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The Implementation of Asynchronous Learning in University during the Covid-19: What Do Students Think?

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Abstrak

Penelitian ini bertujuan untuk memahami persepsi siswa tentang penerapan pembelajaran asinkronus (*Camtasia Studio* dan *Google-Classroom*) selama Covid-19, untuk mengidentifikasi manfaat dan kekurangan platform tersebut, dan untuk menilai persepsi mahasiswa ketika jenis pembelajaran ini ketika diimplementasikan bagi mahasiswa yang tinggal di daerah pedalaman. Responden yang menjadi subjek penelitian adalah mahasiswa semester dua, empat, enam, dan delapan dari Program Studi Pendidikan Bahasa Inggris. Penelitian ini menggunakan desain deskriptif kualitatif. Pengumpulan data dilakukan melalui kuesioner, pertanyaan terbuka, dan wawancara. Temuan kajian ini menunjukkan bahwa mahasiswa mengalami sejumlah kesulitan dalam implementasi pembelajaran asinkronus. Konektivitas internet yang terbatas, menurut lebih dari separuh responden, menjadi salah satu kendala terbesar dalam menerapkan pembelajaran asinkronus (aplikasi *Camtasia Studio* dan *Google Classroom*). Terlepas dari beberapa keterbatasan dalam pembelajaran secara asinkronus, *Camtasia Studio dan Google Classroom* memberikan manfaat yang lebih besar dan sejumlah besar responden memiliki persepsi bahwa paltform tersebut dapat membantu mengatasi keterbatasan mereka. Mayoritas responden percaya bahwa pembelajran asinkronus dengan menggunakan platform tersebut membantu meningkatkan pembelajaran bahasa, terutama dalam kemampuan menulis, dan membantu keterampilan TIK mahasiswa.
Kata Kunci: Pembelajaran asinkronus, persepsi mahasiswa, masa Covid-19

Abstract

This study sought to understand students' perceptions of asynchronous learning implementations (Camtasia Studio and Google Classroom) during Covid-19, to identify the benefits and drawbacks of these tools, and to assess how much students trusted this type of learning when it was used in a rural setting. 45 respondents from the English Education Study Program made up the study's subject. It happened in the second, fourth, sixth, and eighth semesters. This study used a qualitative descriptive design. The data was gathered via a questionnaire, open-ended questions, and interviews. The study's findings suggested that these platforms had encountered a number of difficulties. Limited internet connectivity, according to more than half of respondents, was one of the biggest obstacles to implementing asynchronous learning (Camtasia Studio and Google Classroom apps). Despite some limitations in their online course, Camtasia Studio and Google Classroom offer greater benefits. Many of the respondents thought that their advantages outweighed their limitations. The majority of respondents believed that it helped EFL students improve their language learning, particularly in their writing abilities, and that it might also help students' ICT skills.
Keywords: *Asynchronous learning, students' perception, Covid-19 era*

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INTRODUCTION

The Indonesian government responds swiftly to the deployment of the infected case number of the coronavirus sickness to stop the spread of this epidemic. Large-Scale Social Restrictions are the most recent measure that the government has announced. The implementation of this legislation began at the beginning of March 2020. The new management automatically alters all facets of life, including social, economic, and educational components. To limit people's movement, educational institutions encourage teachers and students to learn at home, however, many institutions pay attention to this regulation in a specific educational institution. Both teachers and students must use any relevant platform right away to start the online course (Obadat & Alqusaireen, 2022). E-learning is the practice of promoting learning via the use of information and technological platforms. Applications of information and technology are used by institutions in the classroom. E-learning has been growing slightly over the past few years, and it is thought to be successful and well-suited to the technological age (Nguyen et al., 2021).

