just the same, In my opinion, the score is the same when offline and online. It's just the aspect of the assessment that is different. Moreover, in the Google Classroom application, students are required to be smart in managing time so as not to exceed the specified time limit. So, google classroom makes students more disciplined in this case online learning.

Student 8   : Not sure because I started college in 2020, an online school has been implemented, it's a bit difficult to make a score comparison between online and offline learning.

Student 9   : Of course, yes, because many students can be accessed through all the features provided during online learning.

Student 10   : I think both of them are the same they have their own judgment aspect.

Statements from several students indicated that learning using the Google Classroom application had a considerable impact on the effectiveness of learning, according to him it was very helpful to improve their learning and grades, some students said they were quite sure of this. it is evident from the number of ten students who were interviewed even more who said that asynchronous learning was very helpful in increasing their grades, when compared to the previous face-to-face learning which gave a lazy effect to some students which greatly influenced the value of student attendance in following learning process.

Second, student interview data stated that they had few obstacles in terms of limited distance, time and limited resources to access learning optimally in learning when they were in areas that were quite far from urban areas, where network access was one of the obstacles. evidenced by the student's statement. Student statements are cited as evidence of the findings.

Question 2

Researcher : How effective is the current online learning process with the various features used?

Student 1 : Quite effective, because all the features used also depend on the good and bad network.

Student 2 : It's been very effective because it is equipped with several advanced features, such as voice notes, a camera, a place for collecting assignments that have been given a due date and several other features.

Student 3 : Very effective, because each feature does not worsen the effectiveness of the learning process, for example, students want to activate the camera or not, students still get good grades.

Student 4 : in my opinion it is not very effective even though the application used is sophisticated and instant but in my opinion it is not effective when learning offline.

Student 5 : Quite effective, because all the features used also depend on the good and bad network.

Student 6 : Not bad, if the network in the area is supporting.

Student 7 : Face-to-face learning is much more effective (offline). This is because students directly ask questions in response to something that is a concrete topic of discussion. And the absorption of students' understanding is much higher than using smartphone application features (online).

Student 8   : 70% to the first network state, the two students can take the opportunity to not pay attention to the online class.

Student 9   : less effective many students do not understand and take learning lightly.

Student 10   : I don't think it is more effective than offline learning because there are several disadvantages of online learning especially in learning process.

From what the students said, they revealed the limitations of time, distance and inadequate resources if they were in a place far from urban areas, but many of them said that asynchronous learning was very efficient to use because it had flexibility in accessing it. This finding is supported by the number of students who feel more efficient online learning using asynchronous learning through some interview questions given.

b. Google Classroom

English education student class of 2019 who stated that online learning with asynchronous learning method using Google Classroom media as a forum for the process learn how to teach.

≡ Syntax 5B ⌄ 📱 ⋮   ← ⋮

Berhubung bapak telat post Waktu berkomentar
diperpanjang 13.00 - 18.00

Primary Handbook

Demikian

Tugas Harian

Komentar kelas

Phrase markers

F Nur izzatul Auliya
Nur Izzatul Auliya hadir sir

Exercise 1

V. Hasyiah Alifah
Hasyiah Alifah hadir sir

A Andi alqadri Azizi
Andi Alqadri Azizi hadir sir

Pretest

Al wahyu
Al Wahyu Tr. hadir sir

R WAFIQ NUR AZIZAH

X Annisa Nurul Shaesarani
Annisa Nurul Shaesarani

S Annisa Amelia Putri
Annisa Amelia Putri Hadir sir

Q Juswan Alan
Juswan Alan, Hadir sir

Google Classroom is utilized efficiently in English education classes since

students and lecturers may readily access it based on the needs of the lectures.

Student learning outcomes, which are improving day by day through assignments

and quizzes, demonstrate the effectiveness of English Education Lectures

Rahmanto M.A. (2020). In this application, it is also available for students to do

personal communication to teachers and vice versa supported with various

features that can be useful for users, ranging from send and receive in the form of

images, sounds, files, and even videos. then students and lecturers of English

education at the University of Muhammadiyah Makassar also use this feature in

the teaching and learning process. The use of private chat can be seen that

students and teachers can communicate directly via private chat used for collect

assignments or can ask directly if there is material that is lacking understood by students.

