

**THE ANALYSIS OF STUDENTS' REFLECTION ON SYNCHRONOUS
AND ASYNCHRONOUS BLENDED LEARNING DURING COVID-19
PANDEMIC AT THE TENTH GRADE OF SMA NEGERI 1 WONOSARI
KLATEN IN THE ACADEMIC YEAR 2021/2022**

THESIS

Submitted as a Partial Requirements for Writing the Thesis for *Sarjana*



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DEDICATION

Alhamdulillahirabbil'amin. Praise thanks to Allah SWT who has given all blessings. I would dedicate this thesis to the people whom I love the most. This thesis is dedicated to:

1. Allah SWT as my God who always guides me.
2. My beloved parents give affection, love, and support.
3. My beloved brother as my support system.
4. My dearest best friends.
5. My beloved almamater, Raden Mas Said Islamic University of Surakarta.
6. My self, thanks for always believing and not giving up on me.

MOTTO

“Life is like a box of chocolates, you never know what you are going to get.”

(Forrest Gump)

“You do not always get to choose the load, but you can choose how to carry it.”

(James Clear)

“Once in your life, try something, work hard at something. Try to change.

Nothing bad can happen.”

(Jack Ma)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “The Analysis of Students’ Reflection on Synchronous and Asynchronous Blended Learning during COVID-19 Pandemic at the Tenth Grade of SMA Negeri 1 Wonosari Klaten in the Academic Year 2021/2022” is a real masterpiece. In this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Sukoharjo, 11th May 2023

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The researcher realizes that this thesis is far from perfect. She hopes that this thesis can be used by other researchers and readers.

Sukoharjo, May 11th 2023

The Researcher

Lisa Mayangsari

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ABSTRACT

Lisa Mayangsari, 2023. *The Analysis of Students' Reflection on Synchronous and Asynchronous Blended Learning during the Covid-19 Pandemic at The Tenth Grade of SMA Negeri 1 Wonosari Klaten In The Academic Year 2021/2022*. Thesis. English Language Education. Culture and Language Faculty, Raden Mas Said State Islamic University of Surakarta

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Keywords : *Students' Reflection, Synchronous, Asynchronous, Blended Learning, and COVID-19 Pandemic*

The objective of this research are (1) To find out the student's reflection on synchronous and asynchronous blended learning during the COVID-19 pandemic in the tenth grade of SMA Negeri 1 Wonosari, (2) To find out the student reflection on the problem faced after synchronous and asynchronous blended learning during the COVID-19 pandemic in the tenth grade of SMA Negeri 1 Wonosari, (3) To describe how the tenth-grade students of SMA Negeri 1 Wonosari overcome the problem faced after synchronous and asynchronous blended learning during the COVID-19 pandemic.

In this study, the researcher uses descriptive qualitative method. The researcher collected the data by questionnaire, interview, and documentation. The researcher used technique of analyzing the data of Miles and Huberman. Data Analysis which have three phase; (1) Data condensation or data reduction, (2) Data display (3) Drawing and verifying conclusion. For the trustworthiness of the data, the researcher used Methodological Triangulation.

The results of the students' questionnaires and interviews showed that most students who reflect can find out their strengths and weaknesses during blended learning so that students know themselves better. The students also find the best learning method during blended learning. There are three problems faced by students during teaching learning process of English, the problems are, self-regulation, technological sufficiency and external factor. Furthermore, the students solve the problem in several ways, (a) Self-regulation behavior support systems use group and peer awareness as a stimulus for students' self-regulatory behavior in blended learning environments, (b) The students look for better signal, ask for hotspots, and install WIFI, (c) Cooperate with family members and give understanding if they are studying so they do not get interrupted.

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CHAPTER I INTRODUCTION

A. Background of the Study

COVID-19 (Corona Virus Disease) first appeared in Wuhan, China, by the end of 2019, and on March 11, 2020, COVID-19 was a global public health disaster (Ishrath et al., 2021). Responding to the unprecedented crisis arising out of COVID-19, the Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim has issued several policies to regulate learning activities during this pandemic. It is issued through Circular Letter Number 4 of 2020, which is about Policy Implementation Education in an Emergency Period for the Spread of Coronavirus Disease (COVID-19), March 24, 2020 (Syarifudin, 2020). To be precise, there are 7 (seven) policies that are clearly explained. In this policy, the government sets rules for learning from home for students and working from home for teachers.

The basic thing of this policy is the change the learning process. Changes in the learning system force schools to implement online learning, e-learning, correspondence education, external studies, flexible learning, and Massive Open Online Courses (MOOCs). The same rules and conditions apply in the United States. According to the Centers for Diseases Control and Prevention (2020), e-learning plans have been implemented, including digital and distance learning options, as feasible and appropriate to ensure the continuity of education for students during the COVID-19 pandemic. After the COVID-19

cases declined, in early 2022, the government started to implement a hybrid teaching or blended learning methodology.

Blended learning is courses that integrate online with traditional face-to-face class activities in a planned pedagogically valuable manner; and where a portion of face-to-face time is replaced by online activity (Laster, 2005). Hence, blended learning enables the students to adjust their path and pace through online technologies as well as being supervised during face-to-face instruction. Blended learning instruction is delivered both offline and online in roughly equal proportions, classes with online features can be characterized: as web-facilitated where online learning platforms are used to enhance face-to-face (Plaisance, 2018).

Blended learning primarily focused on integrating two separate paradigms, the classroom – synchronous, and online – asynchronous. Synchronous learning is a form of learning that the domain consists of traditional classrooms, virtual classrooms, live product practice labs, interactive chat rooms, and mentoring (Woodall, 2004). Examples of applications that can use are Zoom, Skype, and Google Meet. While asynchronous learning is a form of learning indirectly (not simultaneously) using an independent learning approach that allows students to complete tasks anywhere with internet access within flexible time parameters (Plaisance, 2018). For instance, Moodle, Schoology, email, and Google Classroom usually conduct asynchronous online classes (Plaisance, 2018).

The implementation of blended learning is often seen as having advantages for students such as being flexible, more accessible, and motivating students to interact with others. However, it also inherently has a unique challenge and some of them are quite problematic for English learners. In online classes, the teachers' ability to check students' comprehension through visual indicators is quite limited (Plaisance, 2018). For example, in a synchronous teleconference session, some students prefer to attend class without video. It makes the teacher unable to see their facial expressions, especially in an asynchronous session where students do assignments in the applications. However, the temporal and spatial freedom students consider the benefit of online learning can be a barrier. Students can experience contemplation, disconnection, and social presence. It may also be misled into plagiarism and piracy, prone to inadequate selection skills and ease of copying and pasting (Arkorful & Abaidoo, 2015). To overcome these challenges clear guidelines, clear feedback, and lively discussion questions are needed (Green, 2016).

Improving student learning, students' reflection plays an essential role in education. Frequently, students complete their assignments without reflection. Reflection in learning is necessary for students to revisit what they have learned for improvement and in-depth understanding. It allows students to document their learning journey and provide references and suggestions for future students. Through reflection, students will "become proficient at recognizing their ways of learning and building skills continuously" (Helyer,

2015). Especially during the pandemic, which forces all levels of education to carry out distance learning.

Unfortunately, not all teachers do reflect on students. Sometimes they do self-reflection without involving students. It causes many students to be unable to think critically about the problems they face. At the same time, reflection activities can be helpful for students to channel expressions from the learning process that takes place and is carried out whether the learning process going well or not. Therefore, reflection needs to be trained and guided continuously by students to establish positive communication to become a meaningful habit in the learning process.

Teachers should provide opportunities for students to rethink their learning experiences and reflect on how to inform their pedagogical thinking. With this habit, students can understand better what has happened so that they can learn from the past, especially not trying to repeat the same mistakes. So, when students experience problems, they will reflect on how they made decisions and solved problems and how they made specific problem-solving strategies appropriate or might be improved. So reflection plays a significant role in the learning process.

The research was conducted by (Chang, 2019), in the study entitled "Reflection in Learning." Twenty-five students from four online courses (two courses, each with two sessions) participated in this research project. This study explored the impact of reflection on learning in a distance learning

environment. The result shows that reflection helped students improve their work and demonstrated such improvement in different ways. For example, through reflection, students could identify the areas that were not clear, look for the best strategies for completing their tasks, and identify the areas that students neglected. Students also improved the cohesiveness and the overall quality of their work. Furthermore, the reflection shared with the whole class enabled students to read others' reflections and better understand each other's projects. Finally, such reflection also allowed students to offer meaningful feedback and help each other improve their work in the future.

Another research by Karaaslan et al. (2018) is titled "Students' Reflections on Vocabulary Learning through Synchronous and Asynchronous Games and Activities". This study involves a group of intermediate-level English language learners at the School of Foreign Languages of an English-medium state university. This study explored how to improve students' vocabulary learning by using synchronous and asynchronous games and activities. The results of the self-report questionnaire showed that the students had positive views about the games in most respects though. The students also stated some of their limitations that need to be considered as ideas for improvement. Student learning was reported to have improved due to various game aspects such as challenge, competition, curiosity, recognition, control, cooperation, pleasure, fun, and relaxation. Some students, however, disliked playing digital games for vocabulary learning and practice for several reasons. One reason was that they easily forgot the new words practiced or

there was no permanent learning. Another reason why some students did not want to play these games as they found them unnecessary or childish or did not find anything curious in them or did not like the content.

Based on the pre-observations in a teaching-learning activity in the tenth grade of SMAN 1 Wonosari, the researcher found a phenomenon that happened there. In the learning process, the teacher uses blended learning during COVID-19. The teacher mixes synchronous and asynchronous methods. The school applies odd-even learning. For example, if there is an odd absence in the first week of admission, the even absence will follow learning from home. In the next week, the even attendances took part in offline learning and odd absences online from home. During class learning, the teacher uses two devices, first the teacher uses a laptop to display an LCD to distribute PowerPoint files that have already been prepared so students taking offline classes can view them. While the other device is used for presentations from GoogleMeet which are directed at the whiteboard. So that students who take part in learning from home can still see the teacher's explanation directly. After the explanation of the materials, the teacher sent the assignment file to Google Classroom. As the application of the learning process, the English teacher instructed the students to open the link from Google Classroom. After that, the students were able to use their phones to see the question and answer it in their book. For students who take offline learning after doing it, it will be continued with a discussion, but for students who take online learning, it will be closed and made as homework.

Based on the problems and research stated above, the researcher wants to analyze student reflections about synchronous and asynchronous blended learning during the COVID-19 Pandemic. Carried out this research at SMA Negeri 1 Wonosari, one of the high schools in Klaten that implements synchronous and asynchronous during the Pandemic. Therefore, by the extra effort of the teacher and student to improve the quality of education during the Pandemic, the researcher is interested in researching the title: "**The Analysis of Students' Reflection on Synchronous and Asynchronous Blended Learning during COVID-19 Pandemic at the Tenth Grade of SMA Negeri 1 Wonosari Klaten in the Academic Year 2021/2022**".

B. Identification of the Problems

Based on the background of the study above, several problems can be identified as follows:

1. Students have difficulty when dealing with learning that was initially offline to online and turned into blended learning.
2. Students have different ways of understanding learning materials between synchronous and asynchronous methods.
3. Technical problems related to the internet network and the compatibility of the gadgets used.
4. Students are less focused during the online learning process because the schedule collides with other activities, which causes students to do two jobs at once so students are less than optimal in participating in lessons.

C. Limitations of the Problems

In this study, the researcher limits the problem, the focus of the researcher was to analyze the results of reflection from students' experiences in understanding learning materials through synchronous and asynchronous blended learning, the problems faced by students on synchronous and asynchronous blended learning, and the student's problem solving on synchronous and asynchronous blended learning during the COVID-19 Pandemic at the tenth-grade students of SMA Negeri 1 Wonosari Klaten for the 2021/2022 academic year.

D. Formulation of the Problems

Based on the limitation of the study above, the researcher formulates the problem statement in this research as:

1. How is the student's reflection on synchronous and asynchronous blended learning during the COVID-19 pandemic in the tenth grade of SMA Negeri 1 Wonosari?
2. What is the student's reflection on the problem faced with synchronous and asynchronous blended learning during the COVID-19 pandemic in the tenth grade of SMA Negeri 1 Wonosari?
3. How do the tenth-grade students of SMA Negeri 1 Wonosari overcome the problem faced in synchronous and asynchronous blended learning during the COVID-19 pandemic?

E. Objectives of the Study

The researchers conducted this study to determine students' reflections on synchronous and asynchronous English blended learning during the COVID-19 Pandemic. This study has objectives that include:

1. To find out the student's reflection on synchronous and asynchronous blended learning during the COVID-19 pandemic in the tenth grade of SMA Negeri 1 Wonosari.
2. To find out the student reflection on the problem faced after synchronous and asynchronous blended learning during the COVID-19 pandemic in the tenth grade of SMA Negeri 1 Wonosari.
3. To describe how the tenth-grade students of SMA Negeri 1 Wonosari overcome the problem faced after synchronous and asynchronous blended learning during the COVID-19 pandemic.

F. Benefits of the Study

1. Theoretically

This research is expected to improve the process of English learning with synchronous and asynchronous methods such as blended learning of foreign languages for educational development.

2. Practically

- a. For students, enabling learners to gain feedback on the quality and depth of their reflection, so that they can improve and develop both their reflection and learning on understanding lessons both synchronously and asynchronously during blended learning

- b. For teachers, this research can be used as input on their performance to shape the quality of learning and can be used to evaluate blended learning so that students get a better teaching-learning process.
- c. For other researchers, hopefully, will be useful for the future researcher, the outcome of this research can be used as a reference in conducting research with the same theme.

G. Definition of Key Terms

To make the title convenient to understand, the researcher clarifies the key terms of the study as follows:

1. Reflection

Agouridas & Race (2007) said that reflection is a personalizing and understanding of the content, processes, and reasons for what we have learned. In tune with Larsen et al. (2016) argued that reflection is not only for social purposes but can also influence students' learning from experiences, increase their awareness of their conduct and reflection, and improve their perceived recall of experiences.

2. Asynchronous

According to Perveen (2016), asynchronous online learning provides learners with readily available material in the form of audio/video lectures, handouts, articles, and PowerPoint presentations that make it possible for learners to access any time and download documents or send messages to teachers or peers. On the other hand, Skylar (2009) stated that asynchronous is a form of online teaching that

provides students with a flexible, self-sufficient environment to access content using various tools such as CD-ROMs, streaming web audio/video web recordings, and audio podcasts. Learners are not limited to a set day/time to communicate and allow students more time to prepare responses to a series of directions or questions. Therefore, asynchronous spaces lead to independent, self-directed, student-centered learning (Murphy et al., 2011).

3. Synchronous

Based on Woodall (2004) synchronous consists of traditional classrooms, virtual classrooms, live product practice labs, interactive chat rooms, and mentoring (coaching). Synchronous is virtual learning led by teachers and students entering simultaneously to interact and collaborate directly (Shi & Morrow, 2006). Synchronous online sessions are often referred to as web-based training, webinars, virtual meetings, and web conferences (Stephens & Mottet, 2009). Meanwhile, synchronous traditional classrooms allow teachers and learners to be face-to-face in the same place (Stone & Born, 1973).

4. Blended Learning

According to Singh (2021), blended learning encompasses various event-based activities, including face-to-face classrooms, live e-learning, and self-paced learning. Meanwhile, Stein & Graham (2020) stated that blended learning can be defined as the organic integration of thoughtfully

selected and complementary face-to-face and online approaches and technologies.

5. COVID-19 Pandemic

Coronaviruses are enveloped positive sense RNA viruses ranging from 60 nm to 140 nm in diameter with spike-like projections on their surface giving them a crown-like appearance under the electron microscope; hence the name coronavirus (Singhal, 2020).

CHAPTER II LITERATURE REVIEW

A. Theoretical Review

1. Reflection

a. The Definition of Reflection

Scholars define reflection and categorize reflection in different ways. Agouridas & Race (2007) said that reflection is a personalizing and understanding of the content, processes, and reasons for what we have learned. Meanwhile, Helyer (Helyer, 2015) stated that reflection is more all-encompassing than only "looking back." People instinctively reflect on events, perhaps to better understand what has happened and make sense of it; the idea of learning from the past, especially trying not to repeat mistakes, is well established.

Schon & DeSanctis (1986) called this process "reflecting on the action," but also conceded that reflection does not need to stop with looking back, useful to learn from experience in this way. It is possible to reflect on what is happening in the present moment, in the context of thoughts and feelings as they occur. Furthermore, Helyer (2015) said that reflection stimulates students to question their philosophies and beliefs, make connections between their beliefs and their assignments, and tie theory to students' personal beliefs. Developing reflection means that an individual begins to automatically challenge and question why a task did in a certain way rather than how carried it out.

Larsen et al. (2016) argued that reflection is not just for social purposes. Can also use to influence students' learning from experience, increase their awareness of their thoughts and actions, and increase their perceived recall of experiences. When students conduct the reflections, they repeatedly retrieve the information from memory, and the retention of experience is thereby increased. Meanwhile, X. Lin et al. (1999) stated that reflective thinking is active, intentional, and purposeful exploration, discovery, and learning. To make conscious decisions about using information, students have to step back and reflect on how they make decisions and solve problems and how a particular set of problem-solving strategies is appropriate or might be improved. Furthermore, Larsen et al. (2016) said that research indicates that learners can exchange perspectives among group members and reevaluate their original perspectives in reflection processes. Can generate different perspectives and alternative ways of solving problems in this dialogic reflection

According to Krutka et al. (2014), reflection is not just an individual activity. Reflection can also be a collective activity. Joint reflection with peers aids individuals as they refine, develop, and enhance teaching skills from various perspectives. Collaborative reflection can bring different perspectives when dialogues with others when others see things differently, ask different questions or challenge our assumptions. In the collective reflection, "We interpret what we do

and why we do it by involving ourselves and others in conversation, debate, and reflection on individual and collective understandings.

Yaffe (2010) recommended improving self-awareness and reflective ability through different stages of reflection: Learners started with self-reflection by videotaping the lessons from their perspectives. Both mentors and learners then watched the recorded lessons, identified the strengths and weaknesses of learners' practical tasks, and looked for alternatives and ways to improve the tasks. The purpose was to improve the ability of learners to reach a higher level of reflection, increase their self-awareness in their work, and make their implicit knowledge explicit.

From these, the researcher can conclude that the definition of reflection is an activity of understanding and appreciation of what has happened and been learned so students can connect personal experiences with a wider perspective and it can increase their experience and awareness so they don't make the same mistakes. In addition, students can also get to know the best way to learn to make it easier to understand the material.

In reflective practice, Gibb (in Schank et al., 2013) made a cycle represented as follows:



Picture 2.1 The Cycle of Gibbs' Reflective Practice

- 1) Description. Students describe their learning session. The student provides a detailed account of their learning session. They may describe what happened during the learning process. In this stage, students only need to simply describe. They do not need to make judgments yet or try to draw conclusions.
- 2) Feeling. The students consider their feeling. The students reflect on their emotional responses to the learning session. They can describe their reactions and feelings about how engaged they were, how well they understood the material, or any other emotions they experienced during the session. At this stage, students do not yet need to move on to analyze them.
- 3) Evaluation. The students evaluate the teaching session. They can make value judgments about the teaching process by considering what was good and bad about the experience. They may evaluate the effectiveness

of the teacher's methods, the clarity of the material, or any other factors that affected their learning experience.

- 4) Analysis. The students use analysis to make sense of their learning experience and to state what was learned from the experience. They may analyze how well the material relates to their existing knowledge or how effective the learning methods were. Students can also analyze what they understood in the situation, analyzing the experience to help make sense of what actually happened.
- 5) Conclusion. The students consider what they could have done differently or in addition improving their learning experience. They can draw general conclusions about the experiences from the analysis that has been done. Furthermore, the students can draw specific conclusions such as unique things found in themselves, situations, and ways of working in learning.
- 6) Action plan. The students consider if such things recur what they need to do. At this point, the student considers what they would do if similar situations recur. They may develop a plan for how they will approach similar learning sessions in the future, or identify specific steps they can take based on what students have learned.

Gibbs' reflective cycle is fairly self-explanatory, but in being more descriptive, it has the effect of restricting the user to consider only the points offered.

b. The Characteristics of Reflection

One of the difficulties encountered when discussing reflection is that there is no widely agreed-upon definition (Grossman, 2009). Rodgers goes on to state two reasons for this difficulty; first, there is no common language for discussing reflection, and second, there is no standardized method for observing its occurrence. Nevertheless, the descriptions of the following experts may offer some general guidance on the characteristics and factors that shape and encourage reflection

Gustafson & Bennet Jr., (2002) simply define reflection as thinking for a long period about recent experiences, looking for similarities, differences, and interrelations beyond their superficial elements. The key characteristics to note here are time and thorough exploration. One way to emulate these characteristics is by teaching through the application of various learning methods. For instance, in instructing on some topics, educators might incorporate methods that represent reading, conversing, illustrating, and modeling.

In addition, the characteristics of conducting a thorough exploration suggest depth. Depth is a topic of discussion about student achievement (Goodlad, 1984). It refers to one's sophistication of understanding and ability to apply knowledge to new problems and environments. In summary, reflection requires spending significant time on one topic to explore it thoroughly. However, in terms of educational

settings, this practically translates into the application of multiple instructional approaches and promotes depth of understanding

John Dewey defines reflection as active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds which support it, and the further conclusions which tend. Dewey went on to state that reflection involves a conscious and voluntary effort to build belief upon a firm basis of the reason so reflection depends upon the formation of a firm basis of reason from developing and connecting. If reflection depends on some basic reasons then the question arises: What is the basis? One could argue that it has many sources, for instance, textbook readings, teacher lectures, and videos. However, Dewey stated that reflective thinking is active, persistent, and contemplative. Thus, students' belief bases are more likely to consist of active rather than passive qualities, such as classroom interaction.

Furthermore, the enlightenment philosopher John Locke defines reflection as that notice which the mind takes of its operations. In Locke's definition, the important characteristic is thinking about one's thinking or metacognition. Metacognition is concerned with how learners think about their thinking and account for their mental processes (Bruner,1996). Instances of metacognitive thinking include learner awareness regarding the variables of a cognitive enterprise, such as personal strengths and weaknesses, attributes of a given task, and

strategy use (Flavell, 1979). Moreover, metacognitive thinking means being aware of one's progress toward meeting a learning goal.

c. The Function of Learning Reflection

Reflection is used to build a depth of knowledge and meaning for oneself and those practicing to become professional practitioners (McIntosh, 1999). Based on the views above, learning reflection has the following functions.

- 1) Transforming experience into knowledge. In the learning process, various incidents in learning will be formed into meaningful understanding when teachers and students reflect on these experiences.
- 2) To control the teacher's performance in carrying out learning. In the learning process, students have an important role in providing feedback or opinions on teacher performance. In this case, students can provide views on teacher performance and help improve aspects of learning that are still not good through joint reflection. Thus, the learning process can be improved and become better.
- 3) Evaluating student progress through self-assessment. Evaluation of student progress can be done by various methods. One method that can be used is self-assessment. In this case, students are asked to evaluate their own learning progress by reflecting on their achievements and determining areas that still need improvement.

With reflection, students can better understand themselves and can improve their learning abilities.

