

**THE IMPLEMENTATION OF ASYNCHRONOUS LEARNING IN
CLASSROOM IN THE COVID-19 PANDEMIC**

**(A Qualitative Study at MTSN 01 Kota Bengkulu the Teacher Class VIII
in the Academic Year 2020/2021)**

THESIS

**Submitted as A Partial Requirements For the Degree of *Sarjana Pendidikan*
(S.Pd)**

**In English Education Study Program Tarbiyah and Tadris Faculty IAIN
Bengkulu**



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MOTO

“khoirunnas anfa’uhum linnas”

Artinya :Sebaik-baik manusia adalah yang paling bermanfaat bagi manusia

lain.(HR Ahmad dan Thabrani)

“PRAY”

Not only because you need something but because you have

A LOT TO BE THANKFUL FOR

Everything beautiful is not necessarily good, but everything good is certainly

beautiful.

DEDICATION

In the name of Allah the beneficent and the Merciful, the final project is dedicated to:

1. For my beloved parents, Mr. Matnani, Mrs. Pahina (ALM), and Abi dan Umi, love and respect are always for them. Thank you very much for your support, pray, and patience to make my education success.
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The researcher is sure that this proposal would not bi completed with but the helps, support, and suggestion from several sides. Thus, the researcher would like to expreses her deepest thank to all of those who had helped, supported, and suggeste her during the process of writing this proposal. This goes to:

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Bengkulu, 2021

A handwritten signature in dark ink, appearing to be 'Winda Puernamasari', written in a cursive style.

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ABSTRAK

Winda Purnamasari. 2020. The Implementation of Asynchronous learning in classroom in the Covid-19 pandemic.(A Qualitative study at MTSN 01 kota Bengkulu the Teacher class VIII in the academic year 2020/2021).

Pembimbing: Dr. Syamsul Rizal , MPd dan Fera Zasrianita , MPd.

Penelitian ini bertujuan untuk mendeskripsikan Pembelajaran Asinkron di MTSN 01 Kota Bengkulu terkait dengan perencanaan, pelaksanaan, dan teknik evaluasi yang dilakukan guru dalam pembelajaran daring. Pendekatan dalam penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif kualitatif. Adapun teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi.

Berdasarkan hasil penelitian dan pembahasan mengenai Pembelajaran daring yang di laksanakan di MTSN 01 Kota Bengkulu menunjukkan bahwa guru melaksanakan pembelajaran daring dengan jenis komunikasi asynchroneous. Yang mana didalam pembelajaran daring dilaksanakan guru dengan E Learning (situs web sekolah) di bantu chat di group whatsapp dan telegram. Dalam melaksanakan pembelajaran daring ini, guru melakukan perencanaan dengan menyiapkan RPP dan silabus, guru juga melakukan pemetaan materi serta menyiapkan pendukung pembelajaran seperti media pembelajaran dan lembar kerja peserta didik (LKPD).

Berdasarkan proses pembelajaran, guru mengirimkan materi pada e learning yang didukung media pembelajaran menggunakan video dan voice note. Pada saat guru mengirimkan video penjelasan materi kepada peserta didik guru memerintahkan peserta didik untuk menyimak video tersebut. Dengan mengirim video dapat memudahkan peserta didik untuk memahami materi pelajaran yang dipelajari karena bisa diulang mempelajari apabila ada materi yang belum dimengerti. Selain menggunakan video guru juga menjelaskan materi menggunakan voice note. Metode yang digunakan guru dalam pembelajaran daring ini yaitu penugasan kepada peserta didik. Pada saat melakukan evaluasi pembelajaran guru menggunakan teknik evaluasi formatif dan sumatif. Pada evaluasi formatif dilakukan oleh guru pada saat proses pembelajaran berlangsung sesuai dengan materi yang dipelajari. Sedangkan evaluasi sumatif dilakukan guru pada akhir tema pembelajaran yang dilaksanakan pada mid semester dan ujian akhir semester.

Kata kunci: Pembelajaran Asynchronous dan Covid-19

ABSTRACT

Winda Purnamasari. 2020. The Implementation of Asynchronous learning in classroom in the Covid-19 pandemic. (A Qualitative study at MTSN 01 Bengkulu city the Teacher class VIII in the academic year 2020/2021).

Advesor: Dr. Syamsul Rizal, MPd and Fera Zasrianita, MPd.

This study aims to describe Asynchronous Learning at MTSN 01 kota Bengkulu related to planning, implementation, and evaluation techniques carried out by teachers in online learning. The approach in this study used a qualitative approach with qualitative descriptive research. The data collection techniques using observation, interviews, and documentation.

Based on the results of research and discussion on online learning that was carried out at MTSN 01 kota Bengkulu, it showed that teachers carried out online learning with asynchronous communication types. Which in online learning is carried out by the teacher with E Learning (school website) assisted by chat in whatsapp and telegram groups. learning and student worksheets (LKPD).

Based on the learning process, the teacher sends material on e-learning which is supported by learning media using video and voice notes. When the teacher sends a video explaining the material to students, the teacher instructs students to listen to the video. Sending a video can make it easier for students to understand the subject matter being studied because it can be repeated if there is material that has not been understood. In addition to using videos, the teacher also explains the material using voice notes. The method used by the teacher in this online learning is assignment to students. At the time of evaluating learning the teacher uses formative and summative evaluation techniques. In the formative evaluation is carried out by the teacher during the learning process in accordance with the material being studied. While the summative evaluation is carried out by the teacher at the end of the learning theme which is carried out in the mid-semester and final semester exams.

Keywords: Asynchronous Learning and covid-19

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CHAPTER I

INTRODUCTION

A. Background of the problem

The COVID-19 pandemic is the first and foremost health crisis in the world. The impact of the corona virus was initially very influential on the economic sector, but is currently being felt by the world of education. The policies taken by countries affected by the corona virus, including Indonesia, must temporarily close schools. Some educational institutions require looking for alternatives in the learning process. As is the case in Indonesia, starting from elementary school to college or university to take alternative online distance learning.

The learning process that is usually carried out in schools face-to-face with the teachers and friends cannot be carried out during this pandemic. Students are required to learn from home (BDR), for that teachers are also required to prepare learning tools that allow students to learn from home. This condition makes teachers have to change their teaching and learning strategies. The use of appropriate teaching methods as well as the behavior and attitudes of teachers in managing the teaching and learning process is very much needed in learning during the home learning program (BDR). All this is done to provide access to learning that is not limited to space and time for students during the Covid-emergency period. 19.

The condition of students and teachers who cannot meet directly to maintain social distancing and physical distancing is what makes learning to be done through online learning.

In online learning, we recognize the term Asynchronous learning. In the learning process, the teacher at MTSN 01 kota Bengkulu explained that the lack of response in learning was due to the large number of students playing when learning took place, the short time when learning was online. In addition, students experienced boredom during the learning process which resulted in students not being able to understand learning well.

Asynchronous learning is an independent learning approach with asynchronous interactions to encourage learning. Email , youtube , google class room and google meet and blog are resources that support asynchronous learning. Some of the common asynchronous learning activities are interacting with the Learning Management System (LMS),communicating using email, posting on discussion forums and reading articles. In addition, it is important to maintain timely feedback and clear communication in order to engage students in learning. Overall, asynchronous learning provides advantages such as convenience, flexibility, more interaction and to continue the responsibilities of personal and professional life. Asynchronous learning involves deep learning. student-centered is similar to self-learning approach which is similar to self-learning approach with online learning resources required. This is in line with the opinion of Chaerumah (2017), which states that learning occurs in collaborative situations (involving more than one

person), between learning participants and other learning participants or other people as sources. Asynchronous learning activities include facilitating discussion forums, mailing lists, assignments, and others.