On the other hand, both private and public institutions in Indonesia are now implementing e-learning courses simultaneously since the epidemic age. One of the private universities that use this approach is Universitas HKBP Nommensen Pematangsiantar. Since this platform offers all lecture information, including learning materials that can be accessed through the internet, using this learning model is anticipated to promote ease for both learners and students (Susilana et al., 2022). Both students and teachers faced several problems as a result of these learning models. The majority of educators and students thought that institutions should focus their attention on the basic phenomenon of insufficient internet access. Additionally, the Universitas HKBP Nommensen Pematangsiantar is also affected by this problem. It was discovered that the majority of the faculty members at Universitas HKBP Nommensen Pematangsiantar had not implemented e-learning, although the university mandates that they do so to decrease students' movement when suffering from the coronavirus.

Unless a small number of lecturers have adopted e-learning, the majority ignore this rule and prefer to remain at home without creating any pertinent resources. English education lecturers start modifying the e-learning model based on the circumstances and circumstances of the learners to get over these technical problems. For teachers and students who reside in rural locations with limited internet connectivity, a merger of the Camtasia Studio and Google classroom platforms is seen as a potential option (Etukakpan & Ekpo, 2022). An e-learning course can be designed using either of two distinct models: synchronous or asynchronous (Ahmed & Shahzad, 2022; Indiran et al., 2022). In fact, it is based on the demands of the pupils and their general learning preferences. According to reports, during the pandemic era, the dynamic learning approach was most frequently used in online classrooms (Muktiarni et al., 2021).

Synchronous learning, in contrast, is a type of online education that requires participants to complete all learning tasks through an online course. Any other type of learning, on the other hand, takes place offline and is referred to as an asynchronous classroom. While the internet connection remains steady, this learning paradigm calls for the students and the teachers to upload and download the content (Utomo & Ahsanah, 2022). The students can therefore learn without being restricted by time. Students who reside in rural areas with inadequate internet connections can study at home thanks to the convenience of this offline medium. These virtual technologies could be utilized as teaching and learning tools. Fortunately, it has a wide range of applications, including interactive instructional media, props, and test objects. This kind of instruction encourages teachers to present the content and improves students' understanding of what they are being taught. The inability of students to focus on the information that instructors are presenting to them and the inappropriateness of the learning media are thought to be the other elements that most significantly affect students' effectiveness in learning. For the students, asynchronous learning improves fundamental convenience. Through this method of instruction, the students gain independence and are given some time to reflect on and truly absorb the subject matter without being under any time constraints from the teachers.

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Asynchronous learning platforms like Camtasia Studio and Google Classroom can be used in EFL classrooms (Dewi et al., 2020; Fard et al., 2014). Software known as Camtasia Studio is capable of turning any instructional resource into a video tutorial. This platform can simulate a traditional or face-to-face learning environment in the classroom. This platform can be distributed via many different models. As of right now, the Google Classroom platform is a tool that can be used individually or in groups to collect user data, like a worksheet or form template. Google Classroom can help teachers prepare for the exam and provide fast feedback on the results as an evaluation tool (Khalil, 2018; Syafi'i, 2020). They frequently employ those platforms in language teaching to address the issue that EFL students and instructors at Universitas HKBP Nommensen Pematangsiantar confront. When conducting tests, such as quizzes, assignments, middle tests, and final exams, more than half of language teachers and students prefer to use the Google Classroom platform rather than Camtasia Studio. The teaching-learning activities are all successfully carried out by integrating such programs in this epidemic period, even when the internet connection isn't working properly at the time (Moonma, 2021).

The introduction of e-learning on the first day of COVID-19 is highlighted by previous studies in many ways, and this study has been questioned by some researchers (Agillia & Suwartono, 2022; Makarim & Fauzi, 2022; Koehler et al., 2022; Zuhriyah & Laili, 2022). However, many voices have claimed that using a variety of asynchronous learning technologies, whether for instrument assignment systems or material design, has been helpful (Entusiastik & Siregar, 2022; Farikhin et al., 2022; Patacsil, 2022). This study sought to understand students' perceptions of asynchronous learning implementations (Camtasia Studio and Google Classroom) during Covid-19, to identify the benefits and drawbacks of these tools, and to assess how much students trusted this type of learning when it was used in a rural setting.