- 4) Develop students' affective abilities in terms of self-acceptance of achievement in learning. In addition to cognitive abilities, affective abilities also need to be developed in learning. One of the affective aspects that can be developed is students' ability to accept achievements in learning. In this case, students are taught to accept success or failure in learning and to interpret the experience as part of the learning process.
- 5) Help develop understanding using student experiences as lesson material without leaving the learning context. Student understanding can be improved by using student experiences as learning materials. In this case, teachers can use students' experiences as examples in explaining learning concepts so that students can better understand the material being taught. However, it is important not to leave the learning context so that students' understanding can be focused on the material being taught.

d. Types of Reflections in Learning

Schon & DeSanctis (1986) suggests that there are two main types of reflection: reflection-in-action and reflection-on-action.

- 1) Reflection in action occurs while an action is being undertaken during which we can still make a difference to the situation at hand.

Our thinking serves to reshape what we are doing while we are doing it.

- 2) Reflection on action, on the other hand, involves thinking back on what we have done to discover how our knowledge in action may have contributed to an unexpected outcome or post-activity reflection on the activity.

Bridger (1990) emphasized the significance of reflection to organizational learning and development by introducing the concept of the so-called 'double task'. The underlying idea is that as well as being purpose-oriented, organizations have also to be learning and self-reviewing entities. The concept of the double task brings an activity task together with a reflective task and thus makes group members aware of both these aspects.

Schon's and Bridger's models are in principle aligned with each other. However, one difference between the two models lies in the fact that Schon's model focuses on the timing of reflection (carried out either in individual or group settings) whereas Bridger's model focuses on the value of context in carrying out the effective reflection in group settings (carried out either during or after the activity). In other words, the double task concept strongly relates to collective modes of reflection in action and/or reflection on action.

2. Asynchronous Learning

- a. The Definition of Asynchronous Learning

Lewis & Parsad (2009) stated that asynchronous online learning is the most adopted method for online education because learners are not time-bound and can respond at their leisure. Meanwhile, based on Branon & Esse (2001), asynchronous online learning occurs in a delayed time and does not require the simultaneous participation of students and teachers. Communication and collaboration are enhanced via asynchronous discussions. Learners are not restricted to a set day/time for communicating, and it allows students more time to prepare a response to a set of directions or questions (Skylar, 2009). So, learners can use their higher-order learning skills to keep thinking about a problem and may develop divergent thinking. A constructed response replaces the spontaneity of expression (Perveen, 2016).

According to Perveen (2016), asynchronous provides learners with readily available material in the form of audio/video lectures, handouts, articles, and PowerPoint presentations that make it possible for learners to access any time and download documents or send messages to teachers or peers. Hence, based on Skylar (2009) asynchronous is a form of online teaching that provides students with a flexible, self-sufficient environment to access content using various tools such as CD-ROMs, streaming web audio/video web recordings, and audio podcasts. Furthermore, Hrastinski (1996) stated that asynchronous online learning commonly facilitated by media such as e-mail and discussion boards, supports work relations between learners

and teachers, even when participants cannot be online at the same time. This learning model is the key component of online learning because of its flexibility.

Murphy et al. (2011) stated that asynchronous space leads to self-paced, independent, student-centered learning. Hence, asynchronous e-learning can scaffold students' previous knowledge with new concepts (H. S. Lin et al., 2012). Less reliance on memory and notes and more opportunities for discussions with peer groups help build critical thinking and deep learning (Huang & Hsiao, 2012)

Asynchronous online learning can be a challenge for both teachers and learners because only a well-devised set of strategies can keep students engaged and interested in this learning environment to facilitate motivation, confidence, participation, problem-solving, and analytical higher-order thinking skills. Moreover, it is a self-paced system where the students have to be self-disciplined to keep themselves active and interactive to keep track of e-activities. Whereas discussions on forums and blogs can keep them active, going off topics can distract them. Moreover, there are insufficient opportunities for socializing, and students have to look for ways of networking themselves.

b. Asynchronous Communication Tools

According to Lim (2017), modern learning management systems incorporate various asynchronous communication tools to have

collaboration, which can form part of the assessment system and each asynchronous communication tool has its differences in its usability, and limitations.

- 1) Discussion forum. The usability of these tools is the collaboration and sharing of ideas can be made over a certain period, more time for reflection on the topic of discussion, and easy to form and control the level of participation. Meanwhile, the limitations are it may lead to misinterpretation of other people's ideas and take longer to have feedback.
- 2) Weblogs. The usability of the dissemination of ideas, comments, images, and other documents is easy and open to all. It also has more time for reflection on the topic of discussion and provides documentation of student interaction. The limitation of these tools is they may lead to misinterpretation of other people's ideas, take longer to have feedback, and may require technical knowledge informing weblogs.
- 3) E-mail messaging. The usability is the distribution of course materials on a one-to-one or one-to-many basis and privacy in communication. While the limitation is difficult to get an instant reply to emails, especially with large classes.
- 4) Social media messaging. The usability of these tools is message delivery such as important announcements, group chat may serve as a discussion forum, personal messaging may be utilized by the

teacher for mentoring purposes, and provides documentation of student interaction. While the limitations are if the receiver is not online, you will have no immediate feedback, difficult to control the level of participation and the messages in the group chat cannot be deleted, thus bad or unnecessary participation can't be controlled.

c. The Advantage and Disadvantages of Asynchronous Learning

According to Hughes (2014), some of the main advantages and disadvantages of using synchronous learning include:

- 1) The main advantage of asynchronous learning:
 - a) Learners can study at any time and any pace, according to their own needs.
 - b) Students can go back to the pieces they need to brush up on.
 - c) There is the opportunity to review outside resources to aid in instruction.
- 2) The main disadvantage of asynchronous learning:
 - a) Limited access to an instructor and/or get answers in real-time.
 - b) Some students may struggle without constant guidance and interaction.
 - c) Not all instruction is best suited for self-paced learning.

3. Synchronous Learning

a. Synchronous Instructional Methods

Based on Woodall (2004) methods in this domain consist of traditional classrooms, online classrooms, live product practice labs, interactive chat rooms, and mentoring (coaching).

1) Synchronous Online Learning

Synchronous is online learning led by teachers and students entering simultaneously to interact and collaborate directly (Shi & Morrow, 2006). Synchronous online learning, commonly supported by media such as video-conferencing and text chat, has the potential to support learners in the development of learning communities (Hrastinski, 1996). Synchronous voice or text chat rooms provide an opportunity for teacher-student and student-student interaction. Apart from chat, video conferencing facilitates face-to-face communication. Web conferences through surveys, polls, and question-answer sessions can turn out to be more interactive than video conferencing (Perveen, 2016).

Synchronous classes provide online learning environments that are very interactive and use web conferencing products such as Elluminate Live, Interwise, Wimba Live Classroom, Adobe Acrobat Connect Professional, and Saba Centra (Skylar, 2009). In Indonesia, most teachers use web conferencing products like Google Meet and Zoom Meeting. Furthermore, synchronous online learning is often called web-based training, webinar, virtual meetings, and web conferencing (Stephens & Mottet, 2009). Usually, an audio

broadcast and visual presentation, similar to slides, is accessed using an Internet browser pointed to a designated web address; sometimes web tours, break-out rooms, and application sharing are also provided (Skylar, 2009). Through this format, students participate using the text chat function, voice communication using a microphone, whiteboard tools, and real time surveys called polling.

A synchronous online classroom is a place for teachers and students to interact and collaborate in real time. Using webcams and class discussion features. Lessons can be recorded and added to an e-library. Using the archived e-library, students can access and replay the teacher's lectures as many times as necessary to master the material. Direct interaction with teachers and students in real-time is very much like a traditional face-to-face classroom, rather better, as the distance is no more a barrier and by connectivity, via the Internet, no time is wasted in traveling. Synchronous sessions can result in high levels of motivation to stay engaged in e-activities due to the teacher and class-fellows presence (Yamagata-lynch, 2014). Instant feedback and answers can help students resolve any problems they encounter in learning. Facial expressions and tones of voice can aid them to have the human feel at a broader spectrum and lead to global interaction without much cost.

The challenge of synchronous education requires a set date and time for the meeting, which goes against the promise of "anytime,

anywhere" learning. Furthermore, synchronous online learning needs the availability of good internet. Participants can feel frustrated and thwarted due to technical problems. In addition, a carefully devised instructional design is required as pedagogy is more important than technologically facilitated media. For example, consider synchronous mode more teacher-oriented. Special e-activities need to be created to broaden the scope of synchronous communication from a lecture or teacher-student discussion only (Murphy et al., 2011).

2) Synchronous Traditional Classroom

According to Stone & Born (1973), synchronous traditional classrooms allow teachers and learners to be face-to-face in the same place. The subjects usually consist of topics such as complex, broad, programmatic, or new content, that require face-to-face interaction, expert observation, culture building, team building, networking, business problem solving, or materials to be presented by a teacher or facilitator. The term Teacher-Led Training (ILT) is used synonymously with on-site training and classroom training. Furthermore, Shi & Morrow (2006) said that in the real-time synchronous class, the teacher leads the learning, and all learners are logged on simultaneously and communicate directly with each other.

b. Synchronous Communication Tools

Based on Lim (2017) there are some communication tools in Synchronous it has their usability and limitations:

- 1) Video Conferencing. The usability of these tools is it use real-time interaction and seeing the person who you are communicating with can give important visual clues. Meanwhile, the limitations are the quality is dependent on bandwidth, there may be a short time lag between speaking and receiving a response that can disrupt the natural flow of a conversation, and documents and other presentations can only be shared through the presenter's camera.
- 2) Web conferencing. The usability is real-time interaction and it permits sharing of presentations, documents and application demonstrations. While the limitations are the quality is dependent on bandwidth, there may be a short time lag between speaking and receiving a response that can disrupt the natural flow of a conversation.
- 3) Audio conferencing. The usability of these tools is real-time interaction and collaborative discussions that involve a certain number of people. The limitations are the quality is dependent on bandwidth, there may be a short time lag between speaking and receiving a response that can disrupt the natural flow of a conversation, and does not incorporate visual learning.

- 4) Live chat. The usability is real-time interaction, text, and graphics capabilities are available for information sharing of low-complexities and provides documentation of student interaction. While the limitations are mostly text-based and as such slows down communications rate and it may lead to misinterpretation of expressions.
 - 5) Whiteboarding. The usability is real-time interaction, demonstration, and co-development of ideas. While the limitations of this tool are using bandwidth-based, at times effective with audio conferencing.
 - 6) Application sharing. The usability is real-time interaction and demonstration and co-development of documents. The limitation is bandwidth-based, at times effective with audio conferencing.
- c. The Advantage and Disadvantages of Synchronous Learning

According to Hughes (2014), some of the main advantages and disadvantages of using synchronous learning include:

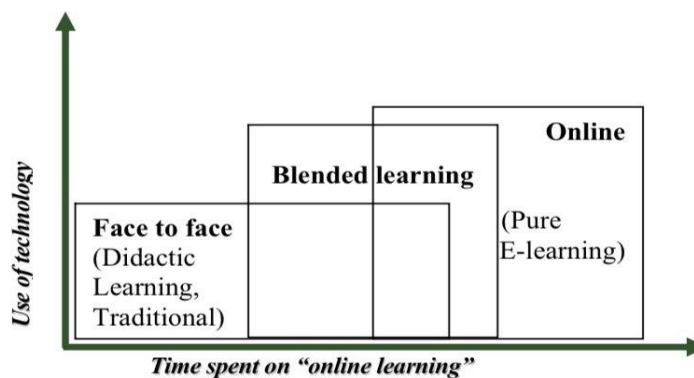
- 1) The main advantage of synchronous learning
 - a) Instructors interact with multiple students in real time, making group activities possible
 - b) Instructors can explain certain concepts when students are struggling
 - c) Students can get immediate answers about any aspect of the learning process

- 2) The main disadvantages of synchronous learning:
 - a) Both the student and the instructor have to adhere to time schedules
 - b) Much of the training depends on the quality of the instructor
 - c) Students may not receive individual attention if other students are also in need
 - d) The learning pace is set by the instructor, not the students

4. Blended Learning

a. The Definition of Blended Learning

The rapid development of information technology has changed perceptions and ways and patterns of human life. Humans are increasingly dependent on communication devices, such as laptops and smartphones in various activities in their daily life. Therefore, these communication devices should be used to improve the quality of learning. In response to this need to incorporate web-based learning technologies in the field of education, a hybrid teaching methodology has become popular, blended learning. Blended learning allows teachers to provide experiences more comprehensive learning for students. They can combine face-to-face learning models with online learning.



Picture 2. 2 Conception of Blended Learning

According to Singh (2021), blended learning encompasses various event-based activities, including face-to-face classrooms, live e-learning, and self-paced learning. Meanwhile, Stein & Graham (2020) stated that blended learning can be defined as the organic integration of thoughtfully selected and complementary face-to-face and online approaches and technologies.

Furthermore, Laster et al. (2005) stated that blended learning means courses that integrate online with traditional face-to-face class activities in a planned pedagogically valuable manner; and where a portion of face-to-face time is replaced by online activity. It is primarily focused on integrating two separate paradigms, the classroom – synchronous, and online – asynchronous.

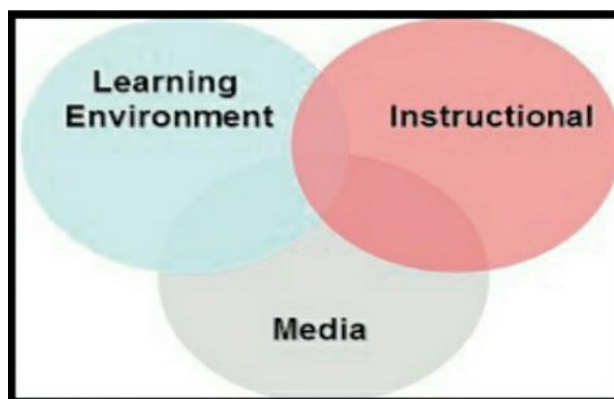
In blended learning, student enables to adjust their path and pace through online technologies as well as being supervised during face-to-face instruction Hassan Ja'ashan (2015). Classroom settings are enriched with materials provided by media delivery resources (Abidoeye, 2015). Learners engage in interactive and collaborative

online activities and complete subsequent tasks as part of the classroom work, which aim to help them build meaningful connections with their online experiences (Lane-Kelso, 2015).

In this regard, to support the teaching process, facilitate learning, guide learners and enhance the learning experience, blended learning is required to be structured on a basis that goes beyond mere replication of traditional classroom instruction. Gill (2009) offers two types of blended activities; static ones which present all the information and require learners to work on them individually, and active ones to be completed individually or in collaboration with others.

b. Component of Blended Learning

The implementation of blended learning certainly cannot be separated from the main components that synergize so that they can produce outputs of expected learning. A blended learning model can be used as a guide in evaluating and integrating separate components that would result in an instructional-sound learning situation.



Picture 2. 3 Component of Blended Learning

A learning environment can either be synchronous or asynchronous. Each learning environment has a distinct set of advantages and disadvantages. The goal of blended learning is to leverage the specific positive attributes of each environment to ensure the optimum use of resources to attain the instructional goal and learning objectives (Holden & Westfal, 2006).

Media refers to vehicles that simply deliver content. Some instructional media, however, may be more appropriate than others in supporting either a synchronous or asynchronous learning environment, but no single medium is inherently better or worse than any other. Whereas a given delivery medium might not alter the desired content, the selection of a particular medium may affect how to design the content to take advantage of the unique attributes of that specific medium. Nevertheless, when the most appropriate media are selected, learning outcomes will not be affected—it is the instructional strategies employed that do (Holden & Westfal, 2006).

The instructional component is used to select the most appropriate instructional strategies that support the learning objectives. Such strategies are the products of learning objectives and serve to ensure the learning objectives and facilitate the transfer of learning. When developing blended learning, maintaining instructional quality is paramount. Consequently, learning objectives need not be

compromised when developing a blended learning solution (Holden & Westfal, 2006).

c. The Media Used in Blended Learning

The media is not limited to technology and can include:

- 1) Stand-alone, asynchronous, or synchronous online learning/training.
- 2) Performance support tools (knowledge management tools).
- 3) Traditional classroom, labs, or other "hands-on" experiences.
- 4) Reading assignments, CD-ROMs, or other self-paced learning.

Furthermore, the media used in blended learning are:

- 1) Live face-to-face (formal) : Instructor-led classroom, workshops, coaching/mentoring, on-the-job (otj) training. Meanwhile, live face-to-face (informal) are Collegial connections, work teams, role modeling
- 2) Virtual collaboration/synchronous : Live e-learning classes, E-mentoring. And, virtual collaboration/asynchronous are E-mail, online bulletin boards, listserv, online communities
- 3) Self-paced learning such as web learning modules, online resource links, simulations, scenarios, video and audio, cds/dvds, online self-assessment, workbooks. The media used in performance support are help systems, print job aids, knowledge databases, documentation, performance/decision support tools.

d. The Advantage and Disadvantages of Blended Learning

Various contemporary research studies have been conducted specifically outlining the implementation of the blended learning approach in different contexts, its advantages, and disadvantages, including the assessment of blended learning and its design.

Blended learning has been shown in multiple contexts to be more effective than face-to-face or online instruction (Bernard et al., 2014). In addition (Kaye, 2013) stated that one of the advantages of blended learning is the opportunity to be more focused and specific about the learning need.

The disadvantage of blended learning is the lack of suitable infrastructure and access to technology can cause some constraints for the successful integration of blended learning (Namyssova et al., 2019). (Tshabalala et al., 2014) have constructed a list of challenges that add to the constraints in the implementation of blended learning: “lack of policy, lack of faculty support, lack of technological and computer skills, large class sizes, and inadequate technological resources”.

e. Problems in Blended Learning

As Turner (2017) says that a problem is something difficult to deal with or a source of trouble. In blended learning, some problems are produced by some important factors. According to Rasheed et al. (2020), those are the problems in synchronous and asynchronous blended learning:

1) Self-regulation

Self-regulation involves the set of related students' behavior that deter them to self-regulate their feelings, thoughts, and actions which are planned for achieving their learning goals. While other studies were more specific in clearly defining the type of self-regulation problem in the form of procrastination (Sun et al., 2017), improper time management, and improper utilization of online peer learning and online help-seeking strategies (Broadbent, 2017).

Procrastination, considered a detrimental behavior has been peculiar and ever-present in online learning settings due to the enormous flexibility and autonomy granted to online learners. Students' procrastination behavior in traditional face-to-face and blended courses differ because students in blended learning experience a greater sense of transactional distance compared to fully face-to-face students, due to reduced seat time in blended courses (Boelens et al., 2017). Because of some level of autonomy and freedom offered in blended courses, students are required to exert a higher level of self-control in their online component in order to overcome learner isolation and the less spontaneous online interaction nature of blended learning which causes procrastination.

Help-seeking strategies reported that students were unable to get appropriate help while out of their face-to-face classes (Broadbent, 2017). The study of Erkan et al. (2015) highlighted

students' problem of perceiving technology in blended learning as a barrier to online help-seeking. Similarly, Safford & Stinton (2016), reported that adult learners get confused and sometimes get intimidated by seeking online help. Possibly, this explains one of the reasons why students resort to seeking online help from other unreliable and informal sources such as 'how-to do' manuals, search engines (e.g. Google), reading and studying online posts, reviewing conversations or chats on discussion forums, watching videos from YouTube, etc. as asserted by (Broadbent, 2017).

2) Technological literacy and competency

Technological literacy and competency involve a set of challenges related to students' proficiency and competency in the effective use of technology for learning. Zacharis (2015) mentioned that students' technological illiteracy and poor time management skills have caused delays in receiving immediate feedback from their teachers, thereby rendering students uninterested and procrastinating their study activities.

3) Students isolation

Student isolation involves the set of related emotional discomfort that students suffer when studying out of their face-to-face classes, mainly due to loneliness and seclusion from their peers. In blended synchronous learning mode, students feel unease and

uncomfortable in using video projection, microphones, speakers, and also being the center of attention (Szeto & Cheng, 2016).

Students possibly fall into isolation and alienation due to their hesitance to participate/engage in online communities. This might be a result of a number of reasons such as personality, sense of transactional distance in online environments, lack of confidence and trust in the online community participants, lack of communication cues (facial expression, voice tone, etc.), connection difficulties (e.g. low internet speed), poor writing skills or language barrier

4) Technological sufficiency

Technological sufficiency involves the set of related challenges that students face in gaining access to sufficient online technologies and services for studying. Since blended learning requires students to have access to technology both hardware and software, whether provided by themselves or by their educational institution, the challenges of technological accessibility cannot be ignored.

Similarly, the study of Safford & Stinton (2016) stated that students experience difficulty with internet connection in their online component, and also difficulty in dealing with outdated technology. Moreover, students also complain about concerning

access to modern technologies for learning, and their online activities are troubled by low-speed internet.

5) Technological complexity

Technological complexity involves the set of related challenges that students face with complex or over-sufficient technologies for their studies. Based on Prasad et al. (2018) students complain about the complexity of technology installed by their educational institutions for online activities, so students spend significantly more time learning how to use these technologies.

Furthermore, the provision of technologies and services that students do not have access to, or are lacking in their homes made students feel distracted. For example, a high broadband Wi-Fi, which students can use for other non-educational purposes like faster video streaming on YouTube, downloads, and other non-educational purposes. Despite the benefits associated with online learning videos such as the authenticity of teachers' emotions and demeanor. Kyu et al. (2014) stated that students complain about longer videos for learning and made students verdict on online content being “bulky, cumbersome and too much to digest”.

f. Problem Solving in Blended Learning

Some solutions proposed by Rasheed et al. (2020) in order to overcome the problem in synchronous and asynchronous blended learning. The solutions are explained in the following term:

1) Self-regulation

Previously, self-regulation behavior support systems have focused on providing a learner-centered environment by repeating a training process to learners and guiding them iteratively. Recently, a study by J. Lin et al. (2016) considered using group awareness and peer assistance as external scaffolds in developing a system called 'self-regulated learning with group awareness and peer assistance' (SRL-GAPA) for stimulating students' self-regulation behavior in a blended learning environment. The approach has resulted in promoting students' self-regulation behavior outside their face-to-face sessions. Similarly, the study of Shyr & Chen (2017) in designing a flipped learning system to stimulate students' self-regulation and overall performance has resulted in students not only being better prepared before face-to-face meetings but has also improved students' overall academic performances compared to the conventional flipped classrooms.

To overcome the students' habit of procrastination, the teacher adopted the use of smartphone-based intervention, for example, the approach of using an SMS reminder system as a stimulus alert to reduce procrastination (Lukas & Berking, 2017). Furthermore, online material that is accessible was found to significantly reduce students' procrastination behavior (Perrin et al., 2011)

To overcome online help-seeking, the negotiation-based approach of Chou et al. (2018) regulates students' help-seeking behavior by encouraging them to seek help from the system that suggested answer tips and preventing them from seeking too much help or executive help. Furthermore, Cummins et al. (2015), utilized discussion boards and text messages to offer instant help as a form of feedback while students are out of their face-to-face classes.

2) Technological literacy and competency

Akçayır & Akçayır (2018) argued that the current generation of students are presumed to experience less difficulties in using technology than the former generations as they are considered 'technological born'. So, students do not have problems with online activities such as online peer learning, seeking help, problem solving and technical knowledge. If there are students who do not understand instructional technology, they can open a tutorial on YouTube and ask friends about how to operate it.

3) Students isolation

Building online social presence through identifying and participating in an online community, and building sound relationships with online participants have proven to be key contributors to students' academic success, especially in technology-mediated learning such as blended learning.

4) Technological sufficiency

To overcome students' sufficiency in technology, the educational institution gave internet data.