Picture 4.2 Beberapa mata kuliah menggunakan google classroom

The learning process in English education in the class of 2019 is quite a lot of courses that implement asynchronous learning learning systems, one of which is by using the Google Classroom application as shown above which shows that there are still many courses that use the Google Classroom application as a learning medium.

B. Discussion

Based on the actions taken by the researcher, the results of the research interview showed that in the online learning process in the class of 2019 English

education class,Universitas Muhammadiyah Makassar uses the Google Classroom media application which in learning english focuses on using the method. asynchronous Learning with google class room application media because make it easier for students who have network and quota constraints to using the Zoom app. (Erlan Darmawan, 2018) Asynchronous learning is independent learning, students can interact with each other with the materialprovided at their chosen time. the google classroom application that is used to communicate between lecturers and students is good through class groups or individually. Use of this application in learning, that is students will be given assignments through direct orders from the lecturer which is usually through a predetermined google classroom, be it in the form of word or power point, learning as well as in the form of pictures and students will answer the lecturer's questions by sending answers according to orders given by the lecturer. Such as collecting assignments in the form of images, pdf files, as well as powerpoints. This application is also the most common application used by most people and easy to access so of course familiar with the application.

Knowing the importance of asynchronous learning systems and their impact on learning, students must have extra effort to be able to adapt in the online learning environment, students must also be trained to be independent in learning English by using the right strategy, namely asynchronous learning.A discussion thread is an example of an asynchronous learning. based on the findings, this section explains and interprets the findings by analyzing and

reflecting on the related literature review to gain a deeper understanding of the findings.

1. How effective is classroom learning using asynchronous learning

The results of interviews with several students revealed that the online learning process using asynchronous had a good impact on the effectiveness of learning. lecturers apply independent learning to students by giving assignments to be done through the google classroom application that has been instructed by the lecturer. This finding is supported by Sahran, S & Sabara (2019), which states that Google classroom was actually designed to facilitate and facilitate interaction between lecturers and students in virtual world during online learning. one of the best ways to implement an effective learning process in an English class is to make students able to understand the material well enough. students will eventually become quite diligent in attending class and get good grades. the use of the asynchronous learning method in the class of 2019 in the fifth semester of English education from the results of interviews conducted by researchers by ten students who had been appointed as resource persons said that it was easier for them to access the learning provided by the lecturer through the asynchronous learning system, namely using the Google Classroom application, but there were there are also some who say they are not sure about its effectiveness because the 2019 class conducts lectures online more than offline, there are also some who say that online learning is very easy to access and more efficient in managing time so that learning can run well, but cannot be deny that there are some conditions that

are slightly less favorable for online learning, namely areas that are far from urban areas so it is a little difficult to reach them.

Judging from the number of English education courses, especially the fifth semester of 2019, quite a lot of them use asynchronous learning learning systems using the Google Classroom application, so it can be concluded that asynchronous learning using Google Classroom is quite effective for students to see from some of the results. student interviews about this through the Google Classroom application it is assumed that learning objectives will be easier conscious and meaningful. Because of that, the use of Google Classroom actually makes it easier for teachers to manage learning and convey information appropriately and accurately to students (Hakim, 2016). Through learning with blended learning, students feel comfortable and active in building his knowledge. Teachers can take advantage of various features found in Google Classroom such as assignments, assessments, communication, time costs, archives, mobile apps and privacy courses.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the data obtained in the findings, this study focuses on the effectiveness of asynchronous learning which is applied in the classroom. The respondents of this study were 10 students of the 2019 academic year in the English education class at Muhammadiyah University of Makassar. The instrument used in this study was an interview. Based on the findings that have been discussed in this study, provide conclusions:

1. How effective is classroom learning using asynchronous learning

Based on the results of research and discussion of data collection which is the focus of this research, namely the effectiveness of online learning with the Asynchronous Learning method in English education at the Muhammadiyah University of Makassar which has been described in the previous chapter, it can be concluded that when viewed from the results of interviews with students of English education semester five semesters of 2019 in online learning in odd semesters, it can be said that online learning is effective because of the data obtained by many existing courses using asynchronous learning methods in learning, namely by using Google Classroom as a learning application that is often used because it has many features that greatly support the effectiveness of learning and some student opinions from interviews regarding the effectiveness of online asynchronous learning. They said that the online learning method used,

namely asynchronous learning with Google Classroom media, really helped make it easier for teachers and students in the learning process. but when viewed from the various problems faced, it can be said that online learning is still less effective and must continue to be improved and reconsidered both from the lecturers and from the students so as to create a much better learning atmosphere. This is what is expected by English education students so that not only Google Classroom will be the choice in the learning process but it is hoped that in the future the learning system will use more effective and sophisticated E-learning applications so that teacher and student knowledge about learning methods and online media or technology can continue.

B. Suggestion

Based on the findings of the research entitled Problems of Student Flexibility in Asynchronous Learning at the Department of English Education, Muhammadiyah University of Makassar, the authors propose that the learning system used in the classroom can be improved in this case to achieve learning effectiveness and comfort for students, lecturers, and students and continue to improve competence in the field of technology utilization so that lecturers and students can take advantage of Google applications and features in the learning process, the requirements for the right study schedule and must be understood by all students so that students can make preparations beforehand, of course in this era technology has become increasingly sophisticated. can be used in the teaching and learning process in order to create more effective classes and students must pay more attention to learning so as not to miss the latest updates regarding

attendance and assignments given by lecturers, it is necessary to build student motivation to study online because lecturers cannot direct students directly, students must study independently and for future candidates if researching with the same theme the researcher must be more diligent and diligent at the time of data collection, so that the data obtained answer what is the focus of the research.

BIBLIOGRAPHY

Coogle, C. (2015). Synchronous and Asynchronous Learning Environments of Rural Graduate Early Chilhood Spesial Educators Utilizing Wimba and Ecampus. *MERLOT Jurnal of Online Learning and Teaching Vol.11,No.2 June 2015, 11*, 173-187.

Darmawan, E. (2018). Implementasi Model Pembelajaran Asynchronous Dalam Perancangan Aplikasi Simulasi Panduan Pecinta Alam Berbasis Android. Cloud Information, *3(2)*.

Devito, J. A. (2004). The Interpersonal Communication Book. *FIFTEENTH EDITION*, 1-20.

Fahmi, M. (2029). Pengembangan Blended Learning Berbasis Moodle. *Fahmi, M. H., & Cipta, B. S. I. Jurnal Teknologi Terapan: G-Tech,*106-113.

Gladze, D. (2015). Using The Inernet and Computer Technologies in Learning/Teaching Process. *Jurnal of Education and Practice*, 1-4.

Hakim, A. B. (2016). Efektifitas Penggunaan E-Learning Moodle, Google Classroom Dan Edmodo. *vol, 2*, 1-6.

Johnson, E. R. (2009). *Academic language academic literacy!: a guide for K–12 educators*. Corwin Press.

Joseph, D. (2004). The practice of design-based research: Uncovering the interplay between design, research, and the real-world context. *Educational psychologist, 39*(4), 235-242.

A., Kristanto, D., & Triyono, G. (2021). Optimasi pembelajaran daring siswa dan guru di masa pandemi Covid-19 menggunakan Google Classroom pada PKBM Bhakti Asih. *KACANEGARA Jurnal Pengabdian pada Masyarakat, 4*(2), 239-246.

M.Rajesh. (2015). Student Retention In An Era Globalization. *Jurnal of Distance Education Vol.12 No.2*.

Milne, P. (2007). Motivation, incentives and organisational culture. *Journal of knowledge management*.

MacDonald, J., & Creanor, L. (2017). *Learning with online and mobile technologies: a student survival guide*. Routledge.