Asynchronous learning / teaching model has become the most common form of online teaching so far because of its flexible modus operandi (Hrastinski, 2008). An asynchronous environment provides students with available material in the form of audio / video lectures, handouts, articles and power point presentations. This material can be accessed anytime anywhere through a Learning Management System (LMS) or other similar channels. An LMS is a set of tools that uses course content and provides a framework for communication between students and teachers such as classroom.

Based on preliminary observations at MTSN 01 the of kota Bengkulu is a large school, so researchers are interested in knowing how the school is able to carry out the teaching and learning process in the midst of a pandemic, and between education levels. MTSN 01 kota education levels that apply online learning in Bengkulu Province, this is what researchers make the reason for researching teachers. and eighth grade students implementing online learning at MTSN 01 kota Bengkulu.

Based on the description above, the researchers are interested in conducting research on " Implementation of Asynchronous learning in classrooms in the Covid-19 pandemic.

B. Identification of The Problems

Based on the identification of the problem, the researcher conducted at MTSN 01 Kota Bengkulu. The problem statements of this research are:

1. The Covid-19 pandemic which requires students to study from home (during)
2. Students play when learning takes place
3. Students experience boredom during the learning process during
4. Students cannot understand learning well

C. Limitation of the Problem

The limitation of the problem in this study is The Implementation of Asynchronous in Classroom in the Covid-19 Pandemic.

D. Research Questions

Based on the formulation of the problem, the problem of the study is formulated in the following question:

1. What are the stages of Asynchronous learning during the covid-19 pandemic at MTSN 1 Kota Bengkulu?
2. How is the Implementation of asynchronous learning during the covid-19 pandemic at MTSN 1 Kota Bengkulu ?

E. Research Objectives

Based on the problems above, the objectives of the study formulated as follows:

1. Researchers identified the Implementation of Asynchronous learning and in class VIII MTSN 01 kota Bengkulu.

2. This is to determine the Implementation of Asynchronous learning in class VIII MTSN 01 kota Bengkulu.

F. Significance of the Research

The researchers expects that the results of this research will can be useful for monitoring the conditions of the Implementation stage of Asynchronous learning during the Covid-19 Pandemic:

1. For the teacher

For the teacher, in order to develop their English, they have to increase the indirect-influence walk which includes the learners. Teachers must encourage and give suggestions and remind each other so that learning can be better. The teacher must exemplify good things in order to increase their knowledge.

2. For the learners

For the learners , they have more time to memorize and view lessons such as Power Point and pdf that are sent on their cell phones. And also they have more opportunities to practice their language skills in the learning time.

3. For the further researcher

These results can be used for future researchers who focus on the application of asynchronous learning.

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Description

1. Definition of Implementation

The term implementation is usually used in the development or introduction of new programs, especially in conducting program assessments that will be disseminated to users or implementers. As stated by Fullan (1982) implementation is a process of putting into practice a new idea, program or set of activities for someone to achieve or expect change.

Implementation according to Nurdin Usman (2002) in Dessta (2015: 28) is "Activities that lead to activities, actions, or the action of a system mechanism. Implementation is not just an activity but an activity that is planned and to achieve the objectives of the activity. Meanwhile, according to Malik Oemar, it is a process of applying ideas, concepts, policies, or innovations in the form of practical actions so that they have a good impact in the form of 10 changes in knowledge, skills, and values and attitudes (Fauziah 2014: 19).

Based on the above statement it can be concluded that implementation is an action to carry out something that has been planned and mutually agreed upon in order to achieve predetermined goals or targets so as to have a positive impact on everyone

2. Definition of Online Learning

Online learning is a program for organizing learning classes to reach massive and broad groups through the internet network. Learning can be carried out massively with an unlimited number of participants, it can be done for free or paid (Bilfaqih & Qomarudin, 2015: 1). Meanwhile, according to Thome, online learning is learning that utilizes multimedia technology, video, animated online text, voice messages, email, conference calls, and online video streaming (Kuntarto, 2017: 101). So that online learning can be interpreted as learning which in its implementation uses an internet network, intranet and extranet or a computer that is directly connected and has a global (wide) scope. In his book "The One Word Schoolhouse", Salman Khan says: Education does not occur in the space between the teacher's mouth and the ears of students. Education takes place in the space in each brain. This is in line with constructivism learning theory that knowledge is built by students through the learning process, not transferred from teacher to student. Considering that there is no reason to doubt or even reject online learning (Bilfaqih & Qomarudin, 2015:

3. Definition of Learning

Online learning is a program for organizing learning classes to reach a wide group via the internet network. Learning can be carried out alternately with an unlimited number of participants, it can be done for free or for a fee "instruction". Morris L. Bigge (1982) in Johari explains

that learning refers to several systematic changes in behavior or the arrangement of behavior that results from experiences in certain situations.

According to Gagne, Briggs, and Wager (1992) in Prof. Udin (2020: 19), learning is a series of activities designed to allow the learning process to occur in students. From the description above, it can be understood that the meaning of learning is the process of interaction between students and educators and learning resources in a learning environment which includes teachers and students who exchange information.

B. Asynchronous Learning

4. Definition of Asynchronous Learning

Asynchronous learning refers to the idea that students study the same material at different times and locations. Asynchronous learning is also called Location Independent Learning and as opposed to synchronous learning where students learn at the same time through activities such as attending lectures or laboratories. Asynchronous learning occurs on your own schedule.

According to Purta (2020) Asynchronous is learning that does not occur at the same time and place. Independent Asynchronous learning can be followed by Citizens Learning to learn virtual and independently. Collaborative Asynchronous is learning carried out in groups and

involving more than one citizen learning and is carried out at a time and place different.

Asynchronous is learning that occurs in independent learning situations. Learning participants can learn anytime, anywhere, according to their respective conditions and learning speed. Learning activities in AM include reading, listening, watching, practicing, simulating, and practicing by making use of certain relevant learning objects (digital materials). More learning activities occur online, although it does not rule out the possibility of happening offline

5. Strength of Asynchronous Learning

Asynchronous learning offers a lot of flexibility. Even though there are usually deadlines in sight, asynchronous learners can progress at their own pace and access their courses whenever they choose and from anywhere.

Learning means your students can be involved in the course regardless of their time zone or location. With asynchronous learning, students have more time to reflect on the material they are learning, which means they tend to understand it more thoroughly.

In addition, asynchronous learning presents itself better for fast-growing businesses. For example, if you have hundreds or thousands of learners to train around the world, you can scale up without the need for face-to-face training.

6. Deficiency of Asynchronous

Although students may have access to instructors, contact through asynchronous learning may be limited. Answers to questions cannot be given outright (for example, students may need to wait for answers to emails). Lack of interaction with instructors and fellow students makes some individuals feel lonely. In other words, it can lead to a lack of motivation and involvement in the course.

Asynchronous learning is learner-centered, so those who take courses in this way need self-discipline and focus to be successful in completing the required coursework.