5) Technological complexity

Wang et al. (2015) state that educational institutions continue to replace old technologies with newer ones as a theme throughout the mixed learning literature. Nevertheless, educational institutions must continually moderate the technological needs and adequacy of students as this can reduce the misuse or abuse of technological resources.

Meanwhile, the challenge of students complaining of longer videos for learning, some researchers recommend that the duration of online videos should not exceed 20 minutes given the attention span of most students (Mason et al., 2013)

5. COVID-19 Pandemic

Coronaviruses are enveloped positive sense RNA viruses ranging from 60 nm to 140 nm in diameter with spike-like projections on their surface giving them a crown-like appearance under the electron microscope; hence the name coronavirus (Singhal, 2020). WHO first found out about this new virus on December 2019, following report of a cluster of 'viral pneumonia' cases in Wuhan City, Hubei Province (Iskrath et al., 2021).

The alarming spread of the infection and the severe clinical disease that it may cause have led to the widespread institution of social distancing

measures. Because of repeated exposure to potentially infectious patients and specimens, health care and laboratory personnel are particularly susceptible to contract COVID-19.

According to (Pambuccian, 2020) the infection has a predominantly respiratory transmission and is transmitted through large droplets or aerosols, and less commonly by contact with infected surfaces or fomites. The alarming spread of the infection and the severe clinical disease that it can cause have led to the widespread institution of social distancing measures. Due to repeated exposure to potentially infectious patients and specimens, healthcare, and laboratory workers are particularly vulnerable to contracting COVID-19.

After very fast dissemination in the Hubei province, the ailment has spread to all the other provinces in China. During its early spread in China, the virus also reached several international locations in the world, in specific Japan where early measures enabled it to manage it unfold notably nicely, although restarts are now observed (Kuniya, 2020). Subsequently, by the give up of February 2020, several necessary new clusters broke out in South Korea, Iran, and Italy. Beginning of March 2020, most of Europe was affected, to be followed by the United States. The epidemic is currently affecting the whole world.

In Indonesia, the first case of COVID-19 have been announced by Jokowi on March 2nd, 2020 after denying the study from Harvard Marc Lipstich about the possibility of Covid-19 should have been detected in

Indonesia before this announcement (Djalante et al., 2020). As of April 9, 2020, the Pandemic has spread to 34 provinces with DKI Jakarta, East Java, and Central Java.

The Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim has issued several policies to regulate learning activities during this pandemic. It is issued through Circular Letter Number 4 of 2020, which is about Policy Implementation Education in an Emergency Period for the Spread of Coronavirus Disease (COVID-19), March 24, 2020 (Syarifudin, 2020). To be precise, there are 7 (seven) policies that are clearly explained. In this policy, the government sets rules for learning from home for students and working from home for teachers.

One of the contents of the circular emphasizes that English blended learning was meted out to produce meaningful learning experiences for students, without being burdened by the pressure to complete all the material that must be mastered for sophistication. Learning activities and tasks will vary between students according to their individual interests and conditions, including gaps in access or learning facilities at home. During the COVID-19 pandemic, all activities are conducted from home, including learning. Therefore, activities that cause direct contact should be reduced to prevent the virus from growing rapidly. The government also urges everyone to try and do physical distancing to reduce and stop the spread of the Coronavirus.

B. Previous Study

The researcher took several previous studies to ascertain the authenticity of the study.

The study entitled "*Investigating Synchronous and Asynchronous E-language Learning: A Study of English Online Learning during Pandemic at UMSU*" was conducted by Afriska Sirait from the University Muhammadiyah of North Sumatra (2021). This study was conducted by undergraduate students of the English language education study program, faculty of teacher training and education at the University of Muhammadiyah North Sumatra. The number of participants is 70 students who were selected through the selection of informants. This research used qualitative descriptive research through questionnaires and interviews. The results show that synchronous and asynchronous online learning can be realized at UMSU and can run well if it is supported by facilities such as a stable internet network. The similarities between these studies are they both use descriptive qualitative research design through questionnaires and interviews. However, this research was conducted using online learning, while the researcher used blended learning during the pandemic. In addition, the implementation of this research is at the University while the researcher is at the Senior High School.

The second previous study was conducted by Karaaslan et al. (2018) titled "*Students' Reflections on Vocabulary Learning Through Synchronous and Asynchronous Games and Activities*" from Turkish Online Journal of Distance Education Volume 19 Number 3 Article 5, July 2018. This study

involves a group of intermediate-level English language learners at the School of Foreign Languages of an English-medium state university. The data consisted of a survey of students' reflections and a self-report questionnaire on their vocabulary learning experiences through digital games and activities. The results of the self-report questionnaire showed that the students had positive views about the games in most respects though. The students also stated some of their limitations that need to be considered as ideas for improvement. The similarities of this study are both used qualitative data through questionnaires open-ended, and also both them using synchronous and asynchronous methods. The dissimilarities are the data collection, data analysis, and this research conducted during a new normal era. The difference is the previous study took place in intermediate school using online learning activities, but this research took place in senior high school during blended learning. In addition, the previous study focused on vocabulary skills, while this study used integrated skills.

The next previous related study was conducted by Chang from Ball State University (2019). The study entitles "*Reflection in Learning*". This research was conducted at a public research university in the Midwestern United States. Twenty-five students from four online courses (two courses, each with two sessions) participated in this research project. Data were mainly collected from interviews and students' various types of reflections. The inductive content analysis method was employed to analyze the data. This study explored the impact of reflection on learning in a distance learning

environment. The similarities are they both discussed reflection. The difference is the previous study took place in university in online learning conditions, but this research took place in senior high school during blended learning.

The next previous related study was conducted by Nikmah & Azimah from Muhammadiyah University of Yogyakarta (2020). The study entitles “*A Study of Synchronous and Asynchronous E-learning: Arabic Distance Learning during the Covid-19 Pandemic*”. This research involves students who learn Arabic from International Program for International Relations (IPIREL) and International Program for Islamic Economics and Finance (IPIEF), Universitas Muhammadiyah Yogyakarta (UMY). This study used descriptive qualitative research that applies an observation method, interview, and documentation to collect the data. The result shows that synchronous e-learning is the most widely applied in Arabic distance learning for IPIREL UMY (75 %) and IPIEF UMY (62%). On the contrary, Arabic learning (IBA) at UINSA tends to apply asynchronous knowledge (100%). The similarities between these studies are they both use descriptive qualitative research design. The difference is the previous study used observation, interview, and documentation as the technique for collecting data, meanwhile, this research used interviews and questionnaires.

The last previous related study was conducted by Rasheed et al from the University of Malaya (2020). The study entitles “*Challenges in the online component of blended learning: A systematic review*”. This research was a

systematic review of literature that was conducted with the aim of identifying the challenges in the online component of blended learning from students, teachers and educational institutions perspectives. This review highlights the need for further investigations to address students, teachers and educational institutions challenges in blended learning. The similarities between these studies are they both discussed about the problem and the problem solving of blended learning. The difference are this study identifying the challenges in the online component of blended learning from students, teachers and educational institutions perspectives, meanwhile this study focused on students perspective.

CHAPTER III RESEARCH METHODOLOGY

This chapter deals with the research method which presents the Research Design, Research Setting, Research Subject, Data Source, Research Instrument, The Technique of the Data Collection, Analysis of the Data, and Trustworthiness of the Data.

A. Research Design

This research is conducted using descriptive qualitative research. This study belongs to qualitative because this research aims to analyze the students' reflections or to explain why something occurs. This research was also done to understand the social phenomena and the descriptions are in the form of words.

According to Bogdan and Taylor in Moleong (2006) defines that qualitative research procedure is research that produces descriptive data such as written words from people or activities that can be observed. In other words, Hancock (2006:6) stated that descriptive qualitative research is a type of research that focuses on description and interpretation and can lead to the development of new concepts or theories, or the evaluation of organizational processes. Furthermore, Guba & Lincoln, Y. (2005) state that qualitative research involves an interpretive and naturalistic approach: "This means that qualitative researchers study things in the natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them".

Based on the previous explanation, it can be concluded that descriptive qualitative research is a method that can be used in natural phenomena that emphasizes describing and analyzing the data that can be observed. In this research, the researcher has a passive role in the class, the researcher just collects the data from those instruments.

The researcher applies the qualitative descriptive method in this research because it generates the real situation of social phenomena. The design of this research is a descriptive qualitative approach and the point of descriptive qualitative research is to present the basic data descriptively and qualitatively. The researcher used descriptive qualitative through observation, interviews, and questionnaires. Questionnaires and interviews were administered to investigate students' reflections of blended learning and student experiences in dealing with synchronous and asynchronous blended learning during the pandemic. Here, the researcher used descriptive qualitative with direct observation, interviews, and documentation. This research discussed “The Analysis of Students’ Reflection on Synchronous and Asynchronous Blended Learning during COVID-19 Pandemic at the tenth grade SMAN 1 Wonosari Klaten in the academic year 2020/2021”.

B. Research Setting

1. Place of the Research

This research was conducted in SMAN 1 Wonosari. The location is on JL.Pakis Raya, Boto, Wonosari, Klaten, Central Java, 57474. The research took place in the tenth grade of SMAN 1 Wonosari by using a blended class during COVID-19.

2. Time of the Research

Table 3.1
Schedule of the Research

No	Activity	2022										2023			
		A pr	M a y	Jun e	Jul y	Au gu st	Se pt	Oc t	No v	De c	Ja n	Fe b	Mar ch	A pr	
1.	Pre- Research														
2.	Writing Proposal														
3.	Seminar Proposal														
4.	Collectin g Data														
5.	Analyzin g the Data														
6.	Submitti ng Report														
7.	Munaqos ah														

C. Research Subject

The subject of this study was the tenth-grade students of SMA N 1 Wonosari, the academic year 2020/2021. The researcher distributes the questionnaire to students of X Science E which consists of 35 students. Next, the researcher limited the scope of research participants. Researchers selected participants who were always present during blended learning and active in class based on recommendations from the teacher. Finally, several 10 students are involved in this research. The researcher choose 10 students to be interviewed for getting more information about their reflections regarding blended English learning both with the synchronous and asynchronous method during the pandemic at SMAN 1 Wonosari.

D. Data Source

There are two kinds of data, primary data, and secondary data. Primary data are data that are directly obtained as a result of self-collecting and represent original data. Secondary data are data that are obtained by the second part, and usually a copy of the original (Sugiyono, 2013). In other words, primary data is collected data and secondary data is available data. Based on Sutopo (2006) data sources of qualitative research can be taken from man, his behavior, phenomenon, document, archives, and others.

The primary data include the interview and questionnaire. The data of this research are about the students' reflection after synchronous and asynchronous blended learning during the COVID-19 pandemic in the tenth grade of SMAN 1 Wonosari. The researcher gives questionnaires by using a google form to the

students by sending the link through the WhatsApp group. The interview guide was used by the researcher to collect the information. Meanwhile, the secondary data include some supporting documents such as the syllabus and lesson plan.

E. Research Instrument

One of the most important activities in doing research is how to get and collect the data needed. According to Arikunto (2011), a research instrument is a device used by a researcher while collecting data to make her work becomes easier and to get a better result, complete, and systematic to make the data easy to be processed. There were several ways to collect data like questionnaires, observation, field notes, interviews, and tests. In this study, the researcher gathered the data by using several instruments namely, questionnaire, interview, and documentation.

1. Questionnaire

According to Sugiyono (2010), the questionnaire is a data collection technique that is done by giving a set of questions to the respondents to be answered. The questionnaire contains a list of structured questions with available alternative answers so that respondents can choose the answers that are following their aspirations, perceptions, attitudes, circumstances, or personal opinions (Suyanto et al, 2005). In this research, the researcher uses a questionnaire to collect the data, because by using a questionnaire, the answer will be well organized. According to Creswell (2012), there are three types of questions:

- a) Close-ended question is the researcher poses a question and provides pre-set response options for the participant.

- b) Open-ended questions are questions for which researchers do not provide response options; the participants provide their responses to questions.
- c) Semi-closed-ended questions: This type of question has all the advantages of open- and closed-ended questions. The technique is to ask a closed-ended question and then ask for additional responses to an open-ended question.

In this study, the researcher used an open-ended questionnaire to collect the data. The researcher gave the questionnaire to 36 students of class X Science 5 of SMAN 1 Wonosari. The questionnaire contains 15-20 questions to answer by the students. The item of questions is written in Bahasa Indonesia for better understanding.

Due to the limited duration of meetings with students, the researcher used an online method to collect the questionnaires. The researcher used Google Form to arrange questions. After that, the researcher sent a questionnaire link to the Whatsapp group of class X Science 5 SMAN 1 Wonosari.

Table 3.2

**Students' Reflection Summary of the Open-Ended Questionnaire
Categories**

No.	Content	No of items
1.	A process of Synchronous and Asynchronous Blended Learning	4
2.	Students' Understanding of Synchronous and Asynchronous Blended Learning	3

3.	Students' Media on Synchronous and Asynchronous Blended Learning	3
4.	Students' Method on Synchronous and Asynchronous Blended Learning	3
5.	Students' Problem Faced on Synchronous and Asynchronous Blended Learning	1
6.	Students' Way to Overcome Synchronous and Asynchronous Blended Learning	1
7.	Students' conclusion on Synchronous and Asynchronous Blended Learning	1
8.	Students' action plan on Synchronous and Asynchronous Blended Learning	1
Total		16

2. Interview

The interview is an important data-gathering technique that involves verbal communication between the researcher and the participant in which the conversation is carried out by two or more people (Fox, 2009).

The kind of interview that was used in collecting the data was a semi-structured interview. It was an interview that utilized a question list but allowed for greater flexibility for the interview is asking for clarification and elaboration Arikunto & Suharsimi (2006:156) (Arikunto, 2006:156). This kind of this interview also known as a depth interview, where technology is more flexible than the structured one (Sugiyono, 2006:320). Through this kind of

interview, the interviewer hopes to dig deeper into students' opinions and ideas so that issues can be explored more openly.

The researcher used a mobile phone as an instrument to record the data from the students. The note-taking technique is also used as another instrument to get additional information during the interview.

3. Documentation

Documentation is one of the qualitative data by viewing and analyzing the documents created from the subject of the research. According to Ary et al. (2010:442), documents refer to a wide range of written, physical, and visual materials, including what other authors may term artifacts. According to G. Lodico et al., (2010:126) “Documents and artifacts produced before the study by the participants generally include things like public records, personal writing, or instructional materials.” In other words, documentation is used as evidence to prove the result of the research. It enables the researcher to obtain the language and words of participants Creswell (2014:269). Furthermore, the researcher gains the information by collecting the document on research subjects such as the lesson plan and syllabus.

F. Techniques of Collecting the Data

According to Raco (2018), data will be collected if the direction and purpose of the research are clear and therefore the data source, specifically the informant or participant, has been known, contacted, and has obtained approval to provide the data required.

In conducting this research, the researcher collected data in some steps as follows:

1. Give questionnaires to students.
2. Interviewing the students.
3. Collecting the result.
4. Analyzed the students' reflections after synchronous and asynchronous blended learning during COVID-19.
5. Concluded the data.

G. Trustworthiness of the Data

The technique of data verification is an important part of every research. It is used to make sure the data is valid and can be trusted or not. In this research, the researcher uses triangulation to check the validity of the data. According to Moleong (1990:178) in Nugrahani (2014:115), triangulation is a technique used to examine the trustworthiness of data by utilizing something excluding data to check or compare the data. Triangulation is a technique of physical measurement, it is a powerful way of demonstrating concurrent validity. Validity is one of the strengths of qualitative research and depends on determining whether the findings are accurate from the standpoint of the researcher, participant, or readers.

According to Creswell (2014:252) triangulation of different data sources of information by examining evidence from the source and using it to build a coherence justification. In consequence, there are six techniques of triangulation such as investigator triangulation, combined level triangulation, methodological

triangulation, theoretical triangulation, time triangulation, and space triangulation (Cohen et al., 2007).

In this study, the researcher uses methodological triangulation to enhance the validity of the data regarding the students' reflection on synchronous and asynchronous blended learning during COVID-19. This type uses either the same method on different occasions or different methods in the same object of the study. Methodological triangulation involves the use of multiple qualitative methods. As the result, the researcher rechecks the information that has been found by comparing the data obtained from questionnaires, interviews and documents.

H. Techniques of Analyzing the Data

The researcher used Miles and Huberman to analyze the data. There are three steps by Miles et al., (2014) as follows:

1. Data Condensation or Data Reduction

Data condensation is a process for selecting, focusing, simplifying, abstracting, and transforming the data written up in the interviews, fields notes, documents, and other empirical materials. By data condensation, the researcher analyzed the data to get sharpen, sort, focus, discard, and organize data in such a way that "final" conclusions can be drawn and verified. A condensation of the data is needed by the researcher to select, paraphrase, and subsumed the data into a larger pattern, and so on.

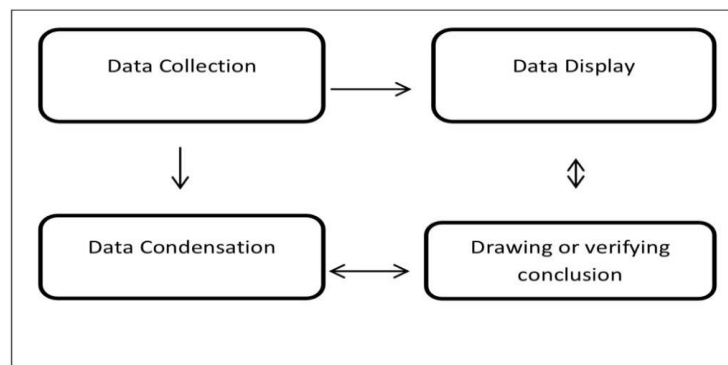
2. Data Display

Data display is a process of an organized, compressed assembly of information, which allows drawing a conclusion and or doing an action. The data display will help us to understand what happens to do.

3. Drawing and Verifying Conclusion

The last step is drawing and verification. Drawing and verifying conclusions are brief explanations in which the initial conclusion could attain the research question based on the qualitative data taken from the questionnaire, interview, and documentation.

Component of Data Analysis:



Picture 3.1 Data Analysis Model from Miles and Huberman

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In chapter IV, the researcher displayed research findings and discussion. The researcher discusses the data based on the theory described in chapter II. This research aims to answer problem statements from student reflections on the problem faced with synchronous and asynchronous blended learning during the COVID-19 pandemic in the tenth grade of SMA Negeri 1 Wonosari in the academic year 2021/2022. First, the researcher described students' reflections on synchronous and asynchronous blended learning during the COVID-19 pandemic in the tenth grade of SMA Negeri 1 Wonosari Klaten in the academic year 2021/2022. Secondly, the researcher described the problems faced by students in implementing synchronous and asynchronous blended learning during the COVID-19 pandemic in the tenth grade of SMA Negeri 1 Wonosari Klaten in the academic year 2021/2022. The last, the researcher described the student's problems solving in implementing synchronous and asynchronous blended learning during the COVID-19 pandemic in the tenth grade of SMA Negeri 1 Wonosari Klaten in the academic year 2021/2022. The subject of this research was the tenth-grade students of SMA N 1 Wonosari, the academic year 2020/2021. The researcher collected the data by questionnaire, interview, and documentation.

A. Research findings

The researcher provided the Questionnaire link, namely the Google form, via the Whatsapp group class on November 4th, 2022. To find in-depth

information about students' reflections on synchronous and asynchronous blended learning, the student's problems, and how the students overcame the problem faced during synchronous and asynchronous blended learning during the COVID-19 pandemic. After the students filled out the questionnaire, the researchers conducted interviews on November 11th, 2022, to deepen the understanding of the student answers the researchers had reviewed before conducting the interview.

The researcher uses code in analyzing questionnaires and interviews also to read this research easier. The coding in this research are:

Dat : Data

Quest : Questionnaire

Int : Interview

Q-1 : Question 1

S-1 : Student 1

1. Students' Reflections on Synchronous and Asynchronous Blended Learning during the COVID-19 Pandemic in the Tenth Grade of SMA Negeri 1 Wonosari Klaten in The Academic Year 2021/2022

The researcher obtained the data to determine students' reflections on synchronous and asynchronous blended learning through questionnaires and interviews. In this part, the researcher will analyze the result of the questionnaire and the interview with theories. The first theory discussed reflective practice in synchronous and asynchronous blended learning by Gibb's theory (Schank et al., 2013).

a. Description

From the interview results, SMA Negeri 1 Wonosari implemented learning during the COVID-19 pandemic using blended learning methods. Blended learning is a learning model that combines online and offline learning.

As student 3 said:

“Pembelajaran campuran biasanya satu minggu gantian yang masuk antara absen ganjil dan absen genap. Jika yang masuk ke sekolah absen ganjil maka yang dirumah absen genap, belajar melalui Google Meet, Google Classroom dan grup Whatsapp.”

“Blended learning usually alternates one week between odd and even absences. If the odd absences come to school then the even absences go home, learning through Google Meet, Google Classroom, and Whatsapp groups.” **(Dat/Int/Q-1/S-3)**

In this learning model, students alternate between attending school and learning from home. Usually, students included in odd absences will attend school for one week. In contrast, students included in even absences will study from home via Google Meet or study independently through PowerPoint material which can be accessed through Google Classroom and the Whatsapp group.

In this way, students can continue to study and follow the material even though they are studying from home. Blended learning can help students and teachers be more flexible and increase learning efficiency. Usually, students use handphones and laptops during synchronous and asynchronous online learning. During blended learning, students often lack understanding of the material, and it causes

students to look for other explanations on Youtube and Google. However, some of the students ask the teacher or friends.

The evidence of this statement can be found in student 21:

“Saya akan bertanya kepada guru atau teman, sedangkan saat asinkron saya bertanya kepada teman melalui WhatsApp atau mencari informasi dari Google ataupun YouTube.”

“I will ask my teacher or friends, while in asynchronous I ask my friends via WhatsApp or search for information from Google or YouTube.” **(Dat/Quest/Q-4/S-21)**

Students have difficulty understanding the material, so they ask teachers or friends during the traditional synchronous classroom. Meanwhile, during asynchronous learning, students can ask friends via WhatsApp or seek additional information from Google or YouTube.

Furthermore, students also understand the material by rereading the material the teacher gave, and they listen to the teacher’s explanation carefully in class.

The answer of student one can prove it:

“Fokus dan menyimak dengan baik ketika dijelaskan oleh guru.”

“Focus and listen well when explained by the teacher.” **(Dat/Quest/Q-4/S-1)**

Students can understand the material well by focusing attention on the explanations given by the teacher in class. In this way, students can listen well and understand the material. Maintaining focus and attention during the traditional synchronous classroom can help students

understand the material better and avoid confusion or difficulties in understanding the material.

During the synchronous and asynchronous blended learning process, the teacher used motivating students to make students enthusiastic even in COVID-19 conditions. The teacher also emphasizes that students focus while the learning process and be active in the class by asking the teacher when they do not understand the material. In addition, the teacher always reminds the students to collect the assignment through the WhatsApp group.

As student 19 said:

“Guru selalu menekankan agar aktif bertanya saat di kelas, mengerjakan tugas di Google Classroom, dan memotivasi siswa sebelum pembelajaran dimulai.”

“Teachers always emphasize being active in asking questions during class, doing assignments in Google Classroom, and motivating students before learning begins.” (Dat/Quest/Q-3/S-19)

The teacher always emphasizes that students actively ask questions in class so that students gain a better understanding of the material being taught. In addition, the teacher always encourages students to do the assignment so that the material they have learned can be understood better and students have enough time to study independently. The teacher also motivates students before learning begins to inspire students to continue studying diligently and focus.