Narayana, W. G. (2016). Analisis Terhadap Hasil Penggunaan Metode Pwmbwlajaran Synchronous dan Asynchronous. *SEMNASTEKNOMEDIA Vol,4 No.1.*

Perveen, A. ((2016)). Synchronusand AsynchronusELanguageLearning. *A Case Study of Virtual University ofPakistan.OpenPraxis.8(1).*

Pranajaya, H. W. (20117). Pemanfaatan Aplikasi WhatsApp (WA) di Kalangan Pelajar (Studi kasus di MTs Al Muddatsiriyah dan MTs Jakarta Pusat). *Prosiding SNaPP2017 Sosial, Ekonomi dan Humaniora, Vol 7. No.1.*

Pujiyono, W. (2012). Integrasi Sistem Pembelajaran Mobile Learning dan E-Learning Beserta Sarana Komunikasi dan Sistem Evaluasinya. *Pujiyono, Wahyu. 2012. Integrasi Sistem Pembelajaran Mobile Learning dan E-LeYogyakarta: Universitas Ahmad Dahlan.*

Rahmanto, M. A. & Bunyamin, B. (2020). Efektivitas Media Pembelajaran Daring melalui Google Classroom. Jurnal Pendidikan Islam, *11(2), 119-135.*

Sabran, S. & Sabara, E. (2019, February). Keefektifan Google Classroom sebagai media pembelajaran. *In Seminar Nasional LP2M UNM.*

Setyaningrum, W. (2014). E-Learning Readlines In Indonesia. *PROCEEDING, 1-10*

Sugiyono. (2017). Metode Penelitian Kuantitatif, Kualitatif Dan R&D. *Bandung: Alabeta.*

Syarifhidayat, P. P., & Wicaksono, H. (2017). Pemanfaatan Aplikasi Whatsapp (WA) Di Klangan Pelajar (KASUS DI MTS AL MUDDATSIRIYAH DAN MTS JAKARTA PUSAT). *Prosiding SNaPP: Sosial, Ekonomi dan Humaniora, 7(1), 98-109.*

Susan Mathew, K., & Baby, M. D. (2011). *Impact of Information Communication Technology (ICT) on professional development and educational needs of library professionals in the universities of Kerala* (Doctoral dissertation, Cochin University of Science & Technology).

Toth, T.(2003).pembelajaran-e-learning-sebagai-salah-satu-strategi-pembelajaran-di-era-digitalisasi. *AthabascaUniversity.*

Thompson., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades. IES Practice Guide. NCEE 2007-4011. *What Works Clearinghouse.*

8. What are your hopes for a much better and more effective teaching and learning process in the future?

Apa harapan Anda untuk proses belajar mengajar yang jauh lebih baik dan efektif ke depannya?

Answer :

Why :

APPENDIX B

TRANSCRIBE

Students Interviews

Question 1

Researcher   : How do you feel about the current online learning system?

Student 1   : I think online learning can be seen from two sides. online learning is quite effective in the current pandemic situation, even if we are at home or elsewhere, we can still follow the learning. On the other hand, there is a lot of free time to do other activities and the remaining time can be used to take care of the house and so on.

Student 2   : In my opinion, the online learning system is not as effective as the face-to-face offline learning system.

Student 3   : Lack of understanding of the material Because the material being explained is sometimes only a few people understand.\

Student 4   : In my opinion, online learning is quite effective and also makes students' enthusiasm for learning grow and be motivated to learn if only in an online system like today because there is no barrier between one another.

Student 5   : The current online learning certainly has both its strengths and weaknesses, but I think it is still effective for online learning with varying methods and applications.

Student 6   : I think the current online learning system is less conducive, as some students tend not to understand what the teacher is saying.

And also some students live in deepening areas where their Internet networks have weak signals.

Student 7 : Flexible, At first I didn't know how to study online, but over time i started to adapt and I got the advantages of online learning, as it can be done anywhere and anytime depending on network conditions.

Student 8 : Interesting, because it is different from the learning process in general.

Student 9 : extraordinary, but there is still a lot that needs to be improved students and students will better understand the benefits of technology or you can call it not technologically stuttering and the drawback is that learning becomes ineffective and the atmosphere in classrooms and online rooms is certainly very different.

Student 10 : quite good because they have advantages and disadvantages by online learning system. For one of the advantages, we can study everywhere and anywhere. And for disadvantage, we got bored to study alone at home.

Question 2

Researcher : What are the difficulties and obstacles experienced in the online learning process?

Student 1 : So far the difficulties I have experienced are only the network which is sometimes not good.

Student 2   : Accessing the room is due to the uneven internet connection in some areas.

Student 3   : network because the network that supports the smooth course of lectures is sometimes good and not good.