Asynchronous learning takes place via online channels without real-time interaction. But asynchronous learning does not allow the kind of interaction learners receive direct feedback from their fellow students or their teachers. Also, with asynchronous learning, you can move on your own. Meanwhile, asynchronous learning lectures can be given offline.

7. Asynchronous Learning Planning

According to the Son (2020) there are five langkah on designing Asinkron before learning held : .

First, formulate learning outcomes. The formulation of learning outcomes refers to the description of the subjects that will be used in learning. The formulation of learning outcomes can be seen in the syllabus or lesson plan (RPP).

Second, map and organize learning materials. At the stage of mapping and organizing learning materials, efforts are made to determine and

classify learning materials into subjects, sub-subjects, and subject matter in accordance with predetermined learning outcomes. Based on predetermined learning outcomes, the Tutor makes sub-subjects which will then be broken down into several subject matter.

Third, select and determine learning activities. At this stage, the selection and determination of material that will be used as learning is carried out, namely asynchronous learning.

Fourth, identify media needs. Identifying media needs is done to determine the media needs or learning objects that will be studied by the Learning Citizens. For example, learning objects in the form of text, visuals, audio, and video. Based on the material that has been determined, the media used is in the form of text and visuals (powerpoint modules and slides) and learning videos.

Fifth, designing the assessment. This design is carried out on each subject. On each subject an assessment will be made in the form of an assignment or a test. These assignments and tests can be individual or group.

8. Asynchronous Learning Stage

- a. Students learn independently through materials that have been provided by the teacher in the application that has been prepared
- b. The teacher monitors the independent learning process of students online

- c. Students report what they have learned in accordance with the instructions provided by the teacher
- d. The teacher provides feedback on student activities and instructions for subsequent activities

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is a qualitative descriptive study, especially in the form of case studies in class to identify the stages. English in the classroom there are direct and indirect learning stages. The researcher decided to use a qualitative approach, as suggested by Moleong, (2005: 4). Qualitative research is also a research procedure that produces descriptive data in the form of written and spoken words from the people being observed. Process and meaning (subject perspective) are emphasized more in qualitative research. The theoretical basis is used as a guide so that the focus of the research is in accordance with the facts in the field. In addition, the theoretical basis is also useful for providing an overview of the research background and as material for discussion of research results.

According to Whitney (Moleong, 2010: 11) argues that the descriptive method is fact finding with the right interpretation. Qualitative research can also be intended as a type of research where the findings are not obtained through statistical procedures or other forms of calculation. However, the data collected from qualitative research allows it to be analyzed through a calculation.

Researchers conducted this research in three ways. First, by making observations recordings and it will be used as the main source. Second, interviews of students in the classroom and the English teacher. Based on the

research method above, this research was conducted in order to determine the :IMPLEMENTATION OF ASYNCHRONOUS LEARNING IN CLASSROOM IN THE COVID-19 PANDEMIC AT MTSN 01 kota Bengkulu in academic year 2020/2021.

B. Data and Data source

1. Data

Data refers to the answers or questions of the researcher. Bogdan, (1998, p. 106) Data is a need that researchers collect from the words they learn. These data usually include people-like study materials, notes, transcripts, and participant observation field notes. In this study, researchers used qualitative data based on qualitative data based on data from the field and other sources. In this case; the research uses descriptive qualitative data.

Data taken through the learning stage carried out by teachers and students during the learning process in class, in this study there are two forms of data. The first data were collected from the observation field. The second data is the transcript of the teacher and student conversations recorded by the researcher during the learning process.

2. Data Source

Sources of data taken from research results. Sources of data are very important in research, because researchers want to retrieve information from this research data source obtained from:

- a. Teachers who master English in class VIII MTSN 01 kota Bengkulu.

- b. Class VIII student of MTSN 01 kota Bengkulu

C. Data Collection Technique

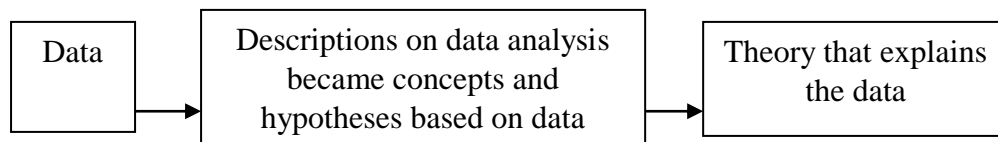
There are three data collection techniques and three instruments used in this research. According to Ary, (2010 p. 425) in most qualitative studies, data collection and data analysis are carried out simultaneously. In other words, researchers can begin to make interpretations before all data is collected. The following are data collection techniques in the form of observation, interviews, and documentation.

The approach used in this research is a qualitative approach. According to (Baden in Idrus, 2009, p. 23) a qualitative approach is "Implementation in qualitative research is based on a natural setting or what is often referred to as a naturalistic method". The same thing was expressed by Irawan (in Widodo, 2012, p. 56) that "Qualitative research aims to describe or explain things as they are, so as to provide a clear description of situations in the field as they are".(Bogdan and Taylor (in Moleong, 2000, p. 3) state that "Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior".

Based on the above opinion, that in qualitative research the subject of research is the researcher himself. This is done so that research can run as naturally as possible without direction from anyone, so that research can produce accurate data besides qualitative research aims to describe or explain things as they are, so as to provide a clear picture of situations in the field as

they are. Mastery of concepts and theories is carried out by researchers in depth, who can produce data or information according to what is (reasonable) and can produce descriptive data in the form of written or spoken words from people and observable behavior”.

According to (Stuart A Schlegel in Danial, 2009, p. 60) asserts that data as a source of theory which means "Theory, namely the explanation of phenomena was actually developed by the researcher as long as he was conducting research from the data collected". It can be graphically described as follows:



From the chart above, it is explained that grounded theory discusses the explanation of the phenomenon that was actually developed by the researcher while carrying out the research. This research requires the development of concepts and theories from a number of data in the field containing real problems that occur in the field and finding solutions to solve these problems.

The research that will be taken in this study is about the role of civic education teachers in increasing the politeness of students, which in this study uses a qualitative approach.

In qualitative research, researchers can get involved directly in conducting research in order to get real data that actually happens in the field, not just speculation that occurs in the field or from another researcher. The

use of a qualitative approach is intended so that researchers are able to carry out this research and obtain real data from the field, so as to obtain accurate and valid data to compile this research.

Thus, a qualitative approach is very appropriate to use in this study, because the first is that the problem studied in this study is about how to apply asynchronous learning the pandemic covid-19 in MTSN 01 kota Bengkulu.

D. Operational Definition

1. Asynchronous Learning

Asynchronous Online learning is learning that uses the internet network and utilizes one application where teachers and students communicate at different times or there are communication breaks that occur between teachers and students. For example, the teacher uses the *google classroom* application to upload material or assignments to be done by students by providing a deadline for the work.

2. Online Learning

Online learning or e-learning is a learning that utilizes technology using the internet where in the learning process it is not done face to face but uses electronic media which can make it easier for students to learn anytime and anywhere.

E. Research Subjects and Objects

1. Research subject

The research subject is something that is being researched by either person, object or institution. Basically, the research subject is the one who will be subject to the conclusions of the research results. The research subject is a source that provides information about the data needed by the researcher for the research that is being carried out. The subjects in this study were students of class VII MTSN 01 kota Bengkulu.