Everything that the teacher emphasized aimed at keeping students' enthusiasm while the learning process in any situation and condition. In this way, students can be more active and motivated in synchronous and asynchronous blended learning. It can help students better understand the material being taught and improve their academic performance.

b. Feeling

During the COVID-19 pandemic, maintaining the stability of students' feelings was an essential factor so that the learning process could occur well. Not infrequently, some students feel pressured and stressed during COVID-19 because of their various limitations. However, some students can still enjoy the learning process and can follow it well because of the support from their family, environment, and adequate access.

From the data result, most students would instead enjoy traditional synchronous classrooms more than synchronous online learning and asynchronous learning. They feel happier if they can listen to the teacher's explanation directly and meet with friends at school.

The evidence from this statement is from student 9:

“Untuk sinkron online saya senang karena bisa membaca dengan santai. Tetapi saya juga tidak senang karena tidak dapat bertemu dengan teman-teman dan guru secara langsung. Ketika offline lebih banyak senangnya karena bertemu teman-teman dan jika ada tugas dapat dikerjakan bersama dan kalau tidak tau bisa tanya.”

“In the online synchronous, I am happy because I can read at my own pace. But, I am also not happy because I cannot meet my friends and teachers in person. When offline, I am happier because I can meet my friends and if there is an assignment, I can do it together and if I did not know, I can ask.” **(Dat/Int/Q-2/S-9)**

In synchronous online learning, students feel happy because they can learn in a relaxed way and can do it by eating snacks and lying down. On the other hand, students also feel unhappy because they cannot meet their friends and teachers face-to-face while studying at home. However, a blended learning system makes students happier and less stressed than online learning. In the change from online to blended learning, many things need to be improved to make the learning process more efficient.

In addition to the opinions above, some students feel uncomfortable with blended learning because they cannot focus and find it difficult to understand the material.

As student 16 stated:

“Tidak nyaman, karena tidak bisa 100% focus.”

“It was uncomfortable because I cannot focus 100%.”
(Dat/Quest/Q-6/S-16)

Students feel uncomfortable with blended learning because they cannot entirely focus. It can happen because blended learning may not be suitable for all students. Students feel uncomfortable because it is difficult to fully focus on learning with blended learning styles that alternately use online and offline learning methods.

It can be seen that students have different feelings about implementing blended learning during the COVID-19 pandemic. Most students were more comfortable with synchronous traditional classroom learning because the teacher could explain it directly, making it easier to understand the material. Nevertheless, some students prefer asynchronous learning because they can study anywhere and anytime.

In the learning process, giving motivation both intrinsic and extrinsic motivation play an essential role. With motivation, students can develop activities and initiatives to direct and maintain perseverance in learning activities. Several forms and ways to foster motivation in learning activities at school include giving praise, giving additional value, giving punishment, competition, and holding exams.

Most students feel motivated to take part in English lessons during synchronous and asynchronous blended learning. Several students mentioned that they felt challenged by implementing blended learning during the Covid-19 pandemic. Meanwhile, other students feel they can optimize their work because of the flexibility offered by asynchronous learning.

The answer student four can prove it:

“Saya termotivasi karena memiliki waktu santai sehingga dapat mengoptimalkan dalam mengerjakan sesuat dan fleksibilitas waktu membuat saya mudah untuk mengakses kapanpun.”

“I am motivated by having leisure time so that I can optimize my work and the flexibility of time makes it easy for me to access anytime.” **(Dat/Quest/Q-6/S-4)**

Students feel motivated to participate in blended learning because they have more free time during blended learning, so they can focus more and maximize their time on the tasks given. In addition, students feel helped by the time flexibility given to asynchronous learning. It is because students can access learning materials or do assignments at times that are more suited to their daily schedule.

Then student 13 said:

“Pembelajaran campuran memotivasi saya karena saat pelajaran dikelas saya dapat berinteraksi langsung dengan guru dan teman-teman. Apabila dilaksanakan dengan online saya dapat mengikuti pelajaran sekolah kapanpun dan dimanapun.”

“Blended learning motivates me because during class I can interact directly with the teacher and my friends. If it is implemented online, I can follow school lessons anytime and anywhere.” **(Dat/Quest/Q6/S13)**

Students feel motivated because blended learning provides the opportunity to interact directly with teachers and friends during the traditional synchronous classroom. Students also feel helped by online learning, which allows them to access learning materials anytime and anywhere without being physically present at school.

Furthermore, 37% of students feel less motivated to participate in English classes with synchronous and asynchronous blended learning methods. It was due to the low-speed internet to access material, which hinders the learning process and makes students need help understanding the material correctly. Next, students also feel

difficulties cooperating with friends. These factors cause students' motivation to participate in English classes to decrease.

Student 21 stated:

“Tidak termotivasi karena pelaksanaan pembelajaran campuran kurang efektif sehingga saya kurang paham materi dan masalah jaringan.”

“Unmotivated because the implementation of blended learning is not effective, so I do not understand the material and network problems.” **(Dat/Quest/Q-2/S-21)**

Students feel they need to be more motivated to participate in blended learning because they feel less effective in English lessons. So that students needed to understand the material better. In addition, students also experience network problems that make learning not smooth and interfere with their concentration.

After that, student 30 said:

“Tidak termotivasi karena terlalu banyak tugas dan tidak bisa bekerja sama dengan teman-teman.”

“Unmotivated because of too many tasks and not being able to cooperate with friends.” **(Dat/Quest/Q-2/S-30)**

Students feel burdened by the number of assignments given in blended learning. In addition, students also feel they need help working with friends, as is usually done during the traditional synchronous classroom. It can affect the motivation and satisfaction of student learning.

To keep students motivated during traditional synchronous classrooms, the teacher can give ice breaking before class or motivate

them so students can focus. In addition, teachers can improve online learning by making learning materials through PowerPoint or explanatory videos uploaded to Youtube so that students can study it when they study at home and understand it better. The teacher can provide brief reviews, questions, and answers so students can understand the material well. Reducing assignments is also one way for students to stay calm with many workloads.

c. Evaluation

Effective and efficient learning is essential for students, especially in blended learning. Creating this effectiveness requires the role and cooperation between teachers and students.

From the results of the questionnaires, eighteen students answered that synchronous and asynchronous blended learning during COVID-19 was effective. It means that they can follow and understand the materials during the class. However, thirteen students said it was quite effective, and four said it was not. It was because students needed additional explanation from the teacher.

Furthermore, most students explained that their preferred learning method was the traditional synchronous class. Nineteen students answered that a traditional synchronous classroom was a learning method that worked well during the COVID-19 pandemic. In comparison, twelve students said they could participate in synchronous online and traditional classroom learning. Meanwhile, three students

answered synchronous online learning, and one answered asynchronous learning.

Student involvement is essential to achieve learning success because student activity in the lesson is a form of enthusiasm for learning. In addition, students who are active in class can be used to indicate that they are ready to participate in learning. During the implementation of synchronous and asynchronous blended learning, some students actively asked about material that still needed to be understood during the discussion, but others needed to be more active.

It can know from the answer of student 6:

“Saya aktif dikelas, apabila saya tidak faham dengan materi saya akan bertanya kepada guru. Selama sinkron online saya akan chat guru baik secara pribadi maupun di grup kelas dan saat sinkron offline saya biasanya langsung bertanya.”

“I am active in class, if I did not understand the material I will ask the teacher. During synchronous online I will chat with the teacher either privately or in the class group and when synchronous offline I usually ask directly.” **(Dat/Int/Q-3/S-6)**

From the answers above, it can be seen that students were active in participating in English lessons. During the learning process, the student always tries to pay attention to the material and asks the teacher if they did not understand. In synchronous online learning, students continue to communicate with the teacher via private messages or class groups. When learning is carried out synchronously traditional classroom, the student immediately asks the teacher when they need help.

Next, student 5 said:

“Kurang aktif, terkadang saya mengantuk jika di kelas tapi tetap berusaha memperhatikan sebaik mungkin.”

“Less active, sometimes I get sleepy in class but still try to pay attention as best I can.” **(Dat/Int/Q-3/S-5)**

Sometimes, students feel less active when participating in the learning process. Students feel sleepy while in class, but still, try to pay attention and follow the material delivered by the teacher. Nonetheless, this can affect the concentration and participation of students.

In the question and answer session, the teacher gave replies or feedback to students as a response while learning. The teacher has several ways of answering student questions. In synchronous online learning or traditional classroom, the teacher directly explains the material that has yet to be understood. Then the teacher gave practice to students. Meanwhile, during asynchronous learning, the teacher explains through the Whatsapp or Google Classroom application and provides other references.

Most students who experienced increased English skills were active during the learning process. As many as seventeen students felt that their English skills had improved. Another factor that supports improving students' skills is external factors such as watching videos, news, and playing games where the narration is in English. Students

have more space during online learning at home, so they use their spare time to develop themselves by exploring what they like.

The answer student four can prove it:

“Kemampuan Bahasa Inggris saya meningkat karena saat pembelajaran asinkron saya mengisi waktu luang dengan menonton formula one, channel top gear dan channel lain yang membahas crypto yang mana menggunakan Bahasa Inggris.”

"My English skill is increased because during asynchronous learning I filled my free time by watching formula one, top gear channel and other channels that discuss crypto which is in English." **(Dat/Quest/Q-13/S-4)**

Students' English proficiency improves through activities they do in their free time, such as watching Formula One which contains Europeans, watching the Top Gear channel, and other channels that discuss crypto. These activities can help enrich vocabulary, improve pronunciation, and understand accents from different countries. Although sometimes there is difficulty understanding the accent, this can be overcome by practicing listening and speaking more often.

Another answer to support the evidence by student 6:

“Meningkat karena saat pembelajaran asinkron saya sering mendengarkan lagu dan menonton film berbahasa Inggris.”

"It improved because during asynchronous learning I often listened to songs and watched movies in English." **(Dat/Quest/Q-13/S-6)**

Students' English proficiency can be improved by listening to English songs or watching English films. By accessing more English content,

students can improve their ability to read, listen and write in English. This can help students to be more confident in communicating in English and improve their overall English proficiency.

Furthermore, ten students felt that their English skills mainly had stayed the same. The influencing factors were students needing to understand English, so they did not know what the teacher explained, the hinder on signals during online learning, the learning process being less effective, and limited time.

Student 19 said:

“Kemampuan Bahasa Inggris saya tidak terlalu meningkat, karena saat pembelajaran saya tidak terlalu mengerti apa yang disampaikan oleh guru dan terkadang terputus komunikasi nya.”

“My English skills did not improve significantly, because during the lesson I did not really understand what the teacher was saying and sometimes the communication was lost.” **(Dat/Quest/Q-13/S-19)**

Students' English skills did not improve because they do not understand what the teacher is saying and sometimes the communication is interrupted during learning. This can be caused by several factors, such as poor internet signal quality or lack of understanding of the material taught by the teacher. Hence, students need to pay well attention during learning and actively ask questions if there are things they did not understand.

Next, eight students stated that their English skills had still improved. The reason was that the English learning process was

ineffective, there were obstacles in the signal, and there was no detailed explanation by the teacher when asynchronous learning.

Student 32 said:

“Tidak meningkat karena jarang mendapatkan penjelasan ketika mendapat giliran belajar dirumah.”

“It did not improve because I rarely got an explanation when it was my turn to study at home.” (Dat/Quest/Q-13/S-32)

During blended learning, students rarely get explanations when it is their turn to study at home, so their English skills may not improve. This could be due to a lack of support from teachers or a lack of access to learning materials. Therefore, students need to ensure that they have sufficient access to appropriate learning resources and actively ask for help if they need additional explanations.

From the explanation above, the active role of students during the learning process can influence the understanding of the material. Interactive learning can improve the quality of student learning. The increased quality of learning can make the quality of students increase. Students who have good quality will create an effective learning system.

d. Analysis

The data show that each student prefers the effectiveness of synchronous and asynchronous blended learning during the COVID-19 pandemic. Students who thought it was effectively said they felt happy

because they could learn well even in the COVID-19 situation. Students also feel more satisfied because they can meet with friends when traditional synchronous classrooms after previously the learning process of distance learning.

It was supported by the answer of student 7 in the questionnaire:

“Efektif karena bisa meminimalisir bertemu orang lain dan saat pembelajaran sinkron offline saya bisa bertemu langsung dengan teman dan guru sehingga lebih mudah mengerti pelajaran”

“It was effective because I can minimize meeting other people and during offline synchronous learning I can meet directly with friends and teachers so it is easier to understand the lessons”
(Dat/Quest/Q-7/S-7)

Blended learning is effective because it can minimize direct interaction with others and reduce the risk of COVID-19 transmission. In addition, students can still interact directly with teachers and friends after full online learning.

Another answer to support the evidence of this effectiveness was from student 35:

“Efektif ketika pandemic karena siswa masih bisa berinteraksi dengan teman dan guru ketika pembelajaran walaupun hanya setengah siswa yang masuk dalam kelas.”

“It was effective during the pandemic because students can still interact with friends and teachers during learning even though only half of the students are in class.” **(Dat/Quest/Q-7/S-35)**

Blended learning is more effective during the COVID-19 pandemic because it can limit the number of students in the class. Although only half of the students can attend the course, blended learning can still help

students to interact with the teacher and friends directly, thus facilitating the understanding of the material.

Apart from the opinion above, other students thought that implementing synchronous and asynchronous blended learning during the COVID-19 pandemic was adequate, and others said it was ineffective. Students said that they needed help understanding the material correctly. After all, students still have difficulty accepting learning material when blended learning.

As student 26 said:

“Pembelajaran campuran tidak efektif karena saya merasa lebih pusing.”

“Blended learning was not effective because I feel dizzy.”

(Dat/Quest/Q-7/S-26)

Students find this method ineffective as they feel dizzy. Blended learning consists of a combination of online and offline education, which can make students feel dizzy because of the switch between two different learning methods. It may also be due to a need for more consistency in learning and a lack of adaptation to online learning, which is new to some students. So it is necessary to pay attention to their way of learning and find the learning strategy suitable for them.

Another student, 32, said:

“Tidak efektif karena saya tidak bisa menerima pembelajaran dengan baik.”

“It was not effective because I cannot receive the learning well.”

(Dat/Quest/Q-7/S-32)

Students feel blended learning is ineffective because they cannot receive lessons well. It can be caused by various factors, such as material that is difficult to understand, ineffective delivery methods, or an unfavorable learning environment. So students must communicate with their teachers and peers to improve their understanding of the material being studied and find a conducive learning environment to enhance learning effectiveness.

Students who can participate in learning effectively and efficiently usually have preparation before the learning process. Preparation can include arranging a learning schedule, checking assignments, and going to bed early to prevent waking up late.

As student 4 said:

“Sebelum pelajaran dimulai saya mempersiapkan buku yang akan dijelaskan di sekolah. Saat saya tidak bisa mengikuti pembelajaran, saya bertanya kepada teman, guru atau membaca file yang diberikan oleh guru yang dikirim melalui Google Classroom atau grup Whatsapp dalam bentuk PDF, dan Google tentang materi tersebut.”

“Before the lesson starts I prepare the book that will be explained at school. When I cannot follow the lesson, I ask friends, and teachers or read the files given by the teacher sent through Google Classroom or Whatsapp groups in PDF form, and Google about the material.” **(Dat/Int/Q-3/S-4)**

Before the lesson starts, students make various preparations, such as preparing books or materials that will be discussed in that day's lesson. If in the class, students need help to follow or understand the material taught. They will seek help from friends or teachers or read the files

provided by the teacher in PDF form in Google Classroom or WhatsApp groups. In addition, students will also search for material on Google, as many resources are available that can help in understanding the material. By preparing and searching for additional resources, students can improve their understanding and knowledge of the lesson.

Students actively participating in learning can feel the difference between synchronous and asynchronous blended learning. Not all lessons can run effectively, especially when it is their turn to study at home. So, students have different views on the most suitable method for them based on their experience.

Some students chose the traditional synchronous classroom as the method that worked well for them because it was easier for students to understand the material. Students got explanations from the teacher directly so that the material was explicit. In addition, students can meet friends at school, which allows them to ask friends if they need help understanding the material. It also helps students feel energized due to studying from home.

As student 4 said:

“Saya lebih suka sinkron offline karena disaat pandemi metode tersebut cukup efektif jika dibandingkan dengan yang lainnya.”

“I prefer offline synchronous because during the pandemic this method is quite effective compared to others.” (Dat/Int/Q-7/S-4)

Students prefer traditional synchronous learning because of limited face-to-face access during the pandemic. This method is quite effective compared to the others because students understand better when the teacher explains it directly, even with time constraints. Students can prepare questions or topics to be discussed with the teacher so that the time available can be utilized properly.

After the traditional synchronous classroom, the most effective methods for students were synchronous learning, both synchronous online learning and traditional synchronous classroom. The main reason was that students felt these methods were the easiest way to understand the material. Students also felt energized because they could meet friends.

A statement by student 35:

“Metode pembelajaran sinkron paling efektif bagi saya karena metode tersebut memudahkan saya dalam pembelajaran, dapat bertemu langsung dengan guru sehingga pembelajaran menjadi jelas.”

“The synchronous learning method is most effective for me because it makes me easier to learn, I can meet directly with the teacher so the learning becomes clear.” **(Dat/Quest/Q-10/S-35)**

Students chose both traditional synchronous learning and synchronous online learning methods as the most effective. It was because, with this method, students can learn more easily. In addition, students can also meet directly with the teacher so that learning becomes clearer and more interactive.

Meanwhile, students who chose asynchronous learning as the most effective method felt that this method was easy to access. During the learning process, students actively asked the teacher, and the teacher also gave feedback in various ways. In synchronous online learning and traditional classroom, the teacher answers student questions directly by re-explaining material that has yet to be understood. After that, the teacher asked again whether the students understood or not. Then the teacher gave the practice to check the students' understanding.

The answer of student 22 can prove this statement:

“Guru memberikan tanggapan dengan menjelaskan dan juga memberikan soal latihan.”

“The teacher responded by explaining and also giving practice questions.” (Dat/Quest/Q-12/S-22)

The teacher gave feedback by explaining in detail about the material being studied and also provided practice questions to improve students' ability to understand the material. The teacher also gave feedback by providing other references during asynchronous blended learning, such as files, videos, or links via Whatsapp and the Google Classroom application.

As student 18 said:

“Saat sinkron online, guru menjawab pertanyaan siswa secara langsung dan saat sinkron dikelas guru menjawab melalui buku paket. Sedangkan saat asinkron melalui Google Classroom atau melalui link.”

“When synchronous online, the teacher answers student questions directly and when synchronous in class the teacher answers through the textbook. While when asynchronous through Google Classroom or a link.” (Dat/Quest/Q-12/S-18)

During online synchronous learning, teachers directly answer the students' questions through the video conference platform used for education. In contrast, teachers answer students' questions in the traditional synchronous classroom through the provided textbooks or material books. And in asynchronous learning, teachers answer students' questions through online learning platforms such as Google Classroom or certain links the teacher offers.

Furthermore, student 13 answered:

“Guru menjawab pertanyaan siswa dengan mengirimkan Video/PowerPoint tentang rangkuman materi melalui Whatsapp.”

“The teacher answers students' questions by sending a Video/PowerPoint about the summary of the material via Whatsapp.” **(Dat/Quest/Q-12/S-13)**

Teachers provide answers to students' questions by sending videos or PowerPoints, summarising the material learned through instant messaging applications such as Whatsapp. It makes students easier to understand the material being studied and provides an alternative to material outside the class.

Feedback can provide information about learning progress and students' level of understanding. It can obtain from the tests, assignments, and students' projects. With these results, the teacher can provide feedback through improvements, enrichment, or new assignments to increase students' academic performance.

e. Conclusion

From the data result, after carrying out each stage of reflection on blended learning, students have different conclusions. One of the students concluded that doing reflection can help to know the weaknesses and strengths during blended learning.

As student 3 said:

“Refleksi ini sangat membantu saya dalam mengetahui kekurangan dan kelebihan saya selama pembelajaran campuran. Sehingga saya lebih paham mengenai diri saya sendiri dan mengetahui cara terefektif jika mengikuti pelajaran supaya lebih bisa efisien.”

“Reflection really helps me to know my strengths and weaknesses during blended learning. So that I understand more about myself and know the most effective way to follow the lesson so that it can be more efficient.” **(Dat/Int/Q-10/S-3)**

By reflecting, students can find out their strengths and weaknesses during blended learning. So, students feel they have a deeper understanding of themselves which can help to know the most effective way to learn. Therefore, students can optimize their strengths and try to improve their weaknesses gradually.

Next, another student argued that from participating in blended learning during the pandemic, students prefer traditional synchronous classroom because it was easier to understand the material than studying independently at home.

As student 5 said:

“Karena metode campuran jadi saya tau kalau saya lebih efektif belajar tatap muka dan juga saya merasa lebih percaya diri karena saya dapat interaksi secara langsung dengan guru dan teman.”

“Because of the blended method, I know that I can learn more effectively face-to-face and I also feel more confident because I can interact directly with the teacher and friends.” **(Dat/Int/Q-10/S-5)**

Because of reflection, students can find out the most effective learning preference. Students also think that from blended learning, the synchronous traditional classroom method is more effective than independent learning at home because students get an explanation from the teacher directly, and can ask questions if they do not understand.

Students realize that during the COVID-19 pandemic, face-to-face learning is not possible all the time. Therefore, students understand that by optimizing every chance of face-to-face learning, they can improve their learning effectiveness and be more confident in learning English.

Other students argue that the implementation of blended learning during the COVID-19 pandemic has been effective, especially English lessons.

As student 7 said:

“Kesimpulan saya yaitu dengan pembelajaran campuran selama pandemi ini terbilang cukup efektif karena dengan segala keterbatasan yang ada pembelajaran tetap dapat berlangsung terutama pelajaran Bahasa Inggris”

“My conclusion is blended learning during this pandemic is quite effective because with all the limitations exist, learning can still take place, especially English lessons.” (Dat/Int/Q-10/S-7)

Students conclude that although the COVID-19 pandemic has caused many restrictions in learning, blended learning is one of the most effective solutions to continue the teaching and learning process, especially in English lessons. In this situation of limitations, blended learning provides an opportunity for students to continue receiving education and teaching without having to physically attend class every day. Nonetheless, the effectiveness of blended learning still depends on how well teachers and students are able to adapt to this situation and maximize the benefits available.

f. Action Plan

From the data results, if students take synchronous and asynchronous blended learning in the future, they will have a strategy to maximize the learning process and make it more effective. As many as thirteen students said they would try to participate in the class as best they could and carry out the evaluation.

As student 6 said:

“Saya akan tetap mengikuti pembelajaran dengan baik dan melaksanakan evaluasi kegiatan sebelumnya sebaik mungkin dengan melakukan hal positif dan mengurangi hal negative berdasarkan evaluasi.”

“I will continue to follow the lessons well and carry out the evaluation of the previous activities as well as possible by doing positive things and reducing negative things based on the evaluation.” (Dat/Int/Q-11/S-6)

In the future, if students participate in synchronous and asynchronous blended learning, they plan to keep up with the learning well and utilize the evaluation from the previous activities to improve the quality of learning. Students will re-apply the positive things done before and minimize the negative during blended learning. It is done so that students can obtain maximum learning outcomes.

In addition, nine students said that they would make time management. Students do it to make learning time more effective.

Student 2 said:

“Saya akan mengatur waktu dengan lebih baik. Apabila belajar dirumah, saya ingin lebih bisa fokus dalam belajar sehingga

ketika ada kelas saya dapat mengikuti dengan lebih baik tanpa terganggu dengan kegiatan di rumah.”