Student 4   : difficulties with online, there must be obstacles, especially with the erratic weather, the network is sometimes good, sometimes bad.

Student 5   : The current constraints I face when online learning is an sometimes unstable network, and the government's minimum of free quotas for online lectures.

Student 6   : The difficulties and obstacles of the network, of course.

Student 7   : Bad Network the main problem is the bad network.

Student 8   : network, the network is the most common obstacle experienced by students in general.

Student 9   : Networks in big cities will definitely not be disturbed by network problems, but what about those who study in remote areas where network coverage is inadequate.

Student 10   : Bad network because of bad network make us difficult to understand the material.

Question 3

Researcher   : Are students comfortable with the current application of online learning?

Student 1 : Yes. For myself, I feel comfortable with the online learning applications that I have used so far such as googleclassrom and the whatsapp application itself. because the application is not too complicated, easy to use and does not drain a lot of quota.

Student 2 : It is also not possible for some students to be comfortable using the online learning system because it can be accessed anywhere, and saves time.

Student 3 : yes, I think.

Student 4 : I think, because it's been running for almost 2 years. I feel comfortable because at first it felt foreign and did not know, eventually I got used to it so that using online learning applications became my habit in learning.

Student 5 : Yes because the applications are varying, there are specialized assignments, there are in-shaped videos when explaining and various other applications.

Student 6 : Looking all around me is that it's possible that some people are comfortable with current online learning.

Student 7 : convenient, easier and simpler access

Student 8 : Yes, because from the start of entering school in 2020, we have implemented face-to-face lectures.

Student 9 : Depends on the student, comfort or not. the comfort returns to the student himself. For me, over time I feel comfortable, I have very much adapted to this new learning model.

Student 10   : for me, yes because I think it is enough for using like zoom and google classroom.

Question 4

Researcher   : Are you having problems using WhatsApp, Google Classroom features in the learning process?

Student 1   : I don't think so, because googleclassroom and whatsapp are efficient enough to be used in online learning.

Student 2   : Not really because the whatsapp feature, g classroom is easy to access unless you have a connection.

Student 3   : No problem, because without requiring a network. good and a lot of quota we still access it.

Student 4   : I don't think so for Google Classroom, Google Meet sometimes I have problems, the Google Classroom feature is easy to access and doesn't need to use a large connection so it's easy to open and the features are easy to understand.

Student 5   : No, the application is easy to understand because the content is so obvious about its use.

Student 6   : So far I haven't had any problems using it.

Student 7   : Not at all because of the brief existence of online learning, we are already familiar with WhatsApp, Google Classroom is also an application that is quite simple and easy to understand (outside of network constraints).

Student 8 : There is on WhatsApp the problem is that most groups cause fast cellphone memory.

Student 9 : So far, I haven't had any problems, because, its features are easy to learn and understand and also easy to practice.

Student 10 : so far, I don't have any problem because it is easy to use.

Question 5

Researcher : In your opinion, using an online learning system using WhatsApp and Google Classroom features can increase or even decrease the level of student attendance in taking lessons?

Student 1 : In my opinion, using the application can increase our attendance rate because when there is a task or attendance, the feature sends a notification so that it is easier for us to know the incoming tasks.

Student 2 : Depending on the student because, one of the factors that affect the level of student attendance, namely, a sense of laziness in starting learning, especially now that it is all easy, so students also make learning easier.

Student 3 : It depends on how active the lecturer is who provides learning because students will be able to improve the quality of learning and attendance depends on how active the lecturers are who teach, for example, each performance comes in and gives assignments and vice versa, students automatically follow it.

Student 4 : If you use the WhatsApp feature, I think it can increase student attendance rates. And if Googleclassroom student attendance rate is

usually low compared to WhatsApp because WhatsApp is easier for us to access and use, while in Google classroom it is difficult because the network usually has to be of high capacity.

Student 5 : In my opinion, using the application can increase our attendance rate because when there is a task or attendance, the feature sends a notification so that it is easier for us to know the incoming tasks.

Student 6 : In my opinion, the decline or increase in the presence of the student is either dependent from his or her own student. But most learning systems through the whatsapp or Google classroom itself can enhance its presence.

Student 7 : Yes, of course many students easily access lessons using these learning media.