2. Object of Research

The object of research is a set of elements that can be a person, organization or item that will study. Then emphasize it. The object of research is the subject that will be examined in order to obtain more targeted data. In this study, the research objects were students who were in one of the schools in MTSN 01 kota Bengkulu. The reason the researchers took this location was because in its implementation a descriptive studies.

F. Tehnique and Instrument data Collection

1. Data collection

In this case, to answer the problem in a study, a data collection technique is needed. Data collection techniques in a study are the most important thing in the research process, because using data collection techniques will make it easier for researchers to get an answer or data needed during research. The same thing was expressed by Idrus (2009, p. 99) who said that: "To answer research problems in achieving goals and

prove the hypotheses that have been formulated in the research design, data is needed. To obtain the intended data, a researcher usually uses instruments to collect data. "

This opinion was strengtby (Sugiyono 2012, p. 62) who stated that: "The most strategic step in research is because the main objective of research is to get data. Without knowing the data collection technique, the research will not get data that meets the applied data standards ". Data collection techniques in a study are the most important step because the purpose of research is to techniques carefully, so that the data that is expected to be of quality in an ongoing study. In this case, the data collection techniques used in this research are interview techniques, documentation study and observation, all of which are done in order to obtain data that is in accordance with the description of real events in the field. Some of the data collection techniques used in this study are as follows:

2. Observation

Observation in a study is the most important instrument, because the researcher gets a picture obtained through direct observation of what will be studied. According to (Endang Danial 2009, p. 77) states that: "Observation is an observation made directly on the object of research. Observation is the first step to obtain the necessary data ".

Observations in this study aim that the authors obtain an in-depth picture of the application of asynchronous learning. In this observation

process, the writer will do pre-research in MTSN 01 kota Bengkulu class V II, and get an overview of the problems to be researched in MTSN 01 kota Bengkulu class VII.

Based on the above statement, it can be concluded that with observation, researchers can make direct and in-depth observations about the object to be studied in order to obtain a clearer picture and get an accurate data source about social life.

Table1.

The following is the grid for the observation instruments in this study:

Aspect	Sub aspects	Indicator
Asynchronous Learning	Planning Stage	Formulate learning outcomes
		Map and organize material
		Select and determine learning activities
		Identify media needs
		Designing Assessments
	Learning stage	Students of learn independently through existing materials
		The teacher monitors the learning process
		Learners report what they have learned
		The teacher provides feedback on student activities

Table 2 Instrument observation

No	These aspects are observed	The appearance of the results of the observations	
		Yes	Not
1.	Formulate learning outcomes		
2.	Map and organize material		
3.	Teachers Selecting and determining the activity of learning that is suitable for students		
4.	Identify media needs		
5.	Convey apperception		
6.	Motivating and evoke the spirit of the students		
7.	Delivering learning objectives		
8.	Using media that provokes students' enthusiasm for learning		
9.	Designing Assessments		
10.	Learners Independently through the material that has been prepared		
11.	Teacher sent learning materials on time		
12.	Duties and order processing tasks can be understood by both by students		
13.	Teachers conduct monitoring of the process of learning		
14.	Participants students report anything that has been learned		
15.	Teachers give feed back on the activities of students		
16.	The teacher carries out an evaluation of learning		

3. Interview

Structured interviewing is used as a data collection technique, when the researcher or data collector is certain about what information will be obtained. Therefore, in conducting interviews, data collectors have prepared research instruments in the form of written questions whose

alternative answers have also been prepared. (Prof. Dr. Sugiyono, 2012, p. 138)

As for the purpose of conducting interviews in a qualitative study, as emphasized by (Lincoln and Guba in Moleong, 2010, p. 186), among others: Construct about people, events, organizations, feelings, motivations, demands, concerns and other unanimity; reconstruct determination - determination such as that experienced by the past; project roundings as expected to be experienced in the future; verify, modify, and exp and information obtained from other people, both human and non-human (triangulation); and verify, modify and expand the constructs developed by the researcher for checking members.

Based on the above opinion, the purpose of conducting interviews is to obtain broader information, starting from past events, ongoing events, and expected events in the future. This interview activity will be carried out continuously until the data obtained is deemed sufficient for the material needed in this study. The data obtained from the interview results will be processed by researchers to support the research carried out.

Table 3.

The following is a grid of interview guidelines in this research:

Interviewees	Aspect	Indicators	Items
and teachers	Learning process	1. Policy, Rpp, and evaluation	1,2,3,12,13,14,15
		2. During the learning application	4,5,6,7,8
		3. Supporting and inhibiting factors	9,10,11,

TEACHER INTERVIEW GUIDELINES

Teacher Name :

Class Teacher :

Place :

Day date :

1. The system of learning such as what are in practice in the schools during a pandemic ?
2. Model learning online like what are you using ?
3. Applications anything that you use in the implementation of learning online ?
4. What are the advantages of the application are in the implementation of learningonline ?
5. What are the shortcomings of these applications in the implementation of learningonline ?
6. What obstacles have you experienced in using the applicationthat in the implementation of learning online?
7. How the solution you are in mangatasi constraints that ?
8. Factors what just that supports learning online?
9. Factors anything alone that inhibits in implementingthis online learning ?
10. What is your solution in overcoming these obstacles ?
11. Matter what are you given ?
12. What is your solution in overcoming these obstacles ?
13. Matter what are you given ?

14. How is the learning planning model (RPP) in online learning ?
15. The extent to which students are able to understand the learning material through this online learning ?
16. How do you evaluate learning through this online learning ?

4. Documentation

Documentation is a data analysis technique that carried out by searching for and analyzing important and related documents and can provide data to solve problems in research. In the technique of correcting data proposed by Basrowi and Suwandi above, the technique of documenting data is a technique that can show data that can produce important records as a data source, because many documents are data sources that can be used to test, interpret and even predict. This technique is carried out with a perspective, analyzing data in the form of relevant documentation and supporting research.

G. Technique of data Analysis

The data analysis used is descriptive qualitative method, which describes the data collected in the form of words, pictures, and not numbers. Data that comes from manuscripts, interviews, field notes, documents, and so on, are then described so that they can provide clarity on reality or reality.

Data analysis in qualitative research was carried out before entering the field, during the field and after finishing in the field. In this case Nasution

stated: "Analysis has been started since formulating and explaining the problem, before going to the field and continuing until the writing of the research results. Data analysis provides guidance for further research until, if possible, a grounded theory. However, in qualitative research, data analysis is more focused during the process in the field along with data collection. In fact, data analysis in qualitative research is an ongoing activity that occurs throughout the investigative process rather than after the process. In reality, qualitative data analysis takes place during the data collection process rather than after the data collection is complete.

Data analysis, according to Miles and Huberman's version(2009), states that there are three flow of activities, namely data reduction, data presentation, and drawing conclusions or verification.

1. Data Reduction

It is defined as the process of selecting, focusing on simplifying, abstracting, and transforming the "rough" data that emerge from field notes. Reduction is carried out since data collection, starting with summarizing, coding, exploring themes, writing memos, and so on, with the intention of setting aside irrelevant data or information, then the data is verified.

2. Presentation of Data

Presentation of data is a structured description of a set of information that gives the possibility of drawing conclusions and taking action. The presentation of qualitative data is presented in the form of narrative text, with the aim of being designed to combine information arranged in a coherent and easy to understand form.