“I will manage my time more wisely. If I study at home, I want to be able to focus more on learning so that when there are classes I can follow properly without being distracted by activities at home.” **(Dat/Int/Q-11/S-2)**

Students plan to utilize time effectively in participating in blended learning. To achieve this, students will manage their time wisely. For example, if students carry out learning from home, the students will try to focus more on learning. While in the traditional synchronous classroom and synchronous online learning, students will follow well and try not to be distracted by other activities at home.

Furthermore, other students expressed that they would implement the most effective method for them and do it again in the future.

It can be seen from the answer of student 12:

“Saya akan melakukan hal yang biasa saya lakukan saat pembelajaran sinkron dan asinkron seperti dulu.”

“I will do what I used to do during synchronous and asynchronous learning like I used to.” **(Dat/Int/Q-11/S-4)**

Students will make the same habit during synchronous and asynchronous learning as before. Such as preparing the materials to be learned and ensuring a good internet connection to follow the learning successfully. Students will apply it because students have found the best way for them to follow synchronous and asynchronous blended learning effectively and efficiently.

Creating an action plan is crucial in anticipating students' future blended learning participation. Students can better prepare themselves to participate in learning and ensure optimal results. With this, students can maximize their understanding and academic performance.

2. Problems Faced by Students in Implementing Synchronous and Asynchronous Blended Learning during the COVID-19 Pandemic in the Tenth Grade of SMA Negeri 1 Wonosari Klaten in the Academic Year 2021/2022

The researcher obtained data about the students' reflections on synchronous and asynchronous blended learning in SMA Negeri 1 Wonosari through questionnaires and interviews. Based on the result of the questionnaire and interview with the students of tenth grade SMA Negeri 1 Wonsari Klaten, the researcher knew that there were several problems in implementing it.

a. Problem in Self-regulation

Based on the questionnaire and interview results, the researcher found that some students had difficulty achieving their learning goals because of some behaviors that prevented them from self-regulating their feelings, thoughts, and actions. The freedom of learning at one's pace and flexibility that online offers have continually endangered or rendered students into poor self-regulation behavior. Although self-regulation is not as crucial for blended students as it is for fully online

students, it appears to be very important for student success in blended learning modes of teaching.

The first self-regulation problem was that students need help understanding the material correctly, especially during asynchronous and synchronous online learning. In asynchronous learning, students were only given material without further explanation, and they had to understand the material by looking for other sources. It causes students to use most of their online learning time for other activities, such as due assignments.

Based on the result of the questionnaire, student 10 said:

“Saat pembelajaran asinkron, tidak adanya penjelasan lebih lanjut tentang materi yang disampaikan guru sehingga saya mengalami kesulitan ketika menjawab soal.”

“During asynchronous learning, there was no further explanation of the material presented by the teacher so I had difficulty when answering the questions.” (Dat/Quest/Q-14/S-10)

During asynchronous learning, there was no adequate or less detailed explanation from the teacher about the material presented. This can cause difficulties in answering questions or understanding the material being taught. As a result, students need help with proper self-regulation, which results in poor time management and procrastination. One of the procrastination made by students was late doing assignments because they needed to understand the material better.

As student 7 said:

“Apabila pembelajaran asinkron, saat mengerjakan tugas terlambat dikarenakan kurang jelas mengerti penjelasan guru.”
“In the case of asynchronous learning, the assignment is late due to not clearly understanding the teacher's explanation.”
(Dat/Quest/Q-14/S-7)

Students experience procrastination in doing assignments given in asynchronous learning because they do not sufficiently understand the explanation given by the teacher. This could be due to a lack of detailed explanations, or perhaps because it took students longer to understand the material.

Procrastination occurs due to poor time management among students. During blended learning, the school has a new policy to reduce traditional synchronous classes. The limited time causes students not to be able to participate optimally in education.

As student 10 said:

“Saat pembelajaran sinkron offline, terlalu banyak bercandaan dengan teman-teman dan keterbatasan waktu.”
“During offline synchronous learning, there was too much joking around with friends and time constraints.”
(Dat/Quest/Q-14/S-10)

Students often joke a lot with friends, which can interfere with concentration and limited study time. This can reduce student productivity and learning outcomes. Students need to overcome the problem of limited time and social interaction that can interfere with learning.

With limited time, students were required to use a higher level of self-control in blended learning. In addition, the student was embarrassed to ask either their friends or the teacher when they did not understand the material. Finally, students needed proper help, and students help-seeking online from other unreliable and informal sources such as searching on Google, reading and studying online posts, reviewing conversations or chats in discussion forums, and watching videos from YouTube.

As student 14 said:

“Saat saya tidak mengerti pelajaran, saya malu untuk bertanya.”

“When I did not understand the lesson, I was embarrassed to ask.” (Dat/Quest/Q-14/S-14)

One of the obstacles that students often face is being embarrassed to ask questions if they don't understand the lesson. Shame or fear of being considered stupid by classmates or teachers can hinder the learning process and students' ability to understand the material being taught.

Furthermore, from the explanation above, it can know that self-regulation in the form of procrastination was a challenge where students face difficulties in proper self-regulation, which results in a lack of understanding of the material. They needed to understand the material because of limited time and clear explanations from the teacher. Furthermore, the embarrassment to ask when students did not understand the lesson can be an obstacle in the student learning

process because students who did not understand the material will find it difficult to follow the lesson, and this can have an impact on student learning outcomes. In addition, if students did not ask questions, they may miss opportunities to gain a better understanding of the material.

b. The Problem with Technological Literacy and Competency

From the research results, there was no problem found in technology literacy and competency. Students have competence and proficiency in the use of various hardware and software technologies. The tenth-grade students of SMA Negeri 1 Wonosari Klaten in the academic year 2021/2022 are generation Z which is considered as a generation who born with increasingly developing technologies. So, they can handle the complexity of technology variations and interface well for learning.

c. The Problem with Student Isolation

Based on the results of the research, there was no sense of isolation among students. In face-to-face classes, students did not get any emotional discomfort that made them suffer from loneliness and seclusion from their peers. Furthermore, in blended synchronous online mode, for English lessons, students also did not get any isolation feeling because the teacher rarely use teleconferences in online learning. Instead of that, the teacher often uses asynchronous online learning. Students did not feel isolated from the online community because they actively follow any information shared both

in Whatsapp groups and Google Classroom. Students will ask the teacher or friend when they feel difficulty answering questions. So, there was no sense of loneliness, solitude, or anxiety in students.

d. The Problem with Technological Sufficiency

Blended learning has its challenges that must be overcome. The major challenge of synchronous and asynchronous blended learning was the internet connection. Inequality in internet access and technology can affect students' ability to follow learning. Twenty-eight students complained of poor internet connection due to low speed and signal difficulty.

Based on the questionnaire of student 33 said:

“Ketika pembelajaran sinkron online sinyal nya ada kendala dan di saat itu ada pembelajaran sedang berlangsung.”

“During online synchronous learning, there was a signal problem and at that time there was learning taking place.”

(Dat/Quest/Q-14/S-33)

The problem that often occurs in online synchronous learning is the disconnection of the signal connection. This means that the internet connection used by students or teachers is suddenly interrupted or disconnected during learning. This can lead to audio or video interruptions during virtual classes or video conferences, or even result in students not being able to access course materials shared during lessons.

In addition, some students complained about the quota running out quickly. It was because the students use the internet not only for

learning but also for opening other applications. The same answer was from S12, S16, S18, S31, and S32.

As student 1 said in the interview:

“Jika kuota habis, mungkin dikarenakan buka aplikasi lain.”
“If the quota runs out, it may be due to opening other apps.”
(Dat/Int/Q-8/S-1)

Even though schools provide quota subsidies, this quota can only be used at the beginning of online learning. If the quota runs out, students cannot access online learning materials and this is most likely caused by using other applications such as Tiktok, Instagram, Youtube, or Twitter. In other words, students must manage their internet quota wisely so they can continue to access study materials online and are not distracted by the use of other less important applications.

The same experience felt by student 2:

“Saya tidak mendapat subsidi paketan dari sekolah karena waktu pendataan nomor hp saya salah masukin nomor yang sudah tidak aktif. Jadi saya membeli paketan sendiri, kalau dipakai untuk Google Meet terus paketannya cepet habis.”
“I did not get a subsidized package from the school because I entered the wrong cellphone number during the data collection process. So I bought my own package, but if I use it for Google Meet, the package runs out quickly.” **(Dat/Int/Q-8/S-2)**

From the problems above, it can be concluded that to be successful in online learning, students need to have adequate internet quota, manage it wisely, and ensure that the internet signal at home can support online learning activities. Apart from that, students also need to follow the procedures set by the school to get a quota subsidy so that there are no mistakes when collecting telephone number data.

At this point, the researcher obtained information that all the students' challenges in online synchronous English learning were using video conferencing from Google Meet and asynchronous learning from Google Classroom. The most familiar obstacle for the students was the unsupported signal. Some students stated that the biggest problem they encountered was low internet speed and unstable signal that obstructed synchronous online learning and asynchronous learning. In addition, the quota was also needed by students because it requires high usage, especially in synchronous online learning and asynchronous learning.

e. The Problem with Technological Complexity

Based on the results of the research, there was no difficulty faced by students related to the complexity of technology both complicated or too overwhelming for their studies. Students can easily adapt to the technology used during blended learning because they have used the same technology when following distance learning. In addition, the provision of technology and services can be accessed easily although there were sometimes constraints on the low speed of the internet network.

f. Another Problem with Synchronous and Asynchronous Blended Learning in Internal Factor

Besides the problems faced by the students in implementing synchronous and asynchronous blended learning, other problems occurred during learning sessions that the students met during the

COVID-19 Pandemic. Based on the questionnaires on November 4th, 2022, some students mentioned that when participating in online learning, they get internal problems about the capacity of their handphones which caused delays when studying.

The answer of student nine can prove it:

“Sinyal dan penyimpanan hp penuh sehingga menghambat dalam mengerjakan tugas.”

"Signal and cell phone storage are full, which makes it difficult to do work." (Dat/Quest/Q-14/S-9)

This problem was a problem often faced by students when doing assignments on their mobile devices. A common problem was limited storage on mobile devices, especially when the assigned tasks are large files. When storage space was full, students cannot save their assignments or download the files needed to complete the assignment.

Furthermore, a total hand phone capacity can also hinder students from taking lessons or doing assignments. Adequate storage on mobile devices is essential for students to complete their assignments effectively. Therefore, students need to make sure that their mobile device has enough storage to complete the assignment successfully.

g. Another Problem with Synchronous and Asynchronous Blended Learning in External Factor

Besides the problems faced by the students in implementing synchronous and asynchronous blended learning, students also

mentioned external disturbances during online learning such as family.

As student 9 said:

“Ketika pembelajaran online di rumah saya sering di minta orang tua untuk membeli barang-barang di toko, terkadang saya juga di minta untuk mengambil barang ketika sedang belajar. Selain itu, jika sepupu saya sedang main di rumah dia akan meminjam hp yang saya gunakan untuk pembelajaran online.”

“When learning online at home I am often asked by my parents to buy things at the store, sometimes I am also asked to pick up things while studying. In addition, if my cousin is playing at home he will borrow the cellphone that I use for online learning.” (Dat/Int/Q-8/S-9)

During online learning at home, students are often asked by parents to buy things in stores or even pick up things while studying. In addition, if a cousin or other family member visits student's home. Sometimes, they often borrow student device which used for online learning, the student must lend the device. This can distract students from learning online, as they have to be distracted with other assignments or lend devices to others. In addition, when students have to buy goods or do household chores, this can disrupt the learning schedule and waste time that should be used for studying.

From the explanation above, when students take online learning at home, they get external interference from their families. Disturbances like this make it difficult for students to focus on participating in online learning and affect their understanding of the material.

3. Students' Problems Solving in Implementing Synchronous and Asynchronous Blended Learning during the COVID-19 Pandemic in the Tenth Grade of SMA Negeri 1 Wonosari Klaten in the Academic Year 2021/2022

Based on the result of questionnaires and interviews with students of tenth grade SMA Negeri 1 Wonosari, the researcher found the problem-solving in implementing synchronous and asynchronous blended learning. The researcher will describe how the students solve the problems by implementing these methods.

a. Problem-Solving in Self-regulation

Based on the results of the questionnaires and the interviews conducted, self-regulation behavior support systems use group and peer awareness as a stimulus for students' self-regulatory behavior in blended learning environments. So if students need help understanding the material well, they can discuss it with friends.

The evidence of this statement is from Student 18:

“Ketika kurang memahami materi, saya akan bertanya pada teman yang faham dengan materi yang diajarkan.”

“When I did not understand the material, I will ask a friend who understands it.” (Dat/Quest/Q-15/S-18)

Students who did not understand the material can try to ask for additional explanations from the teacher or contact classmates for help. In addition, students can look for other resources such as books or video tutorials to help them understand the material being taught.

In blended learning, especially during asynchronous learning, the teacher needs to provide a sufficiently detailed and clear explanation of the material presented so that students can understand and do the assignments well. On the other hand, students need to seek additional resources and ask for help when needed to help them understand the material and complete assignments on time.

Next, if students were often late doing and submitting assignments. The teacher can remind students via the Whatsapp group. Students also tried to make good time management and did not underestimate schoolwork.

Student 8 said:

“Sebisa mungkin saya memanfaatkan waktu yang ada dan tidak menyepelekan tugas sekolah.”

“I maximize my time and did not underestimate my schoolwork.” (Dat/Quest/Q-15/S-8)

Students try to make the best use of the available time so that school assignments can be completed properly and did not pile up. Students also realize that school work was a responsibility that must be taken seriously, so they did not underestimate it. This attitude will help students achieve maximum learning outcomes and support their academic success in the future.

Another problem students faced was that they were embarrassed to ask teachers or friends when they did not understand

the material. Therefore, students help-seeking from the system, which suggests answer tips.

As student 6 said:

“Mencari materi di Google dan Youtube. Jika saya sudah menemukan channel Youtube yang sesuai maka saya akan memahami materi dari video pembelajaran yang ada di channel tersebut.”

“Searching for materials on Google and Youtube. If I have found a suitable Youtube channel then I will understand the material from the learning videos on the channel.” **(Dat/Int/Q-9/S-6)**

When students were embarrassed to ask, students can look for sources of material outside the classroom such as Google and Youtube. With the internet, students can easily find materials that are not understood or are unclear during learning activities. For example, by looking for references from online learning sites or YouTube channels that are appropriate to the subject being studied. In this way, students can increase their understanding and knowledge and be better prepared for exams or assignments given by the teacher.

Based on the explanation above, if students have difficulty understanding the material, they will ask the teacher or discuss it with friends who have understood the material. Group discussion and peer awareness activities can stimulate students' self-regulatory behavior during their face-to-face sessions so that overall performance has resulted in students being better prepared before

face-to-face meetings and improving overall student performance. Students were also help-seeking the material online, using YouTube to get more information, and using Google applications.

b. Problem-Solving with Technological Sufficiency

Based on the questionnaires and the interviews, the researcher found that if students had difficulty with a signal, they would try to stay calm and control themselves. In addition, students will look for signals to a better place when participating in synchronous online or asynchronous learning.

As student 19 said on questionnaires:

“Saat sinkron online saya mencoba untuk mencari sinyal yang bagus agar tidak terputus-putus suara gurunya saat menjelaskan materi”

“When synchronous online, I try to find a good signal so that the teacher's voice was not intermittent when explaining the material” **(Dat/Quest/Q-15/S-19)**

Students faced unstable internet connection during online learning which causes the teacher's voice to be interrupted when explaining the material. Students try to find a better signal, for example by moving themselves to a place with a better signal or changing the position of the handphone so they can get a stronger and more stable signal. This was done so that the learning process can run smoothly and not be disturbed by technical problems.

Next, another student dealt with internet problems by installing WIFI in the house or asking for a hotspot from the family.

It can be proven by student 13:

“Karena sering mendapat gangguan sinyal saya memasang WIFI di rumah”

“Because I often get signal interference, I installed WIFI at home” **(Dat/Quest/Q-15/S-13)**

Students install a Wi-Fi connection at home to overcome problems with signal interference that often occurs during online learning. These Wi-Fi connections may provide a more stable and consistent signal than handphone connections. By using Wi-Fi, students can avoid interference caused by network congestion or problems with poor networks in the student area.

Then student 27 stated:

“Ketika sinyal jelek saya akan meminta hotspot kepada kakak saya”

“When the signal was bad I would ask my brother for a hotspot” **(Dat/Quest/Q-15/S-27)**

Students ask for hotspots from their families, such as from siblings when the signal at home was bad. By using a hotspot, students can connect to the internet even when the signal at home was poor or unavailable.

From the explanation above, it was hoped that students can stay focused and understand the material delivered by the teacher optimally. And did not affect the effectiveness of learning as a whole. Therefore, it was important for students and teachers to have an internet connection that is stable and fast enough when

conducting online synchronous learning, as well as having a backup strategy in case of technical problems such as lost connections.

c. Problem-Solving with External Factors

Based on the result of the questionnaire and interview conducted, the researcher found that if students got interference from their families when online learning at home, they would look for a comfortable place so they did not get disturbed.

As stated by the answer of student 9:

“Saat pembelajaran online saya mencari tempat yang sepi dan jauh dari orang rumah agar tidak di ganggu atau di suruh.”

“When learning online, I look for a quiet place and away from people so that I would not be disturbed” (**Dat/Quest/Q-15/S-9**)

When doing online learning, many students have difficulty focusing because they are distracted by the sound or activities of their families. Therefore, students look for a calm and quiet place so they can focus and more easily understand the material provided by the teacher. This was done so that students were not distracted by sounds or activities around them which can make them less able to concentrate.

Another answer by student 1:

“Saya akan bilang nanti dulu atau kadang jika tidak ada Google Meet, saya akan mengerjakan tugas yang disuruh orang tua.”

“I will say later or sometimes if there was no Google Meet, I will do the work my parents tell me to do.” **(Dat/Int/Q-9/S-1)**

When parents ask students to help them with housework while still studying, students will tell them that they will complete the housework later or at another time. However, if there were no online synchronous classes, students will do the housework.

From these two ways of problem-solving, it can be seen that it was important for students to have a calm and orderly learning environment during online learning. Students need to manage their study schedule well and communicate with their family members about the importance of not disturbing them while studying.

Next, if the capacity or memory of students' handphones is complete, they will delete some files or photos that were no longer used.

As stated by student 9:

“Biasanya saya akan memindahkan video atau file-file yang besar ke kartu SD (Secured Digital) dulu.”

“Usually I will move videos or large files to an SD (Secured Digital) card first.” **(Dat/Int/Q-9/S-9)**

The student who experienced storage full problems can clean up files that are no longer needed or move files to an SD card or cloud storage. Adequate storage on mobile devices is essential for students to complete their assignments effectively. Therefore, students need to make sure that their mobile device has enough storage to complete the assignment successfully.

From the previous explanation, students also experience obstacles from external factors, such as family and handphones. Adequate facilities and environment can increase students' enthusiasm for learning. Therefore, the role and cooperation of the family when students study at home are needed for effective learning.

B. Research discussion

The researcher discussed data from research findings that have been analyzed. The researcher discussed the data by comparing the data with the theory used by the researcher as a reference.

1. Students' Reflection on Synchronous and Asynchronous Blended Learning during COVID-19 Pandemic in the Tenth Grade of SMA Negeri 1 Wonosari Klaten in the Academic Year 2021/2022

According to Gibb (in Schank et al., 2013), there are six reflective practices that students can apply to reflection after the learning process. The reflective practice is a description, feeling, evaluation, analysis, conclusion, and action plan. Based on the data, the researcher found six indicators.

The first indicator was the description. At SMA Negeri 1 Wonosari, odd and even absent were applied in implementing blended learning. In the first week, students who have an odd absence will enter a traditional synchronous classroom, and then the even absent will take part in synchronous online learning from home via Google Meet and Google Classroom. For the following week, students with even absences will attend

traditional synchronous classrooms, and odd absent will attend classes with synchronous online learning. If the teacher at school uses a whiteboard, the teacher will use two devices, namely handphones, and laptops. Handphones used to be pointed at the whiteboard. At the same time, the laptop was used for presentations. Students who take part in both learning methods get the same material. While participating in online learning, students usually use handphones and laptops. Nevertheless, most students use handphones.

Next, the way for students to understand the material well during the learning process students will listen carefully. If students did not understand, they asked the teacher or discussed it with friends who already understood the material. Another way was to re-read the material sent through Google Classroom. Students also look for explanations on Youtube with appropriate material or Google applications.

From the explanation, it was suitable to the theory of Gibb (Schank et al., 2013) that students describe their learning session. In this session, students reflect on what happened. Students have not made judgments or tried to conclude. So, students reflect on the learning process of synchronous and asynchronous blended learning. As a result of the reflection, students knew the details about what had happened in the learning process.

The second indicator was feelings. Students have different feelings when implementing synchronous and asynchronous blended learning. Most students were more comfortable with synchronous traditional classroom learning because the teacher could explain it directly, making it easier to

understand the material. Some students prefer asynchronous learning because it can be done anywhere and anytime. Moreover, other students said they enjoyed all the methods because they could follow the class well.

Furthermore, during the learning process, students feel motivated to take part in learning English. Several students mentioned that they felt challenged by implementing blended learning, and others felt they could optimize their work because of the flexibility offered by asynchronous learning. However, 37% of students feel less motivated to participate in English classes with synchronous and asynchronous blended learning methods. It was due to the low-speed internet to access material, which hindered the learning process and made students need help understanding the material correctly. Next, students also feel difficulty cooperating with friends. These factors cause students' motivation to participate in English classes to decrease.

The explanation above corresponds to the theory of Gibb (Schank et al., 2013), which states that students consider their feelings. In this session, students reflect on reactions and feelings when participating in blended learning. In addition, students also reflect on their motivation while participating in blended learning.

The third indicator was evaluation. During synchronous and asynchronous blended learning, 18 students said this method was influential during the COVID-19 pandemic. Then 13 students thought it was pretty

effective, and four thought it was ineffective. In applying this method, each student has the easiest way of understanding the material. Nineteen students said a traditional synchronous classroom was the easiest method to understand the material. Meanwhile, twelve students thought it easier to understand the material using synchronous online and traditional classroom learning methods, three chose synchronous online learning, and one answered asynchronous learning.

During learning, students have several questions to ask the teacher to understand better the material being discussed. The teacher provides good feedback during learning using various ways so that students can understand the material. With active discussions, 17 students felt that their English skills had improved. Meanwhile, ten students felt their English skills mainly had stayed the same, and eight felt they needed to improve.

From the description above, it is suitable to the theory of Gibb (Schank et al., 2013) that students evaluate teaching sessions by considering what might be excellent and wrong based on their experience. In this stage, students make value judgments about the experience of the learning process they have passed. Here, students can find out what was good and wrong during the learning process to improve things that are not good in the future.

The fourth indicator was analysis. Students who thought that synchronous and asynchronous blended learning were effective methods said that was because they could continue to carry out learning even though

there was a pandemic situation. Furthermore, some other students thought this method was adequate. Meanwhile, others said it was ineffective because they could not receive lessons properly with blended learning. Each student has a different method that works well for them. Most students chose the traditional synchronous classroom because they got explanations from the teacher directly so that the material was conveyed clearly. Next, the most effective methods for students were synchronous online learning and traditional synchronous classroom. The main reason was that students felt these methods were the easiest way to understand the material. Meanwhile, students who chose asynchronous learning as the most effective method felt that this method was easy to access.

