

Doi: <http://dx.doi.org/10.26858/eltww.v10i2.51636>

The Benefits of The Asynchronous Online Learning Model at Post-Pandemic Covid-19: Students' Perception

Geminastiti Sakkir

Corresponding Author's Email: geminastitisakkir@unm.ac.id

Universitas Negeri Makassar, Indonesia

Ice Trisnawati

Email: icerisna13@gmail.com

Universitas Negeri Makassar, Indonesia

Auliyanti Sahril Nurfadhilah

Email: auliyantisn@unm.ac.id

Universitas Negeri Makassar, Indonesia

Abstract

In the rapidly evolving landscape of education, asynchronous online learning has emerged as a significant model, offering students the flexibility to access materials and lectures at their convenience. This research aimed to delve deeper into students' perceptions of the benefits of the asynchronous online learning model at Institut Parahikma Indonesia, a prominent educational institution. Employing a qualitative descriptive approach complemented by a phenomenological design, the study sought to capture the lived experiences and nuanced views of students regarding this learning model. Data were meticulously gathered through semi-structured interviews, ensuring a comprehensive understanding of students' perspectives. A total of seven respondents participated, comprising three males and four females from Institut Parahikma Indonesia. These participants were selected using a convenience sampling method, providing a diverse range of insights. The findings of this study were illuminating. Students predominantly perceived the asynchronous learning model as beneficial, highlighting aspects such as motivated learning, insightful experiences, flexibility in managing their time, and the advantage of accessing easier-to-understand material. They appreciated the ability to learn at their own pace, revisit lectures, and balance their studies with other commitments. However, it's noteworthy that not all feedback was overwhelmingly positive. A segment of students expressed a longing for direct, synchronous interactions, indicating a preference for traditional learning dynamics. The present study offers a fresh perspective on the asynchronous online learning model, emphasizing its benefits while also shedding light on areas of potential improvement. The insights garnered hold significant implications for educational institutions, policymakers, and educators, urging them to consider a more blended approach that caters to the diverse needs of students.

Keywords: Asynchronous, Learning Model, Perceptions, Benefits

INTRODUCTION

Online learning is a teaching and learning approach that employs the internet and digital platforms from this era to offer the subject material. Online learning was also

described as a range of student learning approaches by Wang et al. (2013). Compared to typical classroom environments, online teaching and learning methods are very different. As a result, the students qualify for the class.

After establishing appropriate learning objectives, a variety of strategies can be used, especially while learning English. One of the models used throughout the pandemic was synchronous and asynchronous. The synchronous model, according to Sirait (2021), is a real-time learning technique in which teachers and learners interact directly and online.

The asynchronous model is an indirect or delayed online learning model. Learning can occur anywhere and at any time without direct contact between the teacher and the students since the lecturer or teacher has prepared content that students can access on demand. According to Hrastinki (2008), the asynchronous teaching model has been one of the most well-liked online learning approaches up to this point due to its adaptability.

Using the asynchronous model of online learning in the teaching and learning process has several disadvantages and challenges, especially for lecturers and students. Students, especially those in rural areas, continue to find it challenging to communicate in class due to changes in learning systems and models, where students do not directly interact with teachers, and frequently disconnected internet networks. According to Hizriani and Saadillah (2020), using the asynchronous learning paradigm for teaching and learning may be difficult for teachers and students due to network issues.

Asynchronous models have been researched and the focus of several previous studies. Purnamasari (2021) investigated the utilization of asynchronous learning in the classroom during a pandemic at MTSN 01 Kota Bengkulu. The goal of this study was to assess how well teachers performed, prepared, and used asynchronous learning to evaluate students. Teachers and eighth-grade students from MTSN 01 Bengkulu City are among the participants. As methods for acquiring data for this study, observation, documentation, and interviews are used. There are both descriptive and qualitative methods. The study's conclusions indicate that teachers use an asynchronous approach to online instruction, allowing students to acquire knowledge via an educational website (E-Learning) before engaging in group discussions on WhatsApp and Telegram.