Drawing conclusions or verification is the final activity of qualitative research. Researcher must arrive at conclusions and carry out verification, both in terms of the meaning and correctness of the conclusions agreed upon by the place where the research was carried out. The meaning formulated by researchers from the data must be tested for truth, suitability, and robustness. The researcher must realize that in looking for meaning, he must use an emic perspective, namely from the point of view of key information, and not the interpretation of meaning according to the researcher's view (ethical view).

The validity of research results is important in a study. In qualitative research, there are several techniques that researchers use to make research data valid. Therefore, researchers used triangulation to check the validity of the data. Triangulation is a technique to check the reliability of data. According to (Sutopo in Kasiyan) he revealed four kinds of triangulation techniques, they are:

- a. Data triangulation,
- b. Investigator triangulation,

- c. Theoretical triangulation and
- d. Methodology triangulation.

3. Data Triangulation

Triangulation is the process of examining and comparing information with other studies obtained from different types of data to reduce bias in the results. For example, comparing the results of interviews, questionnaires, and observation results.

4. Triangulation Investigator

Triangulation investigators were significantly enhanced by a valid ability to infer through investigators without personal discussion or consultation between them. This is very important in data collection, reporting, and analysis to reduce bias.

5. Theoretical Triangulation

Theoretical Triangulation uses theory to study a situation or phenomenon. Its purpose is to show this situation or phenomenon from a different point of view. In fact, the more different they are, the more likely they are to identify with different problems or problems, the different theories are not identical or compatible.

6. Methodological Triangulation

Triangulation methodology uses several methods to present a situation or phenomenon. Its purpose is to reduce your biases and shortcomings. Method, strength, strength, strength, ability to show

significance. Any discrepancies or relevant details that may be found in the analysis using the data collection method or technique.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

1. The Synchronous Learning at MTS 1 Kota Bengkulu

Asynchronous learning is learning that occurs in online self-study situations. Learners can learn anytime, anywhere, according to their respective conditions and learning speed. Learning activities in asynchronous learning include reading, listening, watching, practicing, simulating and practicing by utilizing certain relevant learning objects (digital materials). The teacher's creativity is very necessary in this case and the time and complexity made by the teacher must be in accordance with the portion of the topic in the lesson plan. The learning that occurs can involve more than one party, because collaboration is needed between students and teachers. Discussions in this group can be carried out using activities in small groups, project-based assignments and so on.

Although students may have access to teachers, contact through asynchronous learning may be limited. Answers to questions cannot be provided in person (for example, students may need to wait for an answer to an email). Lack of interaction with teachers and fellow students makes some individuals feel lonely. In other words, it can lead to a lack of motivation and engagement in the course. Asynchronous learning is also learner-centered, so those who take courses in this way need self-

discipline and focus to be successful in completing the required coursework.

From the findings that the researchers observed and analyzed, the researchers found that in MTS1 Kot Bengkulu, asynchronous online learning was applied. This can be seen in the findings of data from observations as follows:

a. Data from observation checklist

Meanwhile, observations were made to obtain data to suit the research objectives. the results of observations can be seen in the following table:

No	These aspects are observed	The appearance of the results of the observations	
		Yes	Not
1.	Formulate learning outcomes	√	
2.	Map and organize material	√	
3.	Teachers Selecting and determining the activity of learning that is suitable for students	√	
4.	Identify media needs	√	
5.	Convey apperception		√
6.	Motivating and evoke the spirit of the students		√
7.	Delivering learning objectives		√
8.	Using media that provokes students' enthusiasm for learning	√	
9.	Designing Assessments	√	
10.	Learners Bindependently through the material that has been prepared	√	
11.	Teacher sent learning materials on time	√	
12.	Duties and order processing tasks can be understood by both by students	√	
13.	Teachers conduct monitoring of the process of learning	√	

14.	Participants students report anything that has been learned	√	
15.	Teachers give feed back tonthe activities of students	√	
16.	The teacher carries out an evaluation of learning	√	

Based on the observations contained in the table above. Of the 16 points observed regarding the application of asynchronous learning at MTSN 1 Kota Bengkulu , there were three points or 18.75 % that were not implemented by the teacher when teaching. The points are conveying apperception, motivating and uplifting students, and conveying learning objectives.

b. Data from interview

Interviews with teachers were conducted on June 5 -17 July 2021 in the classrooms of MTSN 1 kota Bengkulu. Researchers conducted interviews to support data collection. Based on research data found by researchers. the following interview results obtained:

1. What kind of learning system is practiced in this school during a pandemic?

At the beginning of the pandemic the teachers at this school used learning assisted by the telegram and whatsapp applications, then after the passage of time the learning changed to using e-learning by using the school site assisted by the whatsapp and telegram applications.

2. What kind of online learning model do you use?

At MTSN 01 Bengkulu City, the Asingkron learning model is used.

3. What applications do you use in the implementation of online learning?

E learning (school website) assisted by Whatsapp and Telegram applications.

4. What are the advantages of the application in the implementation of online learning?

The advantage of this e-learning is that students are able to access materials and questions that have been uploaded by the teacher anytime and anywhere.

5. What are the shortcomings of the application in the implementation of online learning?

By using E learning (school website) teachers must frequently remind students to access the subject matter. This is where the Telegram and Whatsapp applications are used as a means of group communication that makes it easier for teachers to tell students to immediately access the school's website.

6. What obstacles did you experience in using the application in the implementation of online learning?

For now, the problem when using this application is that students often experience connection problems, whether it's a blackout or no signal.

7. What is your solution in overcoming these obstacles?

For students who still experience connection problems such as blackouts or no signal, the teacher gives a grace period to complete the given task.

8. What factors support online learning?

Incidentally, at MTS 1 Bengkulu City, students and parents already understand technology. Students are able and accustomed to using electronic devices such as smartphones or laptops, this is what makes the learning process run well.

9. What are the inhibiting factors in implementing this online learning?

The inhibiting factor is that students are often late in collecting assignments.

10. What is your solution in overcoming these obstacles?

The teacher reminds students to immediately collect assignments in Whatsapp and telegram groups

11. What materials do you provide?

Materials that are in accordance with printed books are added to materials obtained from the internet.

12. What is the learning planning model (RPP) in online learning?

I use the RPP according to the guidelines from the Ministry of Education and Culture, which is one sheet of RPP. I adjusted this Rpp to the reduced study hours and the material to be achieved.

13. To what extent are students able to understand the learning materials through this online learning?

I am quite proud of the student's learning outcomes during this pandemic, because the scores are good. If there are students who do not understand the material, then students may ask me directly or ask questions in whatsapp and telegram groups.

14. How would you evaluate learning through online learning?

At the end of the lesson I always give questions to students as evaluation material for me.

1. The Implementation of Synchronous Learning at MTS 1 Kota Bengkulu

MTSN 01 kota Bengkulu has carried out online learning (on the network) this is in accordance with the policy of the government which is an effort to prevent and break the chain of spread of the Covid-19 virus, the implementation of learning in education units during the pandemic is carried out online from home. Where at the beginning of the pandemic the teachers at this school used learning assisted by the telegram and whatsapp applications, then after the passage of time the learning changed to using e-learning by using the school site assisted by the whatsapp and telegram applications.

There are five steps in designing Asynchronous before learning is held:

First, formulate learning outcomes. The formulation of learning outcomes refers to the description of the subjects that will be used in learning.

The formulation of learning outcomes can be seen in the syllabus or lesson plan (RPP).