During the learning process, students actively asked the teacher, and the teacher also gave feedback in various ways. In synchronous online learning and traditional classroom, the teacher answers student questions directly by re-explaining material that has yet to be understood. The teacher also gave feedback by providing other references during asynchronous blended learning, such as files, videos, or links via Whatsapp and the Google Classroom application.

From the description above, it is suitable to the theory of Gibb (Schank et al., 2013) that students analyze teaching sessions. In this stage, students not only make value judgments. However, from the student's judgment, they analyzed in depth what could be understood from the

situation, then brought these ideas beyond experience to help improve themselves and understand what was happening.

The fifth indicator was an action plan. If students take synchronous and asynchronous blended learning classes again in the future, they will make some strategies to maximize the learning process. Most students said they would participate in the class as best they could and do what had been evaluated before. Meanwhile, the other students said that they would make time management. It is done to make student learning time more effective. Moreover, other students expressed that they would implement the most effective method for them and do it again in the future.

From the explanation above, it is suitable to the theory of Gibb (Schank et al., 2013) that students made personal action plans. In this stage, students plan what they will do differently in a similar situation next time and then what steps they will take based on what they have learned.

2. Problem Faced by Students on Synchronous and Asynchronous Blended Learning during COVID-19 Pandemic in the Tenth Grade of SMA Negeri 1 Wonosari Klaten in the Academic Year 2021/2022

In implementing synchronous and asynchronous blended learning during the COVID-19 pandemic, students faced some problems. According to Rasheed et al. (2020), the problem in synchronous and asynchronous blended learning are self-regulation, technological literacy and competency, student isolation, technological sufficiency, and technological complexity.

Based on the data, the researcher found two problems faced by students in synchronous and asynchronous blended learning during the COVID-19 Pandemic at SMA Negeri 1 Wonosari Klaten in the academic year 2021/2022. The problems were self-regulation and technological sufficiency. Furthermore, there was another problem, namely the external factor.

The first problem was self-regulation. In synchronous and asynchronous blended learning, students were required to arrange their learning activities from face-to-face and online sessions. Because of the flexibility that blended learning offers, students usually organize their learning activities by devoting a relatively small portion of their time to assignments right before the due date or time. In this way, students use most of their time studying online for other activities. It causes students to need help understanding the material when learning online. As a result, students experience procrastination in doing assignments and submitting them late. Procrastination also occurs because students need help getting proper assistance outside face-to-face classes. Embarrassed to ask when studying online, students seek online help from other sources such as search engines (Google), read and study online posts, review conversations or chats in discussion forums, and watch videos from YouTube.

The second problem was technological sufficiency. The major challenge faced by students was the internet connection. Most students in asynchronous and synchronous online learning classes often have problems

with a poor internet connection because of unstable signals and low internet speed. The signal was a significant problem in the success of online learning. The problem of bad signals made the learning process hampered and not optimal. Furthermore, even though schools have subsidized quotas, these quotas run out quickly because students use the internet for learning and scroll other applications.

The third problem is external factors. Some students admitted that when they were following lessons from home, they got disturbed by their families, such as being asked by parents to help with homework, buying things at the store, and being harassed by younger siblings and relatives visiting the house. In addition, other external disturbances come from students' hand phones with full memory. It sometimes causes students to be distracted while following lessons and makes students delay doing and submitting assignments.

3. Students' Problem Solving on Synchronous and Asynchronous Blended Learning during the COVID-19 Pandemic in the Tenth Grade of SMA Negeri 1 Wonosari Klaten in the Academic Year 2021/2022

When facing problems in implementing synchronous and asynchronous blended learning, the students did many ways to solve this problem. According to Rasheed et al. (2020), the students attempt to solve the problem as follows:

The first problem-solving was self-regulation. In solving self-regulation problems, students can use discussion groups and peer awareness if they need help understanding the material. This approach can improve

students' self-regulatory behavior and improve overall performance. Meanwhile, students who procrastinate in doing and submitting assignments can manage good time management and consider the assignments from the teacher. The role of the teacher is also essential, and the teacher can remind students via the WhatsApp group or Google Classroom. If students have difficulty doing assignments, students can help-seeking online using a system that offers answer tips.

The second problem-solving was technological sufficiency. Students who experience a terrible signal during online learning will look for a place with better internet speed or wait for a stable signal. In addition, students also install WIFI because when online learning, they always face internet problems. Even though the Ministry of Education and Culture has subsidized the internet, the quota quickly runs out because students use it not only for studying but also for opening other applications. Therefore, students buy their quota, or they can request a hotspot for their family if it runs out.

The third problem-solving was external factors. Some students get distractions when participating in online learning at home. Sometimes students were asked to help their parents while studying. Students will move to a comfortable and quiet place so they did not get any disturbance from families. In addition, students will try to explain to their families that they are participating in online learning so that the homework given can be done after the online class is over. Apart from disturbance from the family,

another problem comes from the full capacity of the students' mobile phones. So that students can follow learning properly again, students will delete files, photos, and videos that are no longer used.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

In this section, the researcher will be presented the conclusion of research about the analysis of students' reflections in synchronous and asynchronous blended learning during the COVID-19 pandemic in the Tenth Grade of SMA Negeri 1 Wonosari Klaten in the Academic Year 2021/2022.

Based on the research, students can understand the material easily while participating in English class if they actively ask questions in class, diligently re-read it, and discuss it with friends. In addition, to maintain student enthusiasm, the role of the teacher is crucial. The teacher used to motivate students to make students enthusiastic even in COVID-19 conditions so that students could be motivated to join the class.

Most students felt motivated to participate in English class, and others mentioned that they felt challenged by implementing blended learning during the COVID-19 pandemic. Students also feel comfortable when they attend traditional synchronous classrooms more than synchronous online learning and asynchronous learning. They are happy and enjoy the blended learning system because it makes students less stressed than online learning.

The students said implementing blended learning has been effective but needs improvement, especially when synchronous online and asynchronous learning. Cooperation between teachers and students is also an essential factor

in the successful implementation of blended learning. Students who study independently are needed to understand the learning material better and have an impact on improving English language skills. Students must also be prepared to take classes so that learning occurs effectively.

In the end, reflection is essential for teachers and students to do, because by reflecting, we can find deficiencies during the learning process. From the results of this reflection, we can correct these deficiencies so that if we participate in blended learning in the future, we can apply this reflection, and learning can occur more effectively and efficiently. Moreover, students get satisfactory results.

In student reflections, students encountered several problems with implementing synchronous and asynchronous blended learning during the COVID-19 pandemic. Technological sufficiency is the primary problem students need help with when participating in blended learning. Students complain about the weak internet connection and limited quota, making synchronous online learning and asynchronous learning less conducive. Meanwhile, students do not face internet connection in traditional synchronous classrooms because each class has a WIFI facility. The second problem is self-regulation. Lack of student self-regulation skills causes delays in understanding the material, resulting in late submitting assignments. The third problem is external factors. Several students admitted that when they took part in online learning from home, they received interference from their families. In addition,

other external disturbances come from students' handphones, whose memory is full.

From the problems, students solved the problem in several ways. The first problem-solving was in technological sufficiency. Students who experience a terrible signal during online learning will move to another place with better internet speed or wait for a stable signal. Students also buy internet quota or request a hotspot from their family. The second problem-solving was self-regulation. Students who have difficulty understanding the material can discuss it with friends who already understand, ask the teacher, or look for explanations online. The third problem-solving was external factors. Students who experience family disturbances can let them know when they are studying online so they can help their parents when they finish studying. Next, students can delete unused files, photos, and videos if their handphone memory is full.

B. Suggestion

Based on the analysis of students' reflections on synchronous and asynchronous blended learning during the COVID-19 Pandemic, the research findings, and the discussion, the researcher proposed some suggestions for the readers as follows:

1. For Students: This study will be helpful for students, especially students who will participate in synchronous and asynchronous blended learning in the future. With this reflection, students can find the right way to understand the material, understand the problems faced, and find ways to solve them, so they do not make the same mistake. The researcher

suggests the students make management time well so that they do not postpone their assignments.

2. For the teacher: From students' reflection, the teacher can determine what steps and methods to use when carrying out blended learning again. The researcher also strongly recommended that the teacher combine synchronous and asynchronous methods during blended learning because, from students' reflection, they will understand the material better if the teacher combines these methods. Furthermore, it is better if the teacher in synchronous online learning uses Google Meet more often than Google Classroom because students can understand the material more quickly if they hear an explanation from the teacher.

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APPENDIXES

APPENDIX 1
STUDENTS QUESTIONNAIRES TRANSCRIPTS 1

Q1. Device apa saja yang digunakan dalam proses pembelajara campuran sinkron dan asinkron selama pandemic COVID-19? (Dat/Quest/Q-1)

S1	HP
S2	Hp
S3	Hp
S4	Hp
S5	Hanya Hp
S6	Hp
S7	Hp
S8	Handphone dan laptop
S9	Hp
S10	Hp dan laptop
S11	Hp
S12	Hp
S13	Hp
S14	Hp dan laptop
S15	Hp saja
S16	Hp
S17	Tentu saja Hp
S18	Hp
S19	Hp
S20	Hp dan notebook
S21	Hp
S22	Hp
S23	Handphone
S24	HP
S25	Hp dan laptop
S26	Hanya handphone
S27	HP
S28	Hp saja
S29	Hp dan laptop
S30	Hp
S31	Hp dan Laptop

S32	HP
S33	Hp
S34	Hp
S35	Hp dan Laptop

Q2. Apakah pembelajaran campuran sinkron dan asinkron membuat mu termotivasi untuk melanjutkan belajar? Mengapa? (Dat/Quest/Q-2)

S1	Tidak
S2	Ya, karna lebih mengerti apa itu perbedaan pembelajaran campuran sinkron dan asinkron
S3	Kalau sinkron lebih enak karna langsung beradapan sama guru dan jika belum paham bisa langsung tanya ke guru, kalau asinkron link yang di berikan agak sulit di buka karna keterhalangan sinyal
S4	Saya termotivasi karena ada waktu untuk santai sehingga saya bisa melakukan refresh pikiran dan dapat mengoptimalkan dalam mengerjakan sesuatu. Selain itu, fleksibilitas waktu membuat saya mudah untuk mengakses kapanpun
S5	Tidak, karena lebih baik setiap hari masuk sekolah dan bisa lebih dimengerti
S6	Ya, karena ada waktu untuk lebih santai dan dapat di akses dimana dan kapanpun sehingga kita bisa mengerjakan sesuai dengan mood kita
S7	Iya, karena bisa mengakses kapanpun saja dan bisa mengerjakan di manapun saja dan pembelajaran sinkron dan asinkron lebih mudah di pahami dan bila menggunakan sistem pembelajaran ini mudah
S8	Iya, karna dapat memahami secara luas tentang materi - materi yg sudah atau belum dijelaskan oleh guru
S9	Ya, karna lebih menyenangkan tetapi juga menyebabkan rasa malas untuk mengerjakan tugas yang di berikan oleh guru
S10	Iya, karena dapat mempelajari secara luas tentang materi materi yang sudah atau belum dijelaskan oleh guru.
S11	Tidak, karena menurut saya itu kurang efektif
S12	Ya, semakin semangat belajar
S13	Ya, karena pembelajaran dikelas saya dapat berinteraksi langsung dengan guru dan teman-teman baru dan jika dilaksanakan dengan online saya dapat mengikuti pelajaran sekolah kapanpun dan dimanapun.
S14	Benar, karena bervariasi membuat kita sebagai penerima materi tidak jenuh dan pemberian materi tidak monoton.
S15	Tidak, karena jika menimbulkan rasa malas untuk mengerjakan tugas
S16	Tidak, karena sulit untuk fokus
S17	Tidak, karena tidak fokus dan kadang terganggu oleh jaringan.
S18	Tidak, karena sulit untuk fokus

S19	Ya termotivasi, karena saat pembelajaran seperti ini membuat kita mengerti harus apa agar paham dan mengerti pembelajaran yang diberikan oleh guru yang mengajar maka kita semangat juga untuk belajar agar mengerti pembelajaran yang diberikan oleh guru-guru yang mengajar.
S20	Tidak, karena saya merasa lebih kesulitan dalam pembelajaran
S21	Saya tidak termotivasi karena pembelajaran campuran kurang efektif karena banyak kekurangan seperti kurang paham materi, masalah jaringan atau yang lainnya
S22	Tidak, terlalu banyak tugas
S23	Tidak, karena banyak tugas
S24	Tidak, karena sulit untuk memahami materi
S25	Tidak, karena tidak fokus dan kadang terganggu oleh jaringan
S26	Tidak, karena saya merasa masih mengalami kesulitan dalam pembelajaran campuran, merasa lebih ribet.
S27	Tidak, karena saat pembelajaran sinkron maupun asinkron kadang materi kurang bisa dipahami sendiri, lebih baik bertemu tatap muka langsung
S28	Tidak, karena menjadi kurang paham materi dan tidak fokus
S29	Sinkron dengan motivasi belajar ke masa depan.
S30	Tidak karena terlalu banyak tugas dan tidak bisa bekerja sama dengan teman-teman.
S31	Tidak, karena akses untuk interaksi kurang, kurang bisa memahami materi yang di berikan dari guru kepada murid
S32	Tidak, karena tidak bisa bekerja sama full dengan teman dan banyak tugas
S33	Tidak karena kurang efektif untuk memahami dan mengerti lebih luas tentang pembelajaran
S34	Sinkron : iya karena bisa berinteraksi langsung dengan guru Asinkron : iya karena bisa diakses dimanapun
S35	Ya, karena sebuah tantangan baru dalam belajar di masa pandemi

Q3. Apa yang ditekankan guru ketika pembelajaran sinkron dan asinkron selama pandemic COVID-19? (Dat/Quest/Q-3)

S1	On kamera ketika Google Meet dan aktif di kelas
S2	Lebih giat dan semangat dalam belajar, aktif bertanya saat di kelas karena memanfaatkan waktu yang ada, dan saat bertatap muka penjelasan lebih detail
S3	Menyimak jika sedang di jelaskan agar faham materi
S4	Agar belajar lebih focus terutama saat di kelas dan memperhatikan jika sedang dijelaskan
S5	Fokus saat di kelas
S6	Lebih memperhatikan saat di jelaskan, bertanya jika belum faham.

S7	Selalu hadir terutama saat Google Meet dan on time
S8	Belajar sendiri sebelum pertemuan tatap muka agar ketika dikelas dijelaskan sudah lebih faham
S9	Fokus saat di kelas, aktif bertanya jika belum paham materi dan kalau sedang pembelajaran online di Google Meet untuk on kamera
S10	Belajar sendiri sebelum pertemuan tatap muka, agar ketika dikelas dijelaskan sudah lebih faham
S11	Mengerjakan dan mengumpulkan tugas tepat waktu
S12	Fokus dan menyimak dengan baik
S13	Memperhatikan saat dijelaskan agar faham dan bertanya jika belum faham
S14	Selalu aktif bertanya dan memanfaatkan waktu yang ada sebaik mungkin
S15	Hadir terus baik sedang pelajaran online dan offline dan lebih aktif
S16	Selalu hadir ketika Google Meet dan lebih aktif
S17	Hadir setiap Google Meet dan lebih aktif saat pelajaran
S18	Selalu hadir ketika Google Meet dan lebih aktif
S19	Saat pembelajaran campuran guru selalu menekankan agar aktif bertanya saat di kelas, dan selalu mengerjakan tugas jika ada PR di Google classroom. Selain itu guru juga memotivasi siswa setiap pembelajaran belum dimulai
S20	Memperhatikan saat di kelas
S21	Belajar lebih rajin dan selalu masuk kelas, tetap menjaga kesehatan dan social distancing
S22	Mempelajari ulang materi yang sudah disampaikan melalui PPT atau di Google Classroom
S23	Selalu menyimak jika ada pemberitahuan di Google Classroom dan focus saat sedang belajar di kelas
S24	Mengerjakan tugas dan aktif di kelas
S25	Fokus saat di kelas
S26	Mempelajari materi yang sudah disampaikan dan bertanya jika belum faham, menjaga kesehatan agar bisa ikut kelas terus
S27	Guru meminta agar siswa focus saat dijelaskan dan bertanya jika ada yang belum faham
S28	Memperhatikan saat sedang dijelaskan
S29	Belajar materi yang telah dijelaskan
S30	Mengerjakan dan mengumpulkan tugas tepat waktu, selalu hadir saat ada kelas terutama sinkron online
S31	Dengan menekankan agar fokus di kelas dan apabila belum faham selalu aktif bertanya
S32	Bertanya jika belum faham dan mempelajari ulang materi yang sudah dijelaskan
S33	Ya guru selalu menekankan agar focus jika dikelas, menjaga kesehatan dan tetap jaga jarak karena masih Covid

S34	Membuka ulang materi yang telah dijelaskan dan bertanya jika belum faham
S35	Guru menekankan agar siswa segera mengumpulkan tugas tepat waktu, on time ketika pembelajaran sinkron online dan aktif saat di kelas

Q4. Bagaimana caramu agar mudah memahami materi melalui pembelajaran campuran sinkron dan asinkron selama pandemi COVID-19? **(Dat/Quest/Q-4)**

S1	Fokus dan menyimak dengan baik ketika dijelaskan oleh guru
S2	Dengan menggunakan pembelajaran sinkron kita dapat melalui google meet karna bisa berinteraksi dengan guru melalui online. Asinkron karna kita dapat akses dimanapun dan dimanapun berada tanpa terikat waktu.
S3	Menyimak pemberitahuan guru dari wa atau google clasroom
S4	Mencari referensi lain dari berbagai platform mulai dari platform aplikasi belajar, youtube, google, dll.
S5	Yaitu mencoba belajar dari media sosial contohnya di youtube, google dan masih banyak lagi
S6	Dengan membuka ulang materi yang sudah di berikan dan mencari refrensi lain di berbagai platform lain
S7	Mengperhatikan jenis pelajaran yang akan di jelaskan oleh guru bila kesusahan bisa menggunaka google atau bisa bertanya langsung ke guru pembimbing melalui vc atau chat pribadi
S8	Selalu bertanya saat ada kesempatan secara langsung bersama guru dapat mencari materi dari berbagai sumber yg sudah dijelaskan oleh guru
S9	<ol style="list-style-type: none"> 1. Bertanya ke guru maple 2. Mencari kembali materi di web 3. Bertanya kepada teman 4. Membaca kembali materi yang di berikan oleh guru
S10	Selalu bertanya saat ada kesempatan secara langsung dengan guru. Dapat mencari materi dari berbagai sumber saat sudah dijelaskan materinya oleh guru.
S11	Dengan cara melihat ulang video yg di berikan guru lalu bertanya ketika zoom ataupun bertanya ketika pembelajaran tatap muka
S12	Bertanya kepada guru dan mempelajari materi yang sudah guru sampaikan di google classroom
S13	Cara saya belajar adalah dengan menanyakan kembali ke pada guru tentang materi yang telah dijelaskan atau biasanya saya searching di Google jika guru sedang offline.
S14	Sinkron : dengan bertanya langsung kepada pengampu mapel tersebut Asinkron : dengan mencari di internet
S15	<ol style="list-style-type: none"> 1. Bertanya ke guru 2. Melihat materi dari berbagai sumber di media social 3. Bertanya kepada teman 4. Merangkum dan memahami ulang materi yang sudah di share

S16	Dengan selalu mengikuti pembelajaran campuran sinkron dan asinkron seperti bertanya guru/teman dan mencari referensi materi melalui google ataupun youtube
S17	Dengan cara tanya teman atau tidak dengan belajar dari link yang diberikan guru dan mencatat materi dari internet.
S18	Dengan selalu mengikuti pembelajaran campuran sinkron dan asinkron sinkron (online dengan selalu mengikuti google meet, di kelas jika tidak faham bisa langsung bertanya pada guru atau teman) asinkron (mengerjakan tugas yang diberikan di whatsapp, google clasroom)
S19	Selama pandemi covid-19 itu cara saya agar mudah memahami materi yang diberikan oleh guru adalah membaca atau memahami kembali materi" yg diberikan oleh guru lalu mengerjakan soal-soal yg diberikan oleh guru.
S20	Mencari pembahasan materi melalui buku maupun youtube
S21	Jika pembelajaran secara sinkron, saya lebih bertanya kepada guru atau teman pada saat dikelas, sedangkan asinkron saya juga bertanya sama teman melalui whatsapp atau mencari informasi dari Google ataupun Youtube.
S22	Melihat buku & bertanya teman
S23	Dengan bertanya teman yang sudah paham
S24	Menanyakan materi kembali pada saat pembelajaran sinkron (dikelas)
S25	Caranya dengan menanyakan kepada teman atau tidak mencari di internet ataupun link materi yang telah dikirim oleh guru
S26	Mencari tau materi dari internet atau media pembelajaran lainnya.
S27	Menanyakan materi yang kurang paham kepad guru, maupun teman
S28	Dengan cara melihat sumber dari buku, tanya kepada guru, serta bertanya dengan teman
S29	Sebiasanya mengerjakan kadang tanya temanku.
S30	Bertanya kepada teman atau mengulang materi yang diberikan sampai paham.
S31	Sering membuka materi yang di berikan terkadang juga search di youtube,dan juga sering bertanya kepada teman
S32	Bertanya kepada teman dan fokus pada penjelasan guru
S33	Bertanya langsung ke guru mapel atau saya sering browsing tentang materi yang saya kurang mengerti
S34	Saat sinkron online dengan cara menanyakan ke guru ketika pembelajaran di Google Meet sedangkan saat asinkron dengan cara mencari di aplikasi Google
S35	Dengan cara mengikuti pembelajaran lemeet ataupun zoom,dan jika materi belum paham bisa kita tanyakan ke guru pembimbingnya dan kita juga bisa mencari materi di iternet

Q5. Berdasarkan pengalaman mu, bagaimana perasaan mu ketika mengikuti pembelajaran campuran sinkron dan asinkron selama pandemi? **(Dat/Quest/Q-5)**

S1	Biasa saja
S2	Ada beberapa pembelajaran yang kurang efektif dalam penyampaian pembelajaran
S3	Ada senangnya ada susahnyanya
S4	Bercampur aduk, karena bisa merasakan dua moment berbeda dengan metode yang berbeda. Sehingga membuat diri saya lebih tertantang dan dapat merasakan hal yang baru. Dan juga guru menjadi dituntut lebih kreatif dalam menyampaikan materi
S5	Tidak menyenangkan
S6	Bercampur aduk karena bisa merasakan dia moment berbeda dengan metode yang berbeda
S7	Sangat menyenangkan, karena saat pembelajaran sinkron online iitu ada kadangnya senang ada kadangnya sulit di karenakan penjelasan guru kurang jelas
S8	Saya lebih suka sinkron offline karna dengan bertemu langsung kita bisa menanyakan suatu yg emg kita tidak tahu
S9	Senang ketika pembelajaran asinkron kita lebih santai dan bisa sambil bermain atu sedang di luar rumah kurang senang ketika pembelajarn sinkron karna harus bangun pagi setelah itu sarapan terlebih dahulu lalu berangkat sekolah dan pulang siang
S10	Bingung saat tidak dapat bertanya dengan guru tetapi senang karena dapat bebas mengakses materi materi di internet tanpa batasan waktu.
S11	Kurang senang Karena tidak tau apa-apa
S12	Senang belajar asingkron karena bisa sambil istirahat Senang juga belajar singkron karena bisa ketemu teman teman
S13	Ketika pembelajaran sinkron (di kelas) saya senang karena dapat bertemu dengan guru dan teman teman baru. Ketika pembelajaran asinkron saya juga senang karena dapat diakses kapanpun dan dimanapun.
S14	Senang sekali
S15	Sinkron masi ada enaknyanya karena bisa berinteraksi langsung dengan guru, sedangkan asinkron lebih susah karena kadang kurang faham dengan materi
S16	Tidak terlalu suka, karena sulit faham
S17	Susah, karena selain susah memahami materi juga sulit untuk berkenalan dengan teman.
S18	Tidak suka
S19	Saat pelajaran sinkron online saya merasa sedikit kesulitan memahami materi-materi yang diberikan oleh guru karena saat pembelajaran sinkron online itu terkadang sinyak tidak stabil. Dan saat pelajaran sinkron dikelas saya merasa senang karena dapat bertemu dengan teman dan guru lalu dapat lebih mudah memahami pembelajaran. Saat pembelajaran asinkron online itu saya merasa sedikit kesulitan karena terkadang tugas yg diberikan belum di jelaskan oleh guru nya.