Student 8 : Decrease because students can be lazy to study.

Student 9 : I don't think so, because, every teacher uploads assignments on whatsapp or google classroom, the teacher determines the deadline for collection and also absences attendance.

Student 10 : I don't think so, because the teacher give a deadline for any courses eventhough an attendance.

Question 6

Researcher : Did you get a much better score than before during of the online learning system using WhatsApp and Google Classroom features?

Student 1 : I think yes use of whatsapp and google classroom applications is very effective in online learning because I can get a much better score while using this application.

Student 2 : Yes, because it has advanced several features, such as voice notes, camera, collection of assignments that have been given a due date and several other features.

Student 3 : At first, yes, I got this because for six months of studying in the first year I got a good score and after online learning the score I got decreased.

Student 4 : I think yes, because of the level of laziness and also not on time which makes students get high scores compared to offline learning.

Student 5 : Yes, because using this application is so easy to understand and clear that we can easily collect the task and raise the score.

Student 6 : Yeah, I got more score than ever.

Student 7 : Just the same, In my opinion, the score is the same when offline and online. It's just the aspect of the assessment that is different. Moreover, in the Google Classroom application, students are required to be smart in managing time so as not to exceed the specified time limit. So, google classroom makes students more disciplined in this case online learning.

Student 8 : Not sure because I started college in 2020, an online school has been implemented, it's a bit difficult to make a score comparison between online and offline learning.

Student 9 : Of course, yes, because many students can be accessed through all the features provided during online learning.

Student 10 : I think both of them are the same they have their own judgment aspect.

Question 7

Researcher : How effective is the current online learning process with the various features used?

Student 1 : Quite effective, because all the features used also depend on the good and bad network.

Student 2 : It's been very effective because it is equipped with several advanced features, such as voice notes, a camera, a place for collecting assignments that have been given a due date and several other features.

Student 3 : Very effective, because each feature does not worsen the effectiveness of the learning process, for example, students want to activate the camera or not, students still get good grades.

Student 4 : in my opinion it is not very effective even though the application used is sophisticated and instant but in my opinion it is not effective when learning offline.

Student 5 : Quite effective, because all the features used also depend on the good and bad network.

Student 6 : Not bad, if the network in the area is supporting.

Student 7	: Face-to-face learning is much more effective (offline). This is because students directly ask questions in response to something that is a concrete topic of discussion. And the absorption of students' understanding is much higher than using smartphone application features (online).
Student 8	: 70% to the first network state, the two students can take the opportunity to not pay attention to the online class.
Student 9	: less effective many students do not understand and take learning lightly.
Student 10	: I don't think it is more effective than offline learning because there are several disadvantages of online learning especially in learning process.

Question 8

Researcher	: What are your hopes for a much better and more effective teaching and learning process in the future?
Student 1	: There is a lot of hope that we want in the midst of this pandemic, of course everyone wants this pandemic to end soon and return to normal life, hoping that everything will be fine. Even though they are still in an online learning situation, they still carry out their respective obligations. Like the teacher explains the material well and students listen to be able to understand.

Student 2 : Hopefully in the future we can make better use of online learning media wisely, and of course make more changes for students in our homeland.

Student 3 : Hopefully in the future there will be more attention about what educators need, especially students so that students become qualified in the future and become something valuable for better Indonesian education.

Student 4 : I hope we can meet face to face again and also that the current situation can return to normal, because with the current conditions our movements will be limited both in learning and in others, so learning will return to offline as before.

Student 5 : Talking about the effectiveness of learning will actually be more effective when learning is offline because it does not lessen social interaction, but because the current situation may be better for teachers to give more varying methods so that learning is not boring and monotonous so that students are more active and less bored when learning is online.

Student 6 : My hope is that, in the near future there will be an offline learning system to make learning more effective and provide tools and infrastructure that support learning.

Student 7 : A more adequate network because online learning can run better if the network is stable.

Student 8 : Quota and network. And if possible, we can study offline as soon as possible because the biggest obstacle for students is quotas and networks. If the network and quota do not support it, it will hinder the learning process.

Student 9 : The pandemic is over i hope the pandemic will pass quickly. So that the teaching and learning process returns to normal, there is nothing that haunts any infectious virus. Therefore, the re-learning process is effective.