Second, map and organize learning materials. At the stage of mapping and organizing learning materials, efforts are made to determine and classify learning materials into subjects, sub-subjects, and main points in accordance with predetermined learning outcomes. Based on the learning outcomes that have been determined, the tutor makes sub-topics which will then be broken down into several main topics.

Third, select and determine learning activities. At this stage, the selection and determination of the material that will be used as learning is carried out, namely asynchronous learning.

Fourth, identify media needs. Identifying media needs is done to find out the media needs or learning objects that will be studied by the Learning Citizens. For example, learning objects are in the form of text, visual, audio, and video. Based on the material that has been determined, the media used are in the form of text and visuals (modules and powerpoint slides) and learning videos.

Fifth, design the assessment. This design is carried out on each subject. On each subject, an assessment will be made in the form of assignments and tests. Assignments and tests can be individual or group. Asynchronous

Asynchronous Learning can be described based on the following table:

Aspek	Subaspek	Indicator
Asynchrone	Planning Stage	Formulate learning achievement

us Learning		Mapping and organizing materials
		Selecting and determining learning activities
		Identify media needs
		Designing an Assessment
	Learning stage	Students learn independently through materials that have been
		The teacher monitors the learning process
		Students report what they have learned
		The teacher gives feedback on student activities

B. DISCUSSION

Based on the results found from this study are the implementation of asynchronous learning in MTSN 01 kota Bengkulu. The results of the research presented are asynchronous learning carried out starting from planning, implementation, evaluation, and obstacles in online learning at MTSN 01 kota Bengkulu. The data presented in this study were obtained from research subjects in MTSN 01 kota Bengkulu, namely Mrs. Olita Anggraini M.T.Pd.

1. Planning Stage

a. Formulate Learning Outcomes

Based on the results of observations and interviews, in teaching MTSN 01 kota Bengkulu teachers have formulated learning outcomes. The formulation of learning objectives is carried out after the teacher has finished formulating the achievement indicators of each KD. This learning achievement is contained in the syllabus and lesson plans that have been made beforehand. With this syllabus and lesson plans, the lesson plans

have been well prepared. In this learning achievement, the teacher wants the knowledge/behavior that students have, understand or master after completing teaching and learning activities. This behavior can later be measured so that it can be seen whether students master the teaching material or not.

In other words, learning objectives are the direction to be directed from the whole series of learning activities. Here we have understood together that setting learning objectives refers to basic competencies. And pay attention to indicators of competency achievement.

Developing good and complete learning objectives, the teacher gives some tips to researchers, namely by using 4 (four) main elements that need to be included in the formulation of learning objectives, which are usually abbreviated as ABCD (Audience, Behavior, Condition, and Degree).

2. Audience

In the context of teaching and learning activities, the audience is the students. Although in language audience means listener, but the audience here is both the subject and the object of learning. Thus, the formulation of learning objectives must place students as the center (subject as well as object) in learning.

3. Behavior

Behavior means the behavior / activity of a process. In the context of teaching and learning activities, behavior is seen in student activities in

learning. So, it is impossible for learning to be carried out without the behavior or activities of students. In the formulation of learning objectives, behavior (student activities) is written using operational verbs, such as: understand, demonstrate, study, apply and others. The use of KKO in one learning objective cannot be more than one. This means that in a learning activity, students do one action. Thus, students are more focused on one action so that learning is more optimal.

4. Condition

Condition means a state. In the context of teaching and learning activities, condition is the condition of students before and after carrying out learning activities, as well as the requirements that need to be met so that the expected results can be achieved. The formulation of the condition is to answer the question, "what activities do students do so that the expected results can be achieved? Condition is written in the form of a verb.

5. Degree

Degree means a comparison. In the context of teaching and learning activities, degree means comparing the conditions before and after learning. The degree level varies depending on the weight of the material to be studied, as well as the extent to which students must master a material or show a change in behavior.

Mapping and organizing materials

Based on the results of observations and interviews, the teacher at MTSN 01 kota Bengkulu has organized the material, this is done so that later learning can run effectively and efficiently. In organizing the material there are several things that must be considered, namely.

6. Choose Material

In this case, the sources of material used by the teacher are textbooks and the internet. Material selection is not easy. Often teachers have difficulty in choosing material that is relevant to the learning objectives. This difficulty is caused by the following things;

- a. The number of materials available at least.
- b. Rapid changes in knowledge, so that learning materials change all the time.
- c. Differences in students' abilities and characteristics
- d. Changes in the standardization of the evaluation system.

In selecting learning materials, the teacher takes the following steps;

- a. Identify and determine the subject matter that is relevant to the learning objectives.
- b. Breaking down the subject matter into sub-topics or topics.
- c. Looking for various sources to get material that is relevant to the material of each sub-subject or topic.
- d. Identify and determine material that is truly relevant to each sub-subject or topic presented in the learning process.

7. Arrange Material

After the material is selected, then the material is arranged as a unified whole in a logical order. Therefore, in preparing the material the teacher pays attention to the following things;

- a. Learning materials are arranged from simple material to complex material.
- b. Learning materials are arranged from material that is considered easy to material that is considered difficult.
- c. The preparation of the material should start from the material that includes the concept.

8. Benefits of Material Organizing Strategy

a. Benefits for Educators

With good ability in organizing material, an educator will be able to deliver material according to the design that has been made and can attract the attention of students and students will be active in participating in learning activities so that the learning process can run effectively and efficiently.

b. Benefits for Students

An educator who has the ability to organize material will certainly have a positive impact on the learning process, including students. Learners will understand better and learning will imprint in their memories if educators are able to provide organized learning materials.

c. Select and determine activities

Based on the results of observations and interviews, during the pandemic, MTSN 01 kota Bengkulu teachers used the Asingkron learning strategy by using the whatsapp, telegram and school website applications. At the beginning of the pandemic the teachers at the MTSN 01 school in kota Bengkulu used learning with the telegram and whatsapp applications, then after the passage of time the learning changed to using e-learning using the school site assisted by the whatsapp and telegram applications.

Before learning begins, the teacher sends a message to the whatsapp or telegram group to ask students to enter the school's e-learning site. Then the teacher uploads the assignment on the school's e-learning site. Assignments are given in the form of modules, papers or summaries. Sometimes teachers also make learning videos or take learning videos on YouTube and then upload them to class groups. Then students are given one hour to study and read the material uploaded by the teacher. During the lesson the teacher keeps an eye on the students and checks the attendance of the students. When giving assignments in the form of questions or during tests, the teacher gives students time until 4 pm to collect the results of their work. When students experience problems while learning or there is material that has not been understood, students are allowed to ask questions in the whatsapp or telegram group.

d. Identify media users

Based on the results of observations and interviews, MTSN kota Bengkulu uses online media, namely by using the E-Learning program. In the offline system, students get sources only from teachers and materials that already exist in the E-Learning program, students cannot access or download via the internet. Students can actively ask questions only about existing materials, students can work on existing questions.

During the pandemic, teachers create learning media to help students in the learning process so they don't feel bored. The resource person explained that learning media must also adjust to the needs of students during learning. "Last semester I made a learning media module that also included audio and video recordings. With this, it will be easier to use and does not require a high quota," he said during an interview.

e. Designing the assessment

When evaluating learning, the classroom teacher uses formative and summative evaluation techniques. The formative evaluation is carried out by the teacher according to the material being taught during the learning process. The teacher conducts an evaluation made in the form of text questions sent through the WhatsApp group and the class teacher also evaluates by giving assignments to students in the form of practice questions in the theme book. The teacher also evaluates skills in the form of practice that students do at home. Performance in the

form of practice that has been done by students is sent in the form of videos or photos that are sent through class groups and some are collected through the teacher's personal WA.