S20	Lebih senang dengan pembelajaran asinkron
S21	Pembelajaran secara campuran menurut saya kurang efektif, terutama dalam pembelajaran secara asinkron, karena tidak dijelaskan langsung oleh guru, tetapi pembelajaran secara sinkron mungkin akan lebih efektif karena bisa bertanya langsung kepada guru.
S22	Pembelajaran secara campuran kurang efektif terutama saat pembelajaran asinkron karena guru tidak menjelaskan materi yang di bahas hanya memberi tugas saja
S23	Senang dan agak pusing
S24	Menyenangkan
S25	Tidak terlalu suka dan membosankan
S26	Lebih pusing ketika pembelajaran sinkron di kelas dibandingkan pembelajaran asinkron. Pembelajaran asinkron sangat menyenangkan!
S27	Menurut saya lebih senang pembelajaran saat sinkron karena kita dapat berinteraksi langsung maupun secara online, kalau asinkron biasanya malah males untuk belajar sendiri
S28	Saya merasa kurang nyaman jika pembelajaran asinkron secara online, dan saya merasa sangat senang jika belajar di sekolah secara langsung
S29	Pembelajaran online lebih baik bisa belajar secara offline.
S30	Ketika pembelajaran sinkron merasa senang karena bisa berinteraksi dengan teman-teman, ketika pembelajaran asinkron kurang senang.
S31	Tidak mengenakan, saat sinkron saya mungkin sedikit paham tapi ketika Asinkron saya kesulitan untuk memahami
S32	Pusing, susah karena saya tidak suka
S33	Senang karena bisa bergantian untuk masuk dan bisa mengenal lebih banyak teman
S34	Ketika sinkron aku lebih senang karena bisa menanyakan langsung dengan guru sedangkan asinkron kurang faham dengan materi karena tidak dijelaskan
S35	Berdasarkan pengalaman saya, pembelajarannya terasa kurang efektif, karena saat melakukan pembelajaran melalui Google Meet/Zoom, terkadang ada gangguan sinyal yang membuat tidak nyaman saat pembelajaran berlangsung

Q6. Apakah kamu nyaman dengan pembelajaran campuran sinkron dan asinkron? Mengapa? (Dat/Quest/Q-6)

S1	Lumayan nyaman
S2	Karna dengan pembelajaran asinkron kita dapat menyelesaikan tugas dengan mudah dan banyak akses untuk pembelajaran tersebut
S3	Ada nyamannya ada enggak nya ,nyamannya bisa santai di rumah & gak enak nya susah memahami materi yang di kasih guru

S4	Nyaman, karena mau bagaimanapun keadaan memang sedang tidak menentu dan mau tidak mau kita harus beradaptasi. Yang terpenting saya bisa menimba ilmu
S5	Tidak, karena kenyamanan saya lebih di pembelajaran di kelas setiap hari
S6	Nyaman, karena kita dapat merasakan pembelajaran dengan cara yang berbeda
S7	Iya nyaman,karena sistem pembelajaran ini sangat memudahkan murid untuk mengikuti pembelajaran online maupun offline
S8	Karna kalo asinkron onlen bisa enak dan tdk dikerjar deadline
S9	Ya karna lebih nyamn di rumah karna bisa rebahan
S10	Nyaman, karena pembelajaran campuran ada kurang lebihnya. Dengan pembelajaran sinkron kita dapat bertanya sejelas jelasnya dengan guru secara langsung. Dengan pembelajaran asinkron kita dapat mencari materi dari berbagai sumber di internet tanpa batasan waktu.
S11	Saya lebih nyaman dengan sistem sinkron di kelas
S12	Nyaman, karena belajar asinkron lebih gampang dicerna
S13	Kurang nyaman, karena saya kurang paham dengan materi yang dijelaskan pada saat pembelajaran asinkron.
S14	Nyaman, karena kita bisa bergilir masuk ke kelas, dan bisa belajar di rumah saja
S15	Saya lebih nyaman belajar dengan sinkron di kelas karena bisa berinteraksi langsung dengan guru, waktu tidak terbatas, dan lebih faham dengan materi
S16	Tidak, karena tidak bisa 100% fokus
S17	Tidak, saya lebih nyaman dengan pembelajaran sinkron dikelas,karena lebih bisa memahami materi dan bertemu teman-teman
S18	Tidak karena tidak dapat fokus
S19	Nyaman, akan tetapi saat pembelajaran sinkron online sedikit tidak nyaman karena terpaku dg waktu
S20	Kurang nyaman, saya lebih nyaman dengan pembelajaran singkron di kelas
S21	Saya lebih nyaman pembelajaran sinkron ketika di kelas karena bisa bertanya langsung kepada guru, tetapi saya tidak nyaman terhadap pembelajaran sinkron secara online (google meet) karena mungkin ada gangguan jaringan saat melakukan google meet.
S22	Tidak, karena saat pembelajaran asinkron susah faham dengan pembelajaran
S23	Tidak, karena pelajarannya agak sulit dipahami
S24	Nyaman karena tidak begitu buru buru
S25	Tidak nyaman, karena susah untuk mengerti materi dan susah untuk bertemu dengan teman
S26	Kurang nyaman karena lebih memusingkan.
S27	Saya pribadi lebih nyaman dengan pembelajaran secara asinkron tapi saya kadang juga nyaman untuk bertemu secara langsung / sinkron
S28	Tidak nyaman, karena saya lebih nyaman jika pembelajaran secara langsung agar lebih memahami materi

S29	Lebih nyaman pembelajaran online dengan baik.
S30	Nyaman ketika pembelajaran sinkron karena bisa bertemu dengan guru dan teman-teman.
S31	Ya, karena materi bisa dikirim lewat wa atau gc dan saat di kelas guru bisa menjelaskan kan materi yang sudah diberikan lewat asinkron
S32	Saya lebih nyaman belajar di kelas karena bisa bertemu teman
S33	Cukup nyaman dengan pembelajaran sinkron dikelas karena bisa mengenal lebih banyak teman dan lebih bisa mengerti materi
S34	Sinkron lebih nyaman bisa dikelas asinkron kurang nyaman tidak ketemu guru langsung
S35	Tidak, karena disaat pembelajaran online terkadang sinyal hilang

Q7. Apakah menurutmu metode pembelajaran campuran sinkron dan asinkron efektif saat pandemic COVID-19? (**Dat/Quest/Q-7**)

S1	Baik dan seru
S2	Tidak sebegitu efektif (cukup)
S3	Menurut saya tidak
S4	Efektif, karena usaha tidak akan mengkhianati hasil yang terpenting sudah mau berusaha karena kondisi sedang pandemi dan hanya dengan cara itu pembelajaran dapat berjalan
S5	Efektif jika saat pandemic covid-19, tapi tidak efektif untuk sekarang ini
S6	Efektif, karena disaat pandemi pembelajaran bisa di lakukan dengan dua metode yang berbeda dan membuat kita lebih semangat untuk melakukan pembelajaran
S7	Efektif karena bisa meminimalisir kita bertemu orang lain bila saat pandemic virus COVID-19 dan bila saat pembelajaran sinkron offline itu enak nya bisa bertemu langsung dengan orang lain dan guru sehingga kita lebih mudah mengerti
S8	Iya, karna dapat mengurangi kegiatan tatap muka tanpa menghalangi kegiatan belajar
S9	Efektif jika pada saat pandemi covic-19, tapi tidak efektif untuk sekarang ini
S10	Ya, karena dapat mengurangi kegiatan bertatap muka tanpa menghalangi kegiatan belajar mengajar.
S11	Kurang efektif karena belum terbiasa jadi belum nyaman dengan metode tersebut
S12	Efektif karena bisa refresing sehabis belajar bahasa inggris
S13	Kurang efektif, karena kurangnya interaksi dengan guru, sehingga saya kurang mengerti tentang materi yang telah dijelaskan.
S14	Efektif, karena saya suka metode pembelajaran bergilir
S15	Tidak, karena ketika sinkron online dan asinkron online menimbulkan rasa malas sehingga murid malas untuk mengikuti pembelajaran

S16	Cukup efektif
S17	Cukup efektif
S18	Cukup efektif
S19	Efektif, karena dapat meminimalisir terjadinya covid-19 tetapi juga bisa dapat menimba ilmu
S20	Efektif karena pembelajaran pada saat itu sangat membantu pada saat pandemic covid
S21	Cukup efektif.
S22	Cukup efektif daripada tidak pembelajaran sama sekali
S23	Kurang efektif, karena lebih baik pembelajaran sinkron di kelas
S24	Efektif karena demi mencegah nya penularan virus covid-19
S25	Cukup efektif
S26	Tidak efektif, saya merasa lebih pusing karena menggunakan metode campuran.
S27	Menurut saya efektif
S28	Cukup efektif
S29	Pembelajaran online dengan simpel, efektif dalam belajar.
S30	Efektif karena bisa meminimalisir kita terkena covid-19.
S31	Sedikit efektif
S32	Tidak, karena tidak bisa menerima pembelajaran dengan baik
S33	Efektif karena pembelajaran campuran bisa sedikit mengerti dan memahami suasana pembelajaran walaupun belum bisa full semua masuk dan susana masih pandemi
S34	Efektif
S35	Metode ini merupakan metode yang efektif ketika digunakan dalam pembelajaran ketika pandemi, jadi metode ini sangat membantu pembelajaran disaat pandemic. Hal ini dikarenakan metode ini bisa membuat siswa bisa berinteraksi dengan teman dan guru ketika pembelajaran walaupun hanya setengah siswa yang masuk dalam kelas

Q8. Mengapa kamu berfikir bahwa pembelajaran campuran sinkron dan asinkron efektif saat pandemic COVID-19? (**Dat/Quest/Q-8**)

S1	Saya merasa pembelajaran campuran kurang efektif
S2	Karna kita dapat mengikuti pembelajaran walaupun terikat jarak
S3	Pembelajaran menjadi lebih santai dan tidak terlalu buru buru untuk memahami pembelajaran tersebut
S4	Ya karena kondisi pandemi ini membuat hal ini yang bisa dilakukan, terlebih mental kita juga dihajar dengan berita di tv yang membuat kita bimbang jika terus menerus belajar di sekolah

S5	Karena jika melalui pembelajaran campuran sinkron dan asinkron itu bisa melalui tahap pembelajaran yang lebih baik jika tidak sama sekali memakai metode pembelajaran tersebut
S6	Ya karena kita bisa dilakukan dengan santai
S7	Bisa meminimalisir kita bertemu orang lain bila saat pandemic virus covid 19 dan bila saat pembelajaran sinkron offline itu enak nya bisa bertemu langsung dengan orang lain dan guru tetapi kita lebih mudah mengerti
S8	Karna dengan belajar campuran kita tetap bisa mengikuti kegiatan belajar
S9	Karna pada saat pandemi kerumunan sangat di batasi dan tidak boleh ramai-ramai
S10	Karena dengan pembelajaran campuran itu kita tetap bisa mengikuti kegiatan belajar mengajar dirumah.
S11	Tidak tahu karena menurut saya tidak efektif
S12	Kurang karena berkerumun bisa terkena dampak covid-19
S13	Karena pada saat itu ada pandemi virus covid-19
S14	Menurut saya, karena saya suka metode pembelajaran bergilir dan karena kita tidak terlalu letih.
S15	Tidak
S16	Karena saat pembelajaran asinkron materi bisa diakses dimana saja, dan saat pembelajaran sinkron bisa lebih mudah karena dijelaskan
S17	Karena waktu itu covid sangat tinggi
S18	Karena saat pembelajaran asinkron materi bisa diakses dimana saja, dan saat pembelajaran sinkron bisa lebih mudah karena dijelaskan
S19	Karena dapat meminimalisir terjadinya covid-19 tetapi juga masih bisa dapat belajar dan nimba ilmu
S20	Karena lebih efektif
S21	Karena pembelajaran asinkron bisa membaca dan memahami kapan saja, sedangkan pembelajaran sinkron dapat dijelaskan langsung oleh guru.
S22	Saat pembelajaran asinkron materi pembelajaran dapat diakses dimana saja, dan saat pembelajaran sinkron bisa lebih mudah karena dijelaskan
S23	-
S24	Karena demi mencegah nya penularan virus covid-19
S25	Karena di waktu itu sangat tidak memungkinkan untuk bertemu langsung atau tatap muka 100%
S26	Tidak mengerti.
S27	Karena dengan pembelajaran secara sinkron dan asinkron dapat mengurangi lonjakan pandemi covid-19
S28	Karena saat pembelajaran asinkron materi bisa diakses dimana saja, dan saat pembelajaran sinkron bisa lebih mudah karena di jelaskan
S29	Berfikir bahwa pembelajaran online dengan efektif.
S30	Karena bisa meminimalisir kita terkena covid-19.
S31	Karena pada saat itu ada pandemi covid -19
S32	Tidak karena tidak bisa menerima pembelajaran dengan baik

S33	Karena bisa mengerti sedikit saat bergilir masuk secara offline
S34	Karena bisa memahami materi
S35	Karena metode ini bisa membuat siswa bisa berinteraksi dengan teman dan guru ketika pembelajaran walaupun hanya setengah siswa yang masuk dalam kelas

Q9. Metode pembelajaran mana yang paling mudah bagimu? Pembelajaran sinkron online/di kelas atau pembelajaran asinkron? (**Dat/Quest/Q-9**)

S1	Dikelas / asinkron
S2	Pembelajaran asinkron
S3	Pembelajaran sinkron
S4	Sinkron dikelas, ya karena memang interaksi secara langsung sehingga kita tidak perlu mencari sinyal yang bagus dan lebih paham terhadap materi
S5	Sinkron
S6	Sinkron online dikelas
S7	Metode pembelajaran sinkron karena meemudahkan kita saat mengerti pelajarannya dan bisa beratatapan langsung dengan guru atau teman lainnya
S8	Semua mudah dilakukan apabila dilakukan dengan senang hati
S9	Sinkron
S10	Semua mudah jika dilakukan dengan niat dan senang hati.
S11	Sinkron di kelas karena dapat langsung bertemu guru dan dapat melihat crush
S12	Sinkron karena lebih mudah dipahami semua materi yang di sampaikan oleh guru
S13	Pembelajaran sinkron (dikelas), karena dapat bertemu dengan teman dan guru dan pembelajaran lebih mudah dimengerti.
S14	Pembelajaran sinkron di kelas
S15	Pembelajaran sinkron di kelas, karena lebih paham dengan materi pembelajaran
S16	Pembelajaran sinkron di kelas
S17	Pembelajaran sinkron dikelas
S18	Sinkron di kelas
S19	Sinkron dikelas,
S20	Metode pembelajaran paling mudah adalah pembelajaran sinkron online karena lebih santai
S21	Pembelajaran sinkron dikelas, karena saat pembelajaran sinkron di kelas kita dapat bertanya kepada guru daripada pembelajaran asinkron.
S22	Sinkron dikelas
S23	Sinkron di kelas
S24	Sinkron di kelas

S25	Pembelajaran sinkron di kelas,karena mudah untuk dimengerti
S26	Metode pembelajaran yang paling mudah adalah pembelajaran sinkron online karena lebih santai, rileks, dan lebih memahami pembelajaran.
S27	Sinkron online/di kelas
S28	Sinkron di kelas
S29	Pembelajaran sinkron di kelas bisa menyimak dan mengerjakan tugas.
S30	Pembelajaran sinkron di kelas.
S31	Sinkron di kelas karena bisa berinteraksi dengan guru dan teman dan lebih mudah untuk memahami materi yang diberikan
S32	Sinkron online/di kelas
S33	Pembelajaran singkron di kelas karena mudah memahami dan bisa langsung bertanya ke guru dan teman-teman
S34	Sinkron online/di kelas
S35	Sinkron

Q10. Mengapa kamu berfikir bahwa metode tersebut bekerja dengan baik untukmu dalam pembelajaran campuran sinkron dan asinkron selama pandemic COVID-19?

(Dat/Quest/Q-10)

S1	Karna memahami lebih mudah, dan tidal hanya sekedar paham biasa
S2	Mudah diakses
S3	Karna lebih enak, santai, dan nyaman pada waktu di rumah
S4	Karena setiap metode pasti adalah penyelesaian dari suatu masalah, dan sudah sesuai dengan kondisi saat itu juga
S5	Karena hanya dari metode tersebut bisa melalui tahap pembelajaran
S6	Karena lebih mudah untuk dipahami
S7	Iyaa, karena bila saat pembelaran asinkrong guru menjelaskan dengan jelas dan sering memberi pertanyaan supaya murid lebih mengerti.dan bila asinkron guru memberikan penjelasan dengan tataplangsung
S8	Karena dengan metode seperti itu dapat membantu kita dalam belajar dan dapat membuat kita lebih paham dengan teknologi yg sudah berkembang
S9	Karna lebih mudah di pahami karna di jelaskan langsung oleh guru mapel
S10	Karena dengan metode metode seperti itu dapat membantu kita dalam belajar dan dapat membuat kita lebih paham dengan teknologi teknologi yang sudah berkembang.
S11	Karena masih mendapat materi
S12	Karena lebih mudah dipahami dan dipelajari
S13	Karena dapat berinteraksi langsung dengan guru dan teman
S14	Karena untuk tetap menjaga jarak, dan menghindari kita semua dari covid 19 dan cocok untuk saya yang introvert
S15	Menurut saya tidak baik untuk saya karena kurang efektif

S16	Karena disaat pandemic dengan terbatasnya akses bertatap muka, metode tersebut cukup efektif
S17	Karena lebih bisa bertemu teman-temandan tidak bosan dirumah
S18	Karena disaat pandemic dengan terbatasnya akses bertatapmuka, metode tersebut cukup efektif
S19	Karena saat pembelajaran sinkron dikelas itu lebih efektif untuk pembelajaran dan memahami materi karena langsung dijelaskan oleh guru
S20	Karena saya lebih paham
S21	Karena pembelajaran campuran terutama dalam pembelajaran sinkron akan lebih mudah memahami.
S22	Karena materinya lebih jelas
S23	Karena materinya lebih jelas
S24	Karena kita bisa lebih memahami materi yang akan disampaikan
S25	Karena lebih bisa bertemu langsung dengan teman dan tidak bosan dirumah
S26	Karena saya lebih memahami dalam pembelajaran sinkron.
S27	Karena pembelajaran secara sinkron menurut saya lebih efektif , murid dapat mendengar dan bertanya secara langsung maupun google meet
S28	Karena bisa lebih paham
S29	Dengan metode pembelajaran sinkron dalam pembelajaran online.
S30	Karena bisa berinteraksi dengan guru dan teman".
S31	Karena dapat berinteraksi dengan guru dan teman
S32	Karena bisa berinteraksi langsung dengan guru dan teman sehingga lebih mudah paham
S33	Karena saya lebih bisa berinteraksi secara langsung dengan guru dan teman sehingga lebih mudah paham
S34	Karena bisa pembelajaran dengan langsung
S35	Karena metode tersebut memudahkan saya dalam pembelajaran, dapat bertemu langsung dengan guru sehingga pembelajaran menjadi jelas

Q11. Apakah gurumu memberikan umpan balik ketika kamu bertanya atau diskusi selama pembelajaran campuran sinkron dan asinkron selama pandemic COVID-19? (Dat/Quest/Q-11)

S1	Iyaa
S2	Ya
S3	Hiya
S4	Ya, sinkron dikelas
S5	Ya
S6	Ya sinkron dikelas
S7	Iyaa guru memberikan pertanyaan bila saat murid mengerti dengan apa yang di jelaskan supaya murid mengerti

S8	Ya karna saya selalu bertanya saat penyampaian materi yg kurang jelas dan guru langsung merespon dan menjawab sejas jelasnya
S9	Ya
S10	Ya, karena saya selalu bertanya saat penyampaian materinya kurang jelas, dan guru langsung merespon atau menjawab sejas jelasnya.
S11	Iya
S12	Ya, karena ada materi yang belum dipahami
S13	Ya, guru selalu memberikan umpan balik yang mudah dimengerti.
S14	Iya benar
S15	Iya, guru saya memberikan feedback dengan menjelaskan langsung saat google meet dan menjelaskan lewat pesan whatsapp
S16	Ya
S17	Iya
S18	Ya
S19	Ya, sinkron dikelas
S20	Iya
S21	Ya.
S22	Tidak, karena tidak pernah bertanya
S23	Tidak
S24	Yaa, guru akan menjelaskannya kembali
S25	Ya
S26	Iya. Memberikan umpan balik saat melakukan pembelajaran langsung/sinkron di kelas.
S27	Ya, saat bertanya selama pembelajaran guru memberikan umpan balik
S28	Ya
S29	Karena pembelajaran online terus.
S30	Ya.
S31	Ya
S32	Iya
S33	Iya
S34	Iya sehingga lebih paham dengan materinya
S35	Ya

Q12. Bagaimana cara gurumu memberikan umpan balik dalam pembelajaran campuran sinkron dan asinkron selama pandemic COVID-19? **(Dat/Quest/Q-12)**

S1	Memberi pertanyaan
S2	Dengan cara kita bertanya yang kurang dipahami, guru akan menjelaskan sebaik dan sedetail mungkin

S3	Cara memberi soal kepada murid untuk di jawab,dan kadang langsung di tanyakan kepada siswa
S4	Saat kita tidak tahu materi guru akan langsung menjawab dan memberikan refrensi lain untuk kita dapat mendalami materi
S5	Dengan memberi (mengeshare) materi
S6	Saat kita tidak paham materi kita bisa bertanya langsung kepada guru dan guru bisa menjelaskan ulang secara langsung
S7	Memberikan pertanyaan saat murid mengerti apa yang di jelaskan oleh guru dan supaya guru bisa lebih tahu akan apa kemampuan siswa
S8	Saat gmeet dan dikelas, guru langsung menjawab saat pelajaran asunkron, saya bertanya melalui wa dan guru pun menjawab dengan menjelaskan materi yang saya tanyakan
S9	Dengan meberikan materi melalui grup wa atau di google clasroom
S10	Saat gmeet dan dikelas, guru langsung menjawab saat pembelajaran asinkron, saya bertanya melalui wa dan gurupun menjawab dengan menjelaskan materi yang saya tanyakan.
S11	Karena itu penting untuk pengetahuan saya
S12	Menerangkan semua materi yang belum dipahami
S13	Dengan menggunakan whatsapp. Guru mengirimkan video/pptx rangkuman materi.
S14	Dengan memberi pertanyaan secara bergilir dan sebagainya
S15	Dengan cara menjelaskan langsung ketika tatap muka, menjelaskan saat google meet, menjelaskan lewat pesan watsapp
S16	Memberi umpan balik dengan memberikan link, atau langsung memberi tau
S17	Memberi umpan balik dengan memberikan link,aatu langsung memberitahu
S18	Saat sinkron online langsung dijawab saat melakukan google meet, saat sinkron dikelas dijawab melalui buku paket saat asinkron melalui gcr atau melalui link
S19	Saat kita tidak memahami materi yang di berikan oleh guru kita bisa bertanya dan langsung dijawab oleh guru kita secara langsung
S20	Ketika ada siswa yang bertanya guru memberi jawaban
S21	Jika saya bertanya, guru saya akan menjelaskan lebih terperinci.
S22	Dengan menjelaskan dan juga memberikan soal latihan
S23	Karena tidak pernah bertanya
S24	Menanyakan kembali apakah masih ada yang belum dipahami
S25	Memberi umpan balik dengan memberikan link, atau langsung diberitahu
S26	Ketika murid bertanya guru menjawab pertanyaan secara langsung melalui metode sinkron di kelas.
S27	Dengan bertanya materi mana yang belum paham, dan juga mengirim materi” yang belum paham di whatsapp
S28	Baik