Rahman, Rahmadani, and Nugraha (2022) studied into the usage of video-based asynchronous learning techniques in English classes. This quantitative study examines students' perceptions of watching videos using an asynchronous paradigm. 96 pharmacy students who had attended English for Academic Purposes courses made up the study population (EAP). Then, a simple random selection procedure was used to choose the 50-person research sample. Then, this study technique was employed in conjunction with the five-point Likert scale (strongly agree, agree, neutral, disagree, strongly disagree). The study's findings demonstrate that kids respond well. They contend that asynchronous learning is made more enjoyable, productive, and efficient by incorporating English-language videos into the process.

Furthermore, this study will focus on how the students feel about the benefits of the post-pandemic asynchronous online learning approach. Covid-19. Additionally, one of the universities in Makassar where the researcher is about to deploy an asynchronous learning paradigm is Institut Parahikma Indonesia. The LMS learning methodology has already been used by Institut Parahikma Indonesia. Since this campus's learning paradigm relies on network internet and a smartphone or laptop, the researcher has made sure that the facilities allow asynchronous learning. In this case, WhatsApp and YouTube are the top research platforms for using an asynchronous learning paradigm. Thus, by filling the gap, the researcher would like to address the research question by researching the students' perceptions of the benefits of asynchronous learning.

The Media Supporting Asynchronous Learning Model

WhatsApp is a mobile instant messaging program. According to Bouhnik and Deshen (2014), the application can be extremely expensive, costing up to one dollar annually. According to Bouhnik and Deshen (2014), the software enables customers to receive alerts for each message sent or incoming silent alerts for eight hours, a day, or a week. Although WhatsApp looks to have new capabilities that allow teachers and students to use it for better comprehension, it is still a slightly underutilized educational tool (Linda and Ri'aeni, 2018).

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

Telegram is a mobile application that enables users to communicate with one another via mobile devices and desktops. Faramarzi et al. (2019) claim that Telegram may be used for education and training. One of the most well-known social media platforms available online, according to Kusuma & Suwartono (2021), Telegram can be useful for language learners. It is a messaging app that enables users to share media items like music, photographs, and videos that are kept on a cloud server without using up all of the available storage on their mobile devices.

Google Classroom is an example of blended learning software available since 2014 (Luckerson, 2015). The teacher can create and give out assignments to students in online courses (Nagele, 2017). According to Iftakhar (2016), Google Classroom is one of the best technologies for improving teachers' workflow, and he advises using it. The use of Google Classroom by teachers can help them save time while also improving class organization and student engagement.

YouTube is more enjoyable and engaging than other websites because it provides photographs, text, and animated videos, encouraging students to utilize it. Snelson (2011) stated that YouTube has pedagogical potential as a video-sharing platform. Zaidi et al. (2018) found that YouTube helps students learn English and can help them improve their pronunciation. The students who are more reserved benefit from having a YouTube channel because it allows them to participate as real people in online worlds (Sakkir, 2021).

An LMS is a multiuser software program that is frequently accessed through a web browser. It helps businesses manage coaching sessions, self-paced courses, and blended learning initiatives. According to Mahnegar (2012), the term "LMS" is typically used to refer to software platforms that provide online teaching and learning environments with routes, coaching, and courses.

METHOD

This study used a phenomenological approach and a qualitative research methodology. This methodology was used by the researcher to investigate how the students at Institut Parahikma Indonesia perceived the advantages or benefits of the asynchronous online learning model following the epidemic. This study used a phenomenological method to ascertain the perspectives of the students.

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

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

- Do you feel more motivated to learn with the asynchronous learning model system?
- Do you find it easier to understand learning using an asynchronous learning model system?

In qualitative research, the method most frequently employed to analyze respondent responses was thematic analysis (Braun and Clarke, 2006; Guest et al., 2011). Thematic analysis was used by the researchers to transcribe and read the audio recordings. This study emphasizes the significance of a planned and thoughtful dataset description by concentrating on interview and documentation data patterns. Each participant received a number to maintain their privacy. The asynchronous online learning model's defined themes and subthemes were made clear by the findings. Broader themes are organized by subthemes, as Braun and Clarke (2006) showed.

FINDINGS AND DISCUSSION

The benefits of the asynchronous online learning model at Institut Parahikma Indonesia post-pandemic.

1. Motivated

The third interview mentioned that asynchronous learning encourages or motivates him to study because we may work through problems independently.

“Very motivated. As I said, not all the lessons given by the lecturer are easy to understand. Still, with the help of this asynchronous learning model, it can make it easier for us to be motivated so that we can easily finish them ourselves using this method.” (Extract interview students 3)

The fourth participant stated that the asynchronous learning model motivated him to learn because it was not difficult for him, and the videos could be studied repeatedly.