While the summative evaluation is carried out by the teacher at the end of the lesson which is carried out in the mid-semester and the end of the semester exam. As explained by Ciptasari (2015:119) formative evaluation is an evaluation carried out at the end of a subject of learning as an example of formative evaluation, namely daily tests given by the teacher for determine the extent to which students understand the material of a subject matter. Meanwhile, according to Ciptasari (2015: 119) summative evaluation is an evaluation carried out at the end of each time unit which includes more than sub-topics, for example summative evaluation is the mid-semester examination or the end-semester examination.

In looking at student learning outcomes there are several things that teachers do, namely:

The test is the giving of a number of questions whose answers can be true or false.

These tests are in the form of written tests, oral tests, and practical tests or performance tests. A written test is a test that requires test takers to provide written answers in the form of choices and/or entries. Tests whose answers are in the form of choices include multiple choice, true and false, and matchmaking. Meanwhile, tests

whose answers are in the form of fields can be in the form of short entries and/or descriptions. An oral test is a test carried out through direct communication (face to face) between students and educators. Questions and answers are given orally. Practice test (performance) is a test that asks students to do an action/demonstrate/show skills.

In the assessment, the test is carried out continuously through various kinds of tests and tests. The tests include daily tests, mid-semester tests, end-of-semester tests, and grade promotions. Testing is a process carried out to measure the achievement of student competencies on an ongoing basis in the learning process, to improve learning, monitor progress and determine student learning success.

Daily tests are activities that are carried out periodically to measure the achievement of student competencies after completing one or more basic competencies (KD). Mid-semester tests are activities carried out by educators to measure the achievement of student competencies after carrying out 8-9 weeks of learning activities. The coverage of the mid-semester test includes all indicators that represent all KD in that period.

End of semester tests are activities carried out by educators to measure the achievement of student competencies at the end of the semester. The coverage of the end of semester test includes all indicators that represent all KD in that semester. Grade promotion tests are activities carried out by educators at the end of the even semester

to measure the achievement of student competencies at the end of the even semester in educational units that use the package system. The scope of grade promotion tests includes all indicators that represent all KD in even semesters.

- 1) Observation is an assessment carried out through observation of students during learning and/or outside learning activities. Observations are carried out to collect qualitative and quantitative data according to the competencies assessed, and can be carried out both formally and informally. Observational assessments were carried out, among others, as a final assessment of the religious and moral subject group, the civics and personality subject group, the aesthetics subject group, and the physical, sports, and health subject group.
- 2) To assess the morals of students, teachers of physical education, sports, and health subjects make observations on the behavior of students, both inside and outside the classroom. This observation is intended to assess the behavior of students that reflect morals such as discipline, responsibility, courtesy, social relations, and honesty. The matters assessed include the following aspects: a. Discipline, namely compliance with rules or regulations, such as arriving on time, participating in all activities, and going home on time. b. Honesty, namely honesty in words and actions, such as not lying, and not cheating. c. Responsibility, namely awareness to carry out

the tasks and obligations given, such as completing tasks during the activity. d. Courtesy, namely respect for others, both in the form of words, actions, and attitudes, such as speaking, dressing, and sitting politely. e. Social relations, namely the ability to interact socially with others, such as establishing good relationships with teachers and fellow friends, helping friends, and willing to cooperate in positive activities.

3) To assess the personality of students, teachers of physical education, sports, and health subjects observe the behavior of students, both inside and outside the classroom. This observation is intended to assess student behavior that reflects personality such as self-confidence, self-esteem, self-motivation, competition, mutual respect, and cooperation. The indicators of each personality aspect are as follows:

- a) Confidence: manifested in the behavior of daring to express opinions, ask questions, reprimand, criticize about something.
- b) Self-esteem: manifested in the behavior of not giving up easily and knowing one's strengths and acknowledging one's weaknesses.
- c) Self-motivation: manifested in the behavior of the will to move forward, complete everything, achieve, and achieve goals.

- d) Mutual respect: manifested in the behavior of accepting different opinions, acknowledging the shortcomings of others, and acknowledging the strengths of others.
- e) Competition: manifested in the form of behavior that is tough to face difficulties, dares to compete with others, and dares to lose to others

The function of assessment in the teaching and learning process can be of double benefit, namely for students and for the teacher himself. Assessment has a number of functions in the learning process, namely:

- a) As a tool to find out whether students have mastered the knowledge, values, norms and skills that have been given by the teacher.
- b) To find out aspects of students' weaknesses in carrying out learning activities.
- c) Knowing the level of student achievement in learning activities.
- d) As a means of feedback for a teacher, which comes from students.
- e) As a tool to determine student learning progress.
- f) As the main material for reporting learning outcomes to parents.

b. Learning Stage

1. Learners Learn Independently

Independent learning is an active learning activity that is driven by the intention or motive to master a competency in order to solve a problem, it is built with the knowledge or competencies that have been possessed. Self-study does not mean self-study. Independent learning is not an attempt to alienate students/students from their study friends and teachers. The most important thing in the independent learning process is the improvement of students' abilities and skills in the learning process without the help of others.

In independent learning, students will try themselves first to understand the content of the lesson that is read or seen through the media of hearing. If they have difficulty, then students will ask or discuss it with friends, teachers/instructors, or other people. Independent students will be able to find the learning resources they need. learning styles and critical thinking skills with learning outcomes. During the COVID-19 pandemic, distance learning is required. Of course, students should adjust so that learning outcomes can continue to excel.

Learners must have plans according to a schedule, monitoring is carried out by parents and evaluation is carried out by teachers. Learning is a developmental process. This means that learning outcomes are in the form of changes in behavior gradually (not

happening all at once). Therefore, the subject matter must be taught gradually and continuously. Students will study harder if they feel successful, success will be a driving force for learning. Thus, apart from online learning material, it certainly has its own challenges. Because they are considered more free and flexible, participants are actually required to have a commitment to carry out independent learning at home.

2. The Teacher Supervises

Online learning has challenges in supervision so that students continue to carry out teaching and learning activities according to face-to-face learning time. In addition, of course, technological devices such as smartphones or laptops as well as a good internet network must be available.

The strategies implemented by schools are certainly diverse and do not mean without obstacles, for schools that are accustomed to implementing digital or online-based learning, it is certainly not a problem, especially for teachers who are already proficient in conducting portfolio assessments with a variety of varied tasks so that they do not become a burden for their students who are currently studying. Parents also complained that when accompanying students to study at home, it was a burden for parents who did not have sufficient educational background or adequate facilities and facilities.

One of the obstacles is that students do not have textbooks as a source of learning at home because so far the books have only been lent by the school and are only used when learning in class, the books cannot be taken home by students because they are limited in number so they must be used alternately with other students. Teachers who want to make worksheets for students are also constrained by the distribution of the assignment to each student, considering that if the assignment is taken at school, it is feared that it will create a crowd. Students cannot access online learning resources because they do not have digital devices (android cellphones, computers, etc.), there is no internet connection or network in the area, and there is no electricity.