METHOD

This study tried to find out how college students felt about using asynchronous learning (a combination of Camtasia Studio and Google Form apps) amid the Corona Virus epidemic. This type of research methodology primarily included a descriptive approach and a qualitative methodology. For this investigation, a convenience sample method was employed. Students from Universitas HKBP Nommensen Pematangsiantar's English Education Investigation Program conducted this study. Second, fourth, sixth, and eighth-semester students all took part in the study. The study included 45 respondents from all English language study programs. To gather the data, the researcher employed questionnaires, two open-ended questions, and interviews. Semi-structured interviews were chosen because they are straightforward and provide enough room for quizzes. There were 25 questions on the survey. In this investigation, SPSS 20 was utilized to statistically describe the findings. The questionnaire employed a Likert scale technique for scoring. The response ranges from very positive to very negative in Table 1 for each instrument element using the Likert scale.

Table 1
Instrument's scoring

Category	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

FINDINGS AND DISCUSSION

Findings

Table 2 shows that 40 students were spoken with, including EFL students in the second, fourth, sixth, and eighth semesters. The students in the second semester had the highest participation rate (50%), followed by those in the sixth semester (25%). Students from the eighth semester came in third from the bottom with a rate

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of 15 percent, while 4th-semester students had the lowest rate at 10 percent. In addition, it is clear that 80% of respondents were women and 20% were men. The majority of respondents (87.5%) were categorized as modest users, 7.5% as limited users, and 2.5% as competent users of electronic equipment and as expert users respectively.

Table 2
Respondents' Demography

	Frequency	Valid Percentage
Respondents		
2nd semester	20	50
4th semester	4	10
6th semester	10	25
8th semester	6	15
Gender		
Female	32	80
Male	8	20
Skill Category		
Limited	3	7.5
Modest	35	87.5
Competent	1	2.5
Expert	1	2.5

The outcome shows that the majority of students had positive opinions about using their own electronic devices; 38 respondents believed that most EFL students were interested in utilizing their own electronic devices. Following this, 21 respondents indicated that this virtual classroom may be employed following the pandemic, whereas 35 participants asserted that these platforms were effective for teaching-learning activities. The university grant component, on the other hand, drew the most unfavorable comments, with more than half of respondents asserting that the ministry of education subsidized the internet connection. The tools used before the pandemic received the second-highest grade. The majority of e-learning, particularly Camtasia Studio and Google Classroom tools, were not accepted before the lockout, according to 38 people who had a negative attitude. 19 respondents do, however, state that once the pandemic has passed, the two virtual instruments are no longer applicable. Finally, 21 respondents concurred that internet access was the biggest problem facing the EFL class. Additionally, the university subsidy factor was occupied, and the highest mean was 1.98.

Table 3
Overview of Students' Perception

	Responses		Mean	Std. Deviation
	Yes	No		
An individual electronic device	38	2	1.04	0.208
Online accessibility	19	21	1.53	0.505
the use of the Google Classroom and Camtasia Studio platforms before the pandemic	5	35	1.98	0.387
University-provided subsidies	5	35	1.98	0.149
The advantages of Google Classroom and Camtasia Studio tools	2	38	1.07	0.252
Even though the pandemic is over, Camtasia Studio and Google Classroom should be combined.	21	19	1.44	0.503
Total	120	120	8.88	2.004

According to Table 4, 25 items made up 5% of the r table, and all of the questions were correctly classified. The range of items that were adjusted went from 0.478 to 0.901. It can be argued that every question on the survey was valid.

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Table 4
Instrument's Validity

Scale	No. of items	No. of Valid Items	R table	Validity Index
Items	25	25	0.294	0.478-0.901

Table 5
Instrument's Reliability

	Frequency
0.877	25

According to Table 5, the Cronbach Alpha score was 0.877, which was higher than the required level of reliability (0.6). This complete instrument was thought to be trustworthy or constant.