“I think I'm motivated because this method doesn't make it difficult for me to learn, and also, the video can be repeated several times, so if there's something I don't understand, I can replay the video material provided.” (Extract interview students 4)

The sixth participant expressed the same sentiments as the previous participants, namely that they were encouraged to study using the asynchronous learning model since this model is so distinctive that it attracts attention, particularly when learning English.

“Very motivated because this learning model is unique and interesting so that it attracts my attention to English.” (Extract interview students 6)

The seventh participant stated that he was motivated to learn using the asynchronous model because the learning model was unique. The asynchronous model is superior to watching things that only waste time. After all, it provides material that can motivate learning, particularly in the context of learning English.

“Motivated because it's easier to access because, usually, if you access TikTok, it's easy to open, and then you usually spend hours scrolling.” (Extract interview students 7)

On the other hand, the second participant reported that they were only moderately motivated to study utilizing the asynchronous learning model because it did not put students and teachers into direct contact with one another.

“Maybe I'm motivated, but maybe it's better if I get more motivation directly.” (Extract interview students 2)

The fifth participant shared the same sentiment as the previous participants, stating that she was not driven to learn how to use the asynchronous model because there was no direct interaction between students and teachers.

“Not really, but I like it too because I prefer it to be direct with the teacher.” (Extract interview students 5)

2. Insightful

The second participant in the interview indicated that he was delighted with the asynchronous learning model system because the content provided by the teacher in the form of videos could be played or studied multiple times, and this was expressed in the interview excerpt.

“I am delighted with this learning model because, like that, it can be repeated when we have forgotten it. Satisfied.” (Extract interview students 2)

The fourth participant said he was pleased with asynchronous learning because it could be completed anywhere and anytime. In addition, video content with an asynchronous model would be even more desirable if packaged attractively.

“I am quite satisfied because it can be done anywhere and anytime, but for example, if we only stick to videos, maybe if the videos go on, it might be a bit boring, maybe it's necessary, except that the video is packaged in an interesting video, it's quite interesting, and it can make you not get bored, then it's probably more satisfying enough.” (Extract interview students 4)

The sixth participant reported being more satisfied with the asynchronous learning model because he learned using two different applications that added to his insight and experience.

“I feel more satisfied because I learn using different applications, namely WhatsApp and Youtube, so I get a different experience when learning English with an asynchronous model.” (Extract interview students 6)

While the first participant reported that his overall level of satisfaction with the asynchronous learning model was only marginally improved, the asynchronous model still necessitates the presence of a teacher who is directly responsible for imparting knowledge to students.

“I think I'm a little satisfied, what's called a success, yes, rather successful, because, in English subjects, not everything has to be done in asynchronous mode. There is still a need for attention from a teacher because we learn the language, namely the meaning of a sentence. Of course, there must be a teacher who can explain the meaning of the word to the students.” (Extract interview students 1)

3. Flexible

The first participant stated that the asynchronous model is flexible because it can be completed at any time without interfering with other activities, making it more straightforward for the teacher to provide content.

“In my opinion, it is flexible and not too burdensome, especially for students. In fact, there are actually students who work, then there are those who have other activities, such as maybe being organized like that, and of course it will also help the teacher in providing material.” (Extract interview students 1)

The second participant stated that the asynchronous model is a flexible learning model because the media can be accessed anytime during the allotted time without face-to-face meetings.

“Of course, it is very flexible because the media can be used at any time according to the time specified. It is flexible if it can be held anywhere without having to go to a formal class.” (Extract interview students 2)

The third respondent agreed that the asynchronous model offers great adaptability. Asynchronous learning models can make up for time spent away from the classroom and should have been adopted by educators long ago.

“Very flexible, where this learning model should also have been applied by several lecturers when they don't have much time to teach because it is very effective and flexible to use in learning.” (Extract interview students 3)

The fourth participant also said that the asynchronous model is flexible since the learning system can be carried out without having to meet face-to-face and can be utilized whenever and wherever.

“Quite flexible because it's a learning method that's done online and not face-to-face, so it can be used wherever and whenever we can adjust to our free time.” (Extract interview students 4)

The fifth participant said that the asynchronous model is flexible because it can be done anywhere and anytime.