In addition, by looking at the advanced technology that exists in today's era. Some teachers use WhatsApp as a tool to monitor students who are actually studying at home. The MTSN 01 teacher in kota Bengkulu tried to create a group in which there were all the guardians of each student. In this way a teacher can provide all information during school holidays, then the teacher asks the parents to provide photos when the students are studying at home, this aims to ensure that students actually do the assignments given by their respective teachers.

So, the conclusion is that schools being closed does not mean the learning process is also stopped. Because the teacher gives assignments to be done at home as a substitute for learning that should be delivered at school.

Considering the number of working parents, the teacher sends questions and subject matter at the right time and according to the right time. "Teachers make short teaching materials according to the curriculum that has been approved by the Madrasah Head to ensure students don't miss lessons during school holidays," explained the resource person. He hopes that communication between teachers, parents and students can maintain the harmonization of student learning. And hope that things will return to normal quickly so that students can carry out their routines normally.

b. Collection of Student Assignments

One of the differences between online learning and ordinary learning is the flexible time for collecting assignments, students can submit assignments at any time so that the teacher's working hours are longer. During this pandemic, all students do distance learning or E-Learning. Usually the teacher will send some materials and assignments for the students to do. Then, the assignments are collected by sending them through the teacher's personal wa. In addition, in the collection of tasks. All students who did the assignment first did it in a notebook and then took a picture with the task they had done.

"Not only photo formats, sometimes there are video assignments that are sent to the Whatsapp group, especially material that requires making videos following the movement instructions that the teacher

gives. This method is very effective, so students can't lie whether they are doing the assignment or not," said interviewees.

"In my opinion, collecting assignments through photos is more effective than having to type them, because if we collect assignments by typing, there could be students who cheat by copying from Google without being typed, so the teachers don't know if the students just copy," continued the source. .

c. Teacher Feedback on Student Learning Activities

Based on the results of observations and interviews, the teacher always provides feedback on the results of student work in the form of grades and comments. This comment can be made in writing on the work or orally, directly to the student concerned. Apart from the teacher, students can also get feedback from other friends. In principle, it should be able to improve the learning process. With feedback, it is hoped that students will be stimulated to study harder because their work is appreciated.

After students get suggestions or comments, students understand the shortcomings in their work and immediately want to improve them. Teachers can immediately see the shortcomings of program planning and implementation of their own learning and try to improve their abilities.

Here are some forms of feedback given by the teacher are:

a. On Test Results (Repeat)

Tests (tests given to students at the end of the lesson, daily tests, mid-semester tests or semester tests) are also used as opportunities to provide feedback to students, teachers, and parents.

b. In the learning process

When the learning process takes place, the teacher should observe student activities. At this time feedback can be done as follows:

- 1) When students ask questions, make it a habit not to be answered directly by the teacher, give other students the opportunity to provide answers or to discuss with their friends. Comments come from various parties so that there are conversations between teachers and students, and students with students. With this kind of discussion, students who ask will know how to solve it.
- 2) During the discussion, the teacher should be involved in order to know the students' thinking processes in understanding a concept.

c. On Student Work

Student work contained in the exercise book or work that has been displayed is the result of students' efforts based on their respective abilities. They want to know how far their work is rated by the teacher or their friends. In this case, the teacher should give praise to students whose work results are right/good. If the student's work is wrong, never say: "This is wrong!" Because, this will reduce the enthusiasm of students to learn. But say to the students: "Okay, let me

tell you how you did/solved this problem!" Apart from not reducing students' enthusiasm for learning, these words can train students to take responsibility for the results of their actions. Students are required to state the reasons why he did so. Against students who make mistakes / get into trouble, the teacher should help how to solve the problems they face. Instructions or suggestions can be given in oral or written form. If students feel that their work has received attention from the teacher on the results of student work, the teacher must provide feedback on how he thinks about these results and what suggestions or comments need to be conveyed.

Thus, students will be encouraged to try to make it even better. An even better effort is that the results of student work on display are used as learning aids/sources. Students feel proud because their work is appreciated and they will try harder to improve their work.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research that has been carried out at MTSN 01 kota Bengkulu, there are several conclusions that can be drawn from the application of this asynchronous learning. Asynchronous learning is a type of communication in which in learning the teacher carries out online learning which is not directly or indirectly carried out simultaneously between teachers and students in the network. In the implementation of asynchronous learning, the teacher sends material on E-Learning (school website) and is assisted by chat in WhatsApp and Telegram groups.

In carrying out this learning, the teacher plans by preparing lesson plans and syllabus and mapping the material. In addition, the teacher also prepares supporting videos in learning, prepares student worksheets (LKPD), and prepares gadgets or cellphones used by teachers to communicate and deliver material and assignments to students. During the learning process, the teacher sends an assignment on E Learning (school website) then the teacher gives an announcement for the WhatsApp and Telegram groups so that students can immediately access the school website. When the teacher sends a video explaining the material to students, the teacher instructs students to listen to the video. Sending videos can make it easier for students to understand the

subject matter being studied because it can be repeated if there is material that has not been understood.

The method used by the teacher in this online learning is the assignment method to students, in which the task is given by the teacher every day according to the material being taught during the learning process. In the implementation of asynchronous learning, students do not immediately respond to the chat sent by the teacher, but students respond at another time as seen by the researcher, the teacher sent the material at 07.40 WIB and the students responded at 08.28 WIB. This is because in the online learning process the teacher uses asynchronous type of communication, in which the teacher delivers the material by conveying it through summaries, videos or photos, and students respond at a later time.

B. Suggestion

Teachers can further develop learning that can create learning conditions to remain effective even though it is done in a network. Teachers must also be sensitive to the condition of students who often experience obstacles when learning independently. This research can be used as input and reflection material for teachers about the implementation of online learning during this pandemic.

Table 1. Instrument Observation Sheet

No	These aspects are observed	The appearance of the results of the observations	
		Yes	Not
17.	Formulate learning outcomes		
18.	Map and organize material		
19.	Teachers Selecting and determining the activity of learning that is suitable for students		
20.	Identify media needs		
21.	Convey apperception		
22.	Motivating and evoke the spirit of the students		
23.	Delivering learning objectives		
24.	Using media that provokes students' enthusiasm for learning		
25.	Designing Assessments		
26.	Learners independently through the material that has been prepared		
27.	Teacher sent learning materials on time		
28.	Duties and order processing tasks can be understood by both by students		
29.	Teachers conduct monitoring of the process of learning		
30.	Participants students report anything that has been learned		
31.	Teachers give feed back on the activities of students		
32.	The teacher carries out an evaluation of learning		

TEACHER INTERVIEW GUIDELINES

Teacher Name :

Class Teacher :

Place :

Day date :

2. The system of learning such as what are in practice in the school 'sduring a pandemic ?
3. Model learning online like what are you using ?
4. Applications anything that you use in the implementation of learningonline ?
5. What are the advantages of the application are in the implementation of learningonline ?
6. What are the shortcomings of these applications in the implementation of learningonline ?
7. What obstacles have you experienced in using the applicationthat in the implementation of learning online?
8. How the solution you are in mangatasi constraints that ?
9. Factors what just that supports learning online?
10. Factors anything alone that inhibits in implementingthis online learning ?
11. What is your solution in overcoming these obstacles ?
12. Matter what are you given ?

13. What is your solution in overcoming these obstacles ?
14. Matter what are you given ?
15. How is the learning planning model (RPP) inonline learning ?
16. The extent to which students are able to understand the learning material through this online learning ?
17. How do you evaluate learning throughthis online learning ?

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