Table 6
Indicator's Description

	Min	Max	Mean	Std. Deviation
Language Proficiency	5	35	21.10	6.225
Advantages	12	40	29.01	6.879
Limitation	14	28	19.78	2.522
Total	31	103	69.89	15.626

This table addressed the benefits indicators and showed that the most significant mean was 29.01. The minimum and highest scores were discovered to be 12 and 40 respectively. The last one was rated as a weakness indicator, meaning 19.78, while language skills indicators were graded in the latter category, mean of 21.10. Although Camtasia Studio and Google Classroom both have drawbacks, many respondents said the benefits outweighed the drawbacks. The majority of respondents argued that it aids in the language acquisition of EFL students. However, there are still some challenges that must be overcome unless the Camtasia Studio and Google Classroom tools become useful. This recent study demonstrated that, in comparison to other language abilities, both platforms help pupils improve their writing capabilities. There are nine advantages to asynchronous learning (a mixture of Camtasia Studio and Google Classroom). They are creating products that are exciting, better at communicating, effective, desirable and productive, simple to record, adept at using technology, efficient with time, interactive, and authentic. As a result, out of the nine benefits listed above, the software contribution to students' ICT competencies stands out as a benefit of using these electronic tools in educational activities.

Discussion

These platforms have also demonstrated their ability to overcome a number of barriers, such as the fact that each platform only supports one function; for example, Camtasia Studio is effective in delivering information (Maing & Purnami, 2022). Another barrier is the difficulty of using those platforms, bad internet, and using a personal electronic device, which only encourages asynchronous learning and increases the likelihood of cheating (Gerungan et al., 2022). When adopting the Camtasia Studio and Google Classroom apps, more than half of respondents claim that having little access to the internet is one of the biggest obstacles. More speakers emphasize the university's socialization of these automated platforms for all EFL students and teachers. Although Google Forms and Camtasia Studio have some restrictions in their online classes, they offer more benefits; many respondents thought they had all of these benefits compared to the restrictions (Muchlisianah et al., 2022). The vast majority of responders contended that it helps EFL students improve their language skills, particularly in writing (Putri et al., 2022). They use a single app for learning evaluation as opposed to a previous study (Pramudita et al., 2022; Teguh Setiadi, 2021). They claimed that using standalone applications, like the Google Classroom app, is a suitable teaching strategy that may be applied to learning assessment. They assert that the use of Google Classroom as an instrument for learning assessment worries every single educator. These variables are based on four matrices: simplicity (35%), swiftness (42%), applicability (69%), and efficiency

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(70%). The studies of a similar nature when compared to traditional learning material, the Google Classroom app is thought to be a more effective tool for equipment assessments (Neam, 2022).

The usefulness of using Camtasia Studio in educational activities is also noted in another study; this study. According to this study, learning results are improved by 85% while using Camtasia Studio (Yapici, 2022). This claim is supported by (Ho et al., 2022), who contend that this type of electronic platform is superior to the face-to-face learning approach. The learning outcomes for the pupils appeared to be improved by using this platform. Additionally, one of the essential elements is choosing the right instructional media because it aids teachers in achieving learning objectives. Such educational tools improve user-friendliness by encouraging students to learn independently and develop a deeper understanding of the subject matter. Additionally, this Camtasia Studio platform is made to make learning easier according to (Amanda et al., 2022). A paper provides another explanation, stating that university students choose to use virtual classes to improve their learning (Hasudungan & Rudiman, 2022). According to (Yuliantika & Ros, 2022), students accept the benefits of incorporating e-learning technologies to learn and connect more successfully. They specifically emphasized their positive opinions on e-learning platforms as a flexible tool for enhancing language development. Another claim made by a researcher is that the majority of pupils concur that educational technology tools can aid in language practice. They are working to increase their vocabulary while also trying to comprehend the lesson's subject better.