“Of course, flexible because what can be done anytime and anywhere.” (Extract interview students 5)

The sixth participant stated that the asynchronous learning model was flexible. He can learn and work on problems anywhere at home, school, or elsewhere.

“I think it's flexible because we can work on questions and study material anywhere. I can learn it at home, at school, or in other places. Even though it has to be connected to a network, in my opinion, this is very flexible”. (Extract interview students 6)

The seventh participant also stated that the asynchronous model is flexible because almost everyone has a cell phone and can access media or applications whenever they want.

“Very flexible because all the media have people; definitely Youtube and WhatsApp, so it's automatically flexible if it can be accessed anytime, anywhere, and by anyone.” (Extract interview students 7)

4. Easier and Interesting

The first participant stated that the asynchronous learning model made it much simpler for him to comprehend the materials that the teacher presented. Then, the second participant reported that he found it easier to understand learning by using the asynchronous learning model system because the teacher's explanations were easy to understand, and the media used were also interesting. The discussions were also flexible because they used WhatsApp, which was easy to access.

“I think it's easier because it is located in the presentation of the method, and the material provided will, of course, be easier for me personally in my learning style.” (Extract interview students 1)

Another excerpt says:

“I think it's easier because the explanation from the teacher is easy to understand, the media used is interesting, and the discussion is also via WhatsApp, so it's much easier to access.” (Extract interview students 2)

The third participant reported that it was straightforward to understand the material given by the teacher because it could be played or studied repeatedly.

“It's very easy because when we don't understand, we can repeat it, and this is very effective for me. So, what we don't understand, we can learn it over and over again.” (Extract interview students 3)

The fourth participant stated in the interview that it was simple to comprehend the learning material when using the asynchronous model because video content could be reviewed again.

“It is easy to understand the material in the asynchronous learning method, maybe because, as said earlier, this video can be repeated and can be heard again about what material will be given, so it will make it easier for us to understand the material.” (Extract interview students 4)

As a visual learner, the fifth participant reported that the asynchronous model made it simpler for him to comprehend the lesson or material. The sixth participant also stated that the asynchronous model made the material simpler to understand due to his visual learning style. Moreover, the seventh participant noted that the ease of understanding the material depends on the mood of the student and then also on the internet connection.

“Yes, for myself, visuals can also make it easier.” (Extract interview students 5)

Another excerpt says:

“I find it easier because I am the type of person who must listen and be visual when learning, so I think this method is beneficial for me in learning English.” (Extract interview students 6)

Another excerpt says:

“Depending on the mood and internet connection, so you understand better, and if you focus” (Extract interview students 7)

Discussion

This study demonstrates that the students have diverse viewpoints on the benefits of the asynchronous online learning model. This research shows that students can be motivated to learn using the asynchronous online learning model because they can study at their own pace without being interrupted by others and because they can review the course information given by the teacher through videos more than once. Using video content in asynchronous learning has sound effects, one of which is that it can enhance student motivation to study, particularly in English (Rahman, Rahmadani, and Nugraha, 2022).

The asynchronous online learning model motivates and satisfies some students because they may contribute their insights, and the offered content is more adaptable. The advantage of the asynchronous learning model is that students are independent in their learning and can advance their critical thinking (Ash Sholihah, 2021). However, some students feel dissatisfied because they want to learn directly.

A flexible learning model is one of the benefits of the asynchronous online learning model for some students. Students are free to study and solve problems wherever and whenever they choose. Ishtaiwa and Abulibdeh (2012) discovered that due to the adaptable nature of the asynchronous learning model, students are not constrained by time when completing tasks.

Students have an easier time learning and comprehending the content provided by the instructor when they use the asynchronous online learning model. The asynchronous online learning model is also attractive because it uses platforms that people use daily. It is supported by Rahman, Rahmadani, and Nugraha (2022), who have researched video material using the asynchronous learning model. Based on their findings, students agree that the asynchronous learning model makes learning English more effective, engaging, and accessible. However, it's noteworthy that not all feedback was positive. Some students expressed dissatisfaction, preferring direct, synchronous learning experiences.

The positive perceptions of students towards asynchronous learning suggest that educational institutions, including Institut Parahikma Indonesia, should consider integrating or expanding this model in their curriculum. However, the expressed dissatisfaction by some

students indicates the need for a blended approach, combining both asynchronous and synchronous methods to cater to diverse student preferences.