Student 10 : The pandemic will end soon because offline learning much better than online learning.

APPENDIX C

DOCUMENTATION

Nomor	: 5345/05/A 6-II/XII/1443/2021	23 Jumadil Awal 1443 H
Lamp	: 1 (satu) rangkap Proposal	27 Desember 2021 M
Hal	: Izin Penelitian	

Kepada Yth,
Saudara   : **Achmad Pangeran Adhyputra**
No. Stambuk : **105351110117**
Fakultas/ Prodi : **FKIP/ Pend. Bahasa Inggris**
di –
   Tempat

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Nomor: 8040/FKIP/A 4-II/XII/1443/2021 Tanggal 23 Desember 2021, menerangkan bahwa mahasiswa tersebut di atas diberi izin untuk melakukan Penelitian di Universitas Muhammadiyah Makassar dan diharuskan menyerahkan satu rangkap hasil penelitiannya yang berjudul **"The Issues of Flexibility for Students in Asynchronous Learning at English Education Department Muhammadiyah University of Makassar"**
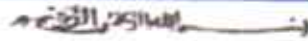
Yang akan dilaksanakan dari tanggal 28 Desember 2021 s/d 28 Februari 2022

Demikian disampaikan kepada bapak atas perkenan dan persetujuan bapak diucapkan Jazaakumullahu khairan katsiraan

            Ketua LP3M,

           Dr. Ir. Abubakar Idhan, MP.
           NBM 101 7716

Tembusan yth:
1. Rektor Unismuh
2. Arsip

بسم الله الرحمن الرحيم

SURAT KETERANGAN PENELITIAN
Nomor : 1238/FKIP/05/A 5-VI/I/1443/2022

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama	: Achmad Pangeran Adhyputra
No. Stambuk	: 105 351110 17
Prodi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2021/2022 terhitung sejak 28 Desember 2021 s.d 8 Desember 2021 dalam rangka penyusunan skripsi dengan judul

"The Issues of Flexibility for Students in Asynchronous Learning at English at English Education Departmen Muhammadiyah University of Makassar"

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

21 Jumadil Akhir 1443 H
Makassar, -------------------------
23 Januari 2022 M

Dekan
FKIP Unismuh Makassar,

Erwin Akib, M.Pd. Ph.D
NBM. 860 934

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat kantor: Jl.Sultan Alauddin N0.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Achmad Pangeran Adhyputra

NIM : 105351110117

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	9 %	10%
2	Bab 2		25 %
3	Bab 3	10 %	40%
4	Bab 4	6 %	10%
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 25 Januari 2022
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nursinah, S.Hum., M.I.P
NBM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

بِسْــمِ اللّٰـهِ الرَّحْمٰنِ الرَّحِيْــمِ

LETTER OF ACCEPTANCE
0404/BG-FKIP/LOA/B/I/1443/2022

Dear ACHMAD PANGERAN ADHYPUTRA

It is our pleasure to inform you that, after reviewing your paper:
THE ISSUES OF FLEXIBILITY FOR STUDENTS IN ASYNCHRONOUS
LEARNING AT ENGLISH EDUCATION DEPARTMENT
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
The manuscript ID: 636
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author		

has been ACCEPTED to publish with **Journal of Computer Interaction in Education**, ISSN (paper) *2656-5218* ISSN (online) *2622-2418*. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at *jcie@bg.unismuhmakassar.ac.id*

Makassar, 28 January 2022 M
25 Jumadil Akhir 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

| Terakreditasi Institusi
BAN-PT

Curriculum Vitae

2021, Achmad Pangeran AdhyPutra was born on December 18th, 1997 in Bulukumba. He was 1 sister of Hasnah and Amiruddin, his beloved parents. He started her education as an elementary school student at SDN 02 Kendari and graduated in 2011. In the same year he registered as a student MTsN 02 Kendari and graduated in 2014. Then, She continued his education at SMAN 11 Bulukumba and graduated in 2017. Furthermore, the researcher decided to continue his study at English Department of Muhammadiyah University of Makassar. At the end of his study, he could finish his thesis entitled "The Issues of Flexibility For Students in Asynchronous Learning at English Education Department Muhammadiyah University of Makassar".