A study was conducted that is comparable to this one and lists the difficulties in integrating electronic devices into classroom learning. The claim is that using any platform to learn creates some difficulties for teachers or students (Afianti et al., 2022; Khusheim, 2022). According to them, the following highlights these difficulties: Students are less focused on learning online, the learning environment is unsatisfactory, they leave learning resources like books and laptops at their residential schools, students have less usable internet access because lectures must be strengthened from the current period, and teachers have unstable internet access that disrupts classes. Students also do not participate in the scheduled online classes. One of the challenges experienced by online educators is technical issues with the platform they utilize. A study on blended learning used mixed learning to enhance instructional activity on both traditional and electronic platforms (online and offline). The drawbacks of blended learning were highlighted, along with numerous doable solutions, such as resolving technical issues, giving students excellent instruction, increasing the number of laboratories, and praising both instructors and students for their exceptional performance (Nadila et al., 2022). The effectiveness of employing blended learning to offer learning opportunities for language learners will be increased by turning these concepts into a planning procedure and a strategic strategy. In connection with the study, the researcher tries to incorporate another synchronous learning method, such as Google Classroom, as a teaching tool (Polina LOGINOVA et al., 2022). The researcher claimed that learning in the fourth industrial revolution (era 4.0) is significantly impacted by this kind of app learning (Mulyanto & Sujiatmoko, 2022). She asserts that this education uses technology and an online platform. Learning processes are directly associated with this type of education, students have easy access to learning materials, and technology and literacy skills are applied. This method of education encourages effectiveness and efficiency.

The ability of educators to run electronic platforms for online classes must be particularly strong for online learning to be successful. Additionally, the evolution of virtual classrooms includes computer technology equipment, pushing teachers to be proficient in it and possess the pedagogical understanding necessary to use it for educational objectives. Members of the university should keep innovating with technology in this pandemic period and pay great attention to the understanding of enticing learning that is strong and effective (Yağmur, 2022). A study underlines that distance learning is the only option for advancing the learning process during the Covid-19 era, which has had an impact on the global education landscape (Xu et al., 2022). However, appropriate training for human resources and comprehensive, strategic planning is essential.

Another remark regarding their study is that the need for a data package made such a mixed learning procedure useless (Phasina Tangchuang et al., 2019). Because of this, the government's role is crucial, including providing amenities and infrastructure to enable the integrated learning experience and provide direct access to the free internet. Furthermore, it is stated that user acceptance, performance, and intention to modify user acceptance of e-learning users are all impacted by how well the job and technology are suited to the user (Ghavidel, 2022). It also introduced a previous work that focuses on developing mobile learning, particularly using the Jigsaw technique, through a cooperative learning strategy (Sariani et al., 2022). For this digital cooperative learning program to optimize students' motivation for learning, it was discovered that both technical and application acceptability were at suitable levels. A powerful and accurate strategy for using online classes is preparation. The roles of the teacher, the pupils, and the learning activities should also be mentioned. To dramatically improve learning outcomes, any utilization of online classroom training must be optimized (He & Zhang, 2022).

CONCLUSION

Camtasia Studio and Google classroom tools have some benefits, but certain obstacles still apply. This recent study showed that both platforms promote students' writing skills compared with other linguistic skills. Nine benefits are covered by these apps, by these ninth advantage, the indicator of software contributes to the students' capabilities on ICT is regarded as the highest positive aspect of implementing these electronic instruments in teaching activities. In addition, these platforms have shown various obstacles. Over half of respondents criticize that limited internet access is one of the biggest restrictions when implementing both Camtasia Studio and Google classroom apps. The respondents also offer various suggestions for how to use those apps. More participants stress how the institution is socializing these technological channels for all EFL students and educators. Although Google Classroom and Camtasia Studio have significant limitations when used in a virtual classroom, they offer more benefits, and many respondents felt that these benefits outweigh the limitations. The majority of responders contended that it helps EFL students boost their language learning.

This study is anticipated to give educators and students a thorough awareness of the significance of taking into account a variety of technical issues that arise when implementing those applications. This research also offers several excellent solutions for any issues that may arise while utilizing any asynchronous learning methodology. With a poor internet connection, this type of electronic equipment also encourages asynchronous learning, allowing teachers and students to download and upload content without using traditional teaching methods. This finding can encourage substantial contributions from the next researchers. In contrast, future research can create any kind of asynchronous software to help students learn new languages or to expand their knowledge on a different topic.

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