CONCLUSION

The study provides a nuanced understanding of the perceived benefits of asynchronous online learning at Institut Parahikma Indonesia. While the majority of students highlighted the advantages of flexibility, motivated learning, and the ability to revisit materials, there was a segment that expressed a preference for direct, synchronous learning experiences. The present study provided empirical evidence on the asynchronous learning model for EFL Higher Education students after the shift in the Education system due to COVID-19. This dichotomy underscores the diverse needs and preferences of learners in the digital age. What stands out as novel in this research is the emphasis on the lived experiences of students in a specific institution, Institut Parahikma Indonesia, adding a layer of contextual depth to the broader discourse on online learning. While many studies have explored online learning in general, the focus on asynchronous learning and its juxtaposition with synchronous preferences within a particular institutional context offers fresh insights. Furthermore, the study's findings challenge the prevailing notion that asynchronous learning is universally preferred in online education. It underscores the importance of a blended approach, combining both asynchronous and synchronous methods, to cater to the diverse needs of students. Institutions, including Institut Parahikma Indonesia, can leverage these insights to design more inclusive and effective online learning models. As the landscape of education continues to evolve, it is imperative to remain attuned to student voices, ensuring that pedagogical strategies align with their needs and preferences. Future research should continue to explore the intricacies of online learning, ensuring that the digital transformation of education remains student-centric.

REFERENCES

- Amelia, A. R., Qalyubi, I., & Qamariah, Z. (2021). Lecturer and students' perceptions toward synchronous and asynchronous in speaking learning during covid-19 pandemic. In *Proceedings of International Conference on English Language Teaching (INACELT)*, 5(1), 8-18.
- Bagus, P., Ramos, P., Antonio, J., & Bayon, S. (2020). Covid-19 and the Political Economy of Mass Hysteria and the political economy of mass hysteria. *Munich Personal RePEc Archive*, 4(18), 1-15. doi:<https://mpra.ub.uni-muenchen.de/id/eprint/106158>
- Bouhnik, D., & Deshen, M. (2014). WhatsApp goes to school: Mobile instant messaging between teachers and students. *Journal of Information Technology Education*, 13, 2017-231. Retrieved from <http://www.jite.org/documents/Vol13/JITEv13ResearchP217-231Bouhnik0601.pdf>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology.
- Etikan, I., Musa, A. S., & Alkasm, R. S. (2015). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1), 1-5.
- Faramarzi, S., Tabrizi, H. H., & Chalak, A. (2019). Telegram: An instant messaging application to assist distance language learning. *teaching English with Technology*, 19(1), 132-147.
- Genc, Z. (2014). Parents' perceptions about the mobile technology use of preschool aged children. *Procedia-Social and Behavioral Sciences*, 146, 55-60. doi:<https://doi.org/10.1016/j.sbspro.2014.08.086>
- Hizriani, H., Nor, H., & Saadillah. (2022). The synchronous and asynchronous learning at English department of universities in South Kalimantan: Practices and challenges.

- English Review: Journal of English Education, 10(3), 1045-1056.
doi:<http://doi.org/10.25134/erjee.v10i3.6675>
- Hrastinski, S. (2008). Asynchronous and synchronous e-learning. *Educause quarterly*, 31(4), 51-55.
- Iftakhar, S. (2016). Google classroom: what works and how. *Journal of Education and Social Sciences*, 3(1), 12-18.
- Ishtaiwa, F. F., & Abulibdeh, E. S. (2012). The impact of asynchronous e-learning tools on interaction and learning in a blended course. *International journal of instructional media*, 39(2).
- Kusuma, L., & Suwartono, T. (2021). Students' response to the use of Telegram in English class during covid-19 pandemic. *Journal of English Education and Applied Linguistics*, 10(1), 20-35.
- Linda, L., & Ri'aeni, I. (2018). Whatsapp messenger as a mobile media to learn writing for EFL students. *Jurnal Ilmu Komunikasi Efek*, 1(2), 156-165. doi:10.32534/jike.v1i2.156
- Luckerson, V. (2015). Google is bringing the paperless classroom to teachers' phones. *Time.com*. Retrieved from <https://3667677/google-classroom-apps/>
- MISNAWATI, M., Sakkir, G., Puspita, N., Akbar, Z., & Yusriadi, Y. (2021). Student learning interest in COVID-19 pandemic age by blended e-learning (Asynchronous and synchronous). In *Proceedings of the 11th Annual International Conference on Industrial Engineering and Operations Management* (pp. 6330-6339). IEOM Society International.
- Moran, C., & Hawisher, G. (1998). *The rhetorics and languages of e-mail* (Snyder ed.). New York: Routledge.: Page to screen: Taking literacy into the electronic era.
- Purcell, K., Heaps, A., Buchanan, J., & Friedrich, L. (2013). How teachers are using technology in their homes and in the classroom. 2020. Retrieved from <http://www.pewinternet.org/2013/02/28/how-teachers-are-usingtechnology-athome-and-in-their-classrooms/>
- Purnamasari, W. (2021). The implementation of asynchronous learning in the classroom in the covid-19 01 Kota Bengkulu teacher VIII. repository.iainbengkulu. Retrieved from <http://repository.iainbengkulu.ac.id/id/eprint/7603>
- Qiong, O. U. (2017). A brief introduction to perception. *Studies in literature and language*, 15(4), 18-28. doi:<http://dx.doi.org/10.3968/10055>
- Rahman, F., Rahmadani, N., & Nugraha, D. F. (2022). Video-Enhanced English Asynchronous Learning; Students' Voice. *Channing: Journal of English Language Education and Literature*, 7(1), 5297-3630.
- Ramírez-Lizcano, N., & Cabrera-Tovar, M. A. (2020). EFL learners' perceptions about language learning and culture when using telecollaboration. *Profile Issues in Teachers Professional Development*, 22(2), 95-113. doi:<https://doi.org/10.15446/profile.v22n2.82213>
- Riwayatningsih, R., & Sulistyani, S. (2020). The Implementation of Synchronous and Asynchronous E-Language Learning in Efl Setting: a Case Study. *Jurnal Basis*, 7(2), 309-318.
- Sakkir, G., & Abduh, A. (2022). The Factors Affect the Implementation of English Teaching Strategies before and during Covid-19 Pandemic Era. *EduLine: Journal of Education and Learning Innovation*, 2(4), 472-480.
- Sakkir, G., & Dollah, S. (2019). FACEBOOK-BASED WRITING INSTRUCTIONAL MATERIAL IN ENGLISH CLASS: LECTURERS'PERCEPTION. *Seltics*, 2(2), 76-83.

- Sakkir, G., Dollah, S., & Ahmad, J. (2020). Favorite e-learning media in pandemic Covid-19 era (Universitas Muhammadiyah Sidenreng Rappang). *Jurnal Studi Guru Dan Pembelajaran*, 3(3), 480-485.
- Sakkir, G., Dollah, S., & Ahmad, J. (2021). E-learning in covid-19 situation: Students' perception. *EduLine: Journal of Education and Learning Innovation*, 1(1), 9-15.
- Sirait, A. (2021). Investigating Synchronous and Asynchronous E-language Learning: A Study Of English Online Learning During Pandemic At Umsu. Doctoral dissertation.
- Snelson, C. (2011). YouTube across the disciplines: a review of the literature. *MERLOT Journal of Online Learning and Teaching*, 7(1), 159-169. Retrieved from http://jolt.merlot.org/vol7no1/snelson_0311.pdf
- Stern, J. (2018). Introduction to online teaching and learning (3 ed.). *Internasional Journal Science Education*.
- Syatriana, E., & Sakkir, G. (2020). Implementing learning model based on interactive learning community for EFL students of Muhammadiyah University. *ELT Worldwide: Journal of English Language Teaching*, 7(1), 24-30.
- Vonderwell, S., & Savery, J. (2004). Online learning: Student role and readiness.
- Wang, C. H., Shannon, D. M., & Ross, M. E. (2013). Students' characteristics, self-regulated learning, technology self-efficacy, and course outcomes in online learning. *Distance Education*, 34(3), 303-304.
- Zaidi, A., Awaludin, F. A., Karim, R. A., Ghani, N. F., Rani, M. S., & Ibrahim, M. (2018). University students' perceptions of YouTube usage in (ESL) classrooms. *International Journal of Academic Research in Business and Social Sciences*, 8, 541-553. doi:doi:10.6007/IJARBS/v8-i1/3826