S29	Meningkatkan pembelajaran yang baik.
S30	Menjawab pertanyaan langsung ketika pembelajaran sinkron.
S31	Ketika Asinkron sering menjelaskan lewat WA Dan saat sinkron guru akan menjelaskan tentang materi tersebut dan penjelasannya lebih mudah dipahami
S32	Langsung menjawab ketika pelajaran sinkron
S33	Biasanya dengan cara bertanya balik tentang hal tersebut dan biasanya memberi sedikit penjelasan tentang apa yang kita belum mengerti
S34	Caranya menerangkan kembali materi yang diberikan
S35	Dengan cara siswa menanyakan hal yang tidak diketahui, dan guru pun menjawab hal hal yang tidak diketahui siswa. dan guru pun selalu memberikan materi berupa ppt untuk siswa supaya siswa dapat mempelajari materi tersebut

Q13. Apakah pembelajaran campuran sinkron dan asinkron dapat meningkatkan kemampuan bahasa Inggris? Mengapa? **(Dat/Quest/Q-13)**

S1	Sama saja
S2	Iya, tapi tidak dengan speaking tetapi written
S3	Tidak karna sangat menyulitkan
S4	Iya, karena saat pembelajaran asinkron saya mengisi waktu luang dengan menonton formula one yang dimana berisi orang-orang Eropa sehingga saya berusaha memahami apa yang mereka bicarakan dan saya juga suka menonton channel top gear dan channel lain yang membahas crypto karena lebih mudah dipahami dan dapat memberikan perspektif yang berbeda, walaupun saya kadang bingung karena aksen british
S5	Tidak, karena merasa tidak efektif belajar Bahasa Inggris
S6	Ya, karena saat pembelajaran asinkron kita bisa mencari referensi bahasa inggris lain seperti mendengarkan lagu yang berbahasa inggris maupun menonton film berbahasa inggris
S7	Iya dikarenakan guru lebih menggunakan bahasa Inggris supaya murid juga akan mencari apa yang di maksud guru dan akan lebih bisa mengerti apa yang di ucapkan
S8	Bisa karna selain belajar dengan guru saya juga bisa belajar melalui sumber lainnya tanpa batasan waktu
S9	Tidak karna kurang efektif untuk mapel bahasa Inggris
S10	Bisa, karena selain belajar dengan guru saya juga bisa belajar melalui sumber sumber lainnya tanpa batasan waktu.
S11	Iya, karena saat main game bahasa yang saya pakai Bahasa Inggris dan saya sering mendengarkan lagu yg menggunakan Bahasa Inggris
S12	Kurang, karena asinkron ketika sinyal jelek patah patah suaranya

S13	Kurang, karena saya kurang mengerti bahasa inggris dan kurang mengerti apa yang disampaikan oleh guru.
S14	Kurang, karena pembelajaran bahasa inggris lebih mudah masuk ke dalam otak kita saat kita berguru secara langsung
S15	Kurang, karena pembelajarannya kurang efektif
S16	Ya, karena saya dapat memperluas kemampuan berbahasa inggris saya dengan mengakses melalui internet
S17	Iya, karena saya dapat memperluas kemampuan berbahasa inggris saya dengan melalui akses internet
S18	Ya, karena saya bisa memperluas pengetahuan bahasa inggris saya lewat internet
S19	Tidak terlalu, karena saat pembelajaran ini saya tidak terlalu mengerti apa yang diucapkan oleh guru dan terkadang terputus komunikasi nya
S20	Tidak, karena lebih susah memahami materi tersebut
S21	Kurang, karena bahasa inggris secara lisan kurang bisa memahami, dan saya lebih memahami lewat internet.
S22	Ya karena bisa memperluas wawasan kemampuan bahasa inggris lewat internet
S23	Kurang, karena pada asinkron lebih sulit dipahami
S24	Tidak, karena pada pembelajaran sinkron online terhalang oleh signal yang kurang mendukung. Sehingga ketika guru berbicara atau menerangkan menggunakan bahasa inggris suara nya tidak terlalu jelas
S25	Ya, karena saya dapat memperluas kemampuan berbahasa inggris saya dengan mengakses melalui internet
S26	Tidak terlalu, saya tidak terlalu bisa memahami mater bahasa inggris.
S27	Meningkat karena saya juga sudah paham sedikit demi sedikit bahasa inggris diluar pembelajaran
S28	Ya, karena saya bisa memperluas wawasan kemampuan bahasa inggris lewat internet
S29	Kurang pembelajarannya dalam materinya.
S30	Sedikit meningkat karena kurang paham penjelasan dari guru.
S31	Tidak, karena ketika asinkron guru tidak bisa menjelaskan lebih rinci tentang materi bhs inggris
S32	Tidak karena jarang mendapatkan penjelasan
S33	Kurang karena saya kurang mengerti tentang materi pembelajaran bahasa inggris ketika online
S34	Iya karena dapat pembelajaran materi
S35	Ya, karena di saat saya mengerjakan tugas,kita tidak tau apa arti bahasa inggris, saya bisa mencari diinternet dan saya dapat belajar dari situ

Q14. Hambatan apa saja yang kamu temui selama pembelajaran campuran sinkron dan asinkron selama pandemic COVID-19? (Dat/Quest/Q-14)

S1	Kurang paham dan tidak cepat paham
S2	Kurasa baik baik saja
S3	Hambatan sinyal,kouta,sama kelambatan hp
S4	Sinyal yang terkadang sulit diakses dan rasa malas yang kadang melanda
S5	Sinyal jika online, kurang faham jika offline
S6	Saat pembelajaran asinkron masalah sinyal selalu menghambat pembelajaran
S7	Bila asiskron mengenai data ataupun sinyal dan saat bangun tidurnya mempengaruhi dengan pembelajaran asiskronnya.bila saat mengerjakan tugas terlambat karena sedikit terlamb mengerjakan dikarenakan kurang jelas mengerti penjelasan
S8	Saat pembelajaran sinkron onlen, pasti karena sambingan internet tidak selalu lancar saat pembelajaran sinkron online, terlalu banyak bercandaan dengan teman dan keterbatasan waktu
S9	Offline kurang paham dan ngantuk, online adalah sinyal dan penyimpanan hp penuh
S10	Saat pembelajaran sinkron online, pasti karena sambungan internet yang tidak selalu lancar saat pembelajaran sinkron offline, terlalu banyak bercandaan dengan teman teman dan keterbatasan waktu saat pembelajaran asinkron, tidak adanya penjelasan lebih lanjut tentang materi yang di sampaikan guru dan kesulitan menjawab soal saat tidak ada di internet.
S11	Kuota habis, bolpoin hilang,wifi sinyalnya jelek
S12	Sinyal atau jaringan jelek dan ketika tidak ada kuota internet
S13	Waktu saat pembelajaran online hambatan saya paling sering adalah gangguan sinyal atau terkadang saya meninggalkan pelajaran.
S14	Hambatan yang saya temui mungkin saat saya tidak mengerti pelajaran, saya malu untuk bertanya
S15	Saat sinkron online kadang sinyal jelek, sehingga kurang paham dengan apa yg dijelaskan
S16	Terkadang tidak ada internet ataupun diganggu orang rumah
S17	Jaringan internet
S18	Terkadang tidak ada internet dan faktor internal
S19	Saat sinkron online itu hambatannya hanya pada sinyal yang kadang tidak stabil dan sinkron dikelas lebih sedikit hambatannya mungkin hanya tidak terlalu kenal dengan teman-temanku. Saat asinkron online hambatannya kita tidak terlalu mengerti yang dikirimkan oleh guru ya karena tidak dijelaskan
S20	Lebih susah memahami materi pembelajaran ,karena kurang paham demgan materi tersebut

S21	Hambatan yang saya hadapi ketika pembelajaran sinkron yaitu masalah jaringan saat google meet dan kurang memahami saat di kelas, dan hambatan ketika pembelajaran asinkron saya kurang bisa memahami karena tidak dijelaskan oleh guru.
S22	Susah sinyal
S23	Koneksi internet yang buruk, kapasitas internal yang sudah penuh
S24	Waktu saya mengikuti pembelajaran sinkron online saya terganggu dengan org rumah
S25	Jaringan internet
S26	Sinyal buruk, datang terlambat dsb.
S27	1. Kurang memahami materi” yang disampaikan karena saya lebih paham jika diterangkan secara langsung 2. Susah sinyal
S28	Susah signal
S29	Kalau ada tugas di google from nggak bisa masuk ke soalnya.
S30	Terkendala kuota dan sinyal
S31	Asinkron: tidak memiliki kuota Sinkron: lebih lelah karena saat di kelas jam belajar sampai sore
S32	Terkendala kuota dan sinyal
S33	Hambatan saya ketika singkron online ketika sinyal nya ada kendala dan di saat itu ada pembelajaran sedang berlangsung dan sering terjadi gangguan dari adik saya juga sering kurang mengerti tentang aplikasi yang di gunakan itu
S34	Susah sinyal
S35	Hambatan yang sering dialami yaitu disaat pembelajaran berlangsung terkadang koneksi sinyal terputus

Q15. Bagaimana cara kamu dalam menyelesaikan permasalahan yang di hadapi selama mengikuti pembelajaran campuran sinkron dan asinkron selama pandemic Covid-19? **(Dat/Quest/Q-15)**

S1	Bertanya teman
S2	Mengikutinya dengan tepat waktu
S3	Dengan cara melapor kepada guru tentang permasalahan yang dj hadapi saat pembelajaran
S4	Tetap tenang dan hadapi apapun yang terjadi
S5	Untuk masalah sinyal memang sudah takdir, tapi jika kurang faham materi saya biasanya mencari suatu yang baru di medsos
S6	Tetap tenang dan menunggu sinyal lebih baik
S7	Mencoba mempelajari materi yang di jelaskan guru dan menanyakan kepada teman dekat atau guru

S8	Sebisa mungkin saya memanfaatkan waktu yg ada dan tidak menyepelkan tugas sekolah
S9	Saat offline saya bisa mencari kembali materi di medsos saat online bisa mencari tempat yang sepi dan jauh dari orang rumah agar tidak di ganggu atau di suruh
S10	Saat pembelajaran sinkron online, tenang dan mencari tempat yang internetnya lancar, saat pembelajaran sinkron dikelas, selalu mencoba untuk fokus saat dikelas saat pembelajaran asinkron, bertanya dengan teman atau mencari sumber sumber yang lebih luas
S11	1. Membeli kuota 2. Membeli bolpoin. 3. Complain supaya sinyal membaik
S12	Karena kalo asinkron bisa melihat materi yang ada di google Classroom
S13	1. Gangguan sinyal : memasang WIFI 2. Meninggalkan pelajaran : giat belajar
S14	Berdiskusi dengan teman melalui whatsapp
S15	Ketika sinyal jelek, mencari tempat yg tidak menimbulkan sinyal jelek
S16	Dengan bertanya kepada teman-teman tentang materi yang belum dipahami, atau mencari sendiri di internet hal-hal yang tidak terlalu dimengerti
S17	Pasang wifi
S18	Dengan bertanya pada teman yang faham dengan materi yang diajarkan
S19	Saat sinkron online itu mencoba untuk mencari sinyal yg bagus agar tidak terputus-putus suara gurunya. Saat sinkron dikelas lebih bergabung sama teman-teman agar tidak terlalu canggung juga.
S20	Mencari pemahaman materi di sumber lain
S21	Cara saya ketika gangguan jaringan biasanya minta hotspot kepada orang tua, dan ketika kurang memahami materi, saya kan bertanya kepada guru atau teman.
S22	Berpindah tempat untuk mencari kawasan yang kuat sinyal
S23	Memasang wifi Menghapus foto" yang sudah di lalui
S24	Mencari tempat yang nyaman supaya tidak diganggu orang rumah
S25	Tethering ke ortu
S26	Mencari pemahaman materi di sumber lain.
S27	1. Bertanya kepada guru maupun teman 2. Meminta hotspot kepada kakak
S28	Susah signal, saya pergi ke tempat bibik karena disana sinyalnya bagus
S29	Kalau ada sinyal dengan menunggu soalnya.
S30	Membeli kuota dan maling wi-fi tetangga.
S31	Asinkron, sering meminta hotspot ke ortu Sinkron, istirahat yang cukup dan tidak begadang
S32	Membeli kuota dan minta hotspot ortu jika sinyal jelek

S33	Mencari sinyal dan sering minta tethering kepada keluarga mencari bantuan atau tanya kepada kakak dan teman-teman
S34	Susah sinyal : minta tolong tetangga untuk numpang hotspot
S35	Dengan cara membuka materi yang ada di Google Classroom, ataupun ppt yang diberikan guru di whats app,tentu juga dengan mencari materi tambahan di you tube ataupun di internet lainnya

Q16. Jika kamu mengikuti pembelajaran campuran sinkron dan asinkron lagi di masa depan, hal apa yang akan kamu lakukan karena metode itu telah bekerja dengan baik untuk mu? **(Dat/Quest/Q-16)**

S1	Lebih semangat lagi
S2	Mengikutinya dengan sebaik mungkin lagi, daripada sebelumnya yang kurang baik
S3	Akan menggunakan metode pembelajaran itu lagi di lain waktu
S4	Mengupgrade diri saya untuk lebih baik agar dapat beradaptasi lebih baik
S5	Berusaha mencari hal yang baik pada metode tersebut dan berusaha mengefektifkan segala sesuatu yang akan datang
S6	Meningkatkan kinerja kita
S7	Mungkin akan lebih mempersiapkan diri untuk memulai pembelajaran asinkron
S8	Mengikuti pembelajaran dengan baik dan mengevaluasi kegiatan2 sebelumnya yg sudah terlaksanakan
S9	Berusaha mencari hal yang baik pada metode tersebut dan berusaha untuk mengefektifkan segala sesuatu yang akan datang
S10	Tetapi mengikuti dengan baik dan mengevaluasi dengan kegiatan kegiatan yang sudah terjadi sebelumnya.
S11	Mengikuti dengan baik
S12	Berusaha mencari hal yang baik pada metode tersebut dan berusaha untuk mengefektifkan segala sesuatu yang akan datang
S13	Belajar lebih giat
S14	Saya akan mengikutinya dengan sepenuh hati
S15	Saya akan mengikuti sinkron online dengan baik
S16	Dengan lebih mengefektifkan waktu dalam mengikuti pembelajaran
S17	Dengan lebih mengefektifkan waktu dalam mengikuti pembelajaran
S18	Dengan lebih mengefektifkan waktu dalam mengikuti pembelajaran
S19	Yaa
S20	Saya akan mengikutinya dengan sepenuh hati
S21	Dengan lebih mengefektifkan waktu untuk belajar.
S22	Dengan lebih mengefektifkan waktu dan internet untuk pembelajaran
S23	Dengan lebih mengefektifkan waktu dengan baik

S24	Mengikutinya saja jika itu yang terbaik untuk dimasa mendatang
S25	Dengan lebih mengefektifkan waktu dalam mengikuti pembelajaran
S26	Saya akan mengikutinya.
S27	Meningkatkan diri sendiri agar lebih baik
S28	Dengan lebih mengefektifkan waktu untuk belajar
S29	Karena mengerjakan tugas bisa kelompokan.
S30	Belajar dengan baik dan mendengarkan penjelasan guru.
S31	Saya akan memanfaatkan metode sinkron dan asinkron dengan lebih baik untuk menejemen waktu
S32	Belajar dengan baik dan mendengarkan penjelasan guru
S33	Saya akan mengikuti dengan lapang dada dan sepenuh hati karena sudah mengerti di tahun ² yang lalu tentang pembelajaran itu
S34	Iya mengikutinya saja
S35	Saya akan melakukan hal yang biasa saya lakukan saat pembelajaran sinkron dan asinkron seperti dulu, yaitu menyiapkan materi yang akan di pelajari, tentu juga menyiapkan sinyal yang bagus ketika pembelajaran akan dimulai supaya tidak ada halangan saat pembelajaran

APPENDIX 2
STUDENTS INTERVIEW TRANSCRIPTS 2

Q1. Bagaimana cara gurumu menyampaikan pembelajaran campuran sinkron dan asinkron selama pandemic COVID-19? (**Dat/Int/Q-1**)

First Group (S1, S2, S3, S4, S5)	
S1	Dalam satu minggu, nanti yang pertama masuk kan absen ganjil, yang dirumah absen genap. Untuk absen genap dirumah biasanya pakai Google Meet dan Google Classroom. Terus seminggu kemudian gantian yang masuk, terus yang dirumah yang absen ganjil.
S2	Kalau yang absen ganjil masuk yang dirumah nanti disuruh ikut Google Meet. Kalau tidak ada, biasanya diberi link Youtube atau Google Classroom mengerjakan tugas secara mandiri. Terus gantian yang sekolah nanti dari absen genap.
S3	Kalau pembelajaran blended learning biasanya satu minggu gantian yang masuk antara yang ganjil dan genap. Jika yang masuk pembelajaran di sekolah maka yang dirumah melalui google meet atau lewat media youtube untuk memberikan materi pembelajaran. Biasanya guru memberi link youtube lewat Google Classroom atau grup Whatsapp
S4	Pelajaran blended learning ada yang setengah masuk setengah tidak. Dan yang tidak masuk diberi pelajaran dari Google Classroom mungkin kita ikut pelajaran dari Google Meet.
S5	Absen ganjil itu biasanya kan masuk pertama, itu disekolah diberi materi sama guru langsung. Kalau yang absen genap kan biasanya di rumah itu pakai Google Meet atau Google Classroom.
Second Group (S6, S7, S8, S9, S10)	
S6	Jadi dimulai dari sinkron offline, jadi waktu offline yang absen genap misal masuk jadi yang absen ganjil di rumah. Pembelajaran Bahasa Inggris misal dirumah kalau online hanya disampaikan materinya saja. Google Meet jarang banget tapi cukup mudah dipahami dan kalau di sekolah offline lebih banyak penyampaian materinya dan tugas-tugasnya nya jauh lebih jelas.
S7	Buat yang sinkron, kalau online memakai Google Meet, kalau untuk Bahasa Inggris itu jarang banget. Namun, sekali Google Meet langsung paham meskipun tidak sepaham ketika offline. Kalau offline, pembelajaran Bahasa Inggris jauh lebih paham dan tugas-tugasnya lebih mudah untuk dikerjakan dan lebih jelas saat pelajaran.

S8	Untuk sinkron online kan memakai Google Meet, pembelajarannya lebih paham jika offline dari pada online. Jika offline langsung tatap muka, jadi lebih paham offline dari pada online.
S9	Kalau sinkron online Bahasa Inggris jarang Google Meet, biasanya penyampaian melalui draft atau PPT. Kalau offline lebih paham karena gurunya enak menjelaskannya.
S10	Untuk yang online agak sulit dipahami karena tidak seperti offline yang langsung dijelaskan oleh guru.

Q2. Berdasarkan pengalamanmu, bagaimana perasaanmu ketika mengikuti pembelajaran campuran sinkron dan asinkron selama pandemic COVID-19?

(Dat/Int/Q-2)

First Group (S1, S2, S3, S4, S5)	
S1	Kalau dapat sinkronus online agak tidak suka karena waktu dirumah pasti diganggu oleh orang rumah atau sinyalnya jelek jadi saya tidak dapat mengikuti pembelajaran. Jika sinkronus di sekolah enak soalnya dijelaskan guru lebih paham dan ada temannya juga. Jika asinkronus saya tidak paham karena tidak dapat bertanya pada guru mengenai materinya, tidak bisa dijelaskan lagi, jadi harus mengulang-ulang lagi tidak enak.
S2	Kalau sinkronus online itu tidak enak, jika jaringan jelek dan ikut Google Meet apabila guru menjelaskan di papan tidak terlihat dan blur. Jadi tidak tau guru menjelaskan apa. Kalau di sekolah lebih enak soalnya langsung lihat ke papan tulis, kalau bingung bisa langsung tanya ke guru dan teman. Asinkronus tidak enak karena tidak paham.
S3	Kalau sinkronus offline biasanya lebih mudah karena bisa langsung berinteraksi dengan guru, sedangkan jika online biasanya ada gangguan baik dari sinyal atau yang lain. Serta jika guru sedang bicara itu patah-patah tidak dengar.
S4	Untuk sinkronus online itu lebih terganggu kalau belajar dan saya sering sinyal jelek, patah-patah sehingga tidak paham apa materi yang diberikan oleh guru. Dan untuk offline saya lebih paham karena kita berinteraksi dengan guru, bertanya dengan guru bagaimana cara kita menyelesaikan materi tersebut. Dan untuk asinkronus kita disuruh belajar sendiri melalui Google Classroom atau materi dari Youtube dan itu bisa membuat bingung karena tidak bertanya langsung kepada guru.
S5	Kalau sinkronus online itu ada senang dan tidaknya. Senangnya saya bisa sambil melakukan hal lain. Tidak enaknyanya karena sinyal jelek. Kalau asinkronus, jika baca sendiri tidak paham dengan materinya
Second Group (S6, S7, S8, S9, S10)	

S6	Mungkin kalau sinkronus online sedikit paham karena dijelaskan secara langsung melalui Google Meet. Kalau sinkronus offline sendiri jauh lebih paham karena bisa bertemu dengan guru dan bertanya-tanya. Dan asinkronus kan ditinggal oleh guru jadi masih kurang paham tapi tiba-tiba dikasih tugas atau diberi materi lain jadi tidak paham. Tapi walaupun ditinggal atau diberi tugas melalui Google Classroom lebih senangnya bisa mencari materi lain di Google.
S7	Buat sinkronus online perasaannya lebih tidak enak soalnya kurang nyaman karena tidak bisa bertemu langsung dengan guru dan kurang jelas. Kalau asinkronus meski belajar mandiri tapi kalau bertemu guru tetap bisa lebih paham karena bisa bertanya ke guru dan teman.
S8	Kalau perasaan sinkronus online senang karena bisa bertanya lewat Google Meet, kalau offline juga sama karena bertemu langsung dengan guru, tatap muka, dan bertanya-tanya langsung. Terus untuk asinkronus kurang senang karena kan belajar sendiri sehingga berfikir sendiri.
S9	Untuk sinkronus online dirumah ada senang dan tidak senangnya karena bisa baca-baca sambil tiduran dan ngemil. Tidak senangnya karena tidak bertemu dengan teman-teman dan guru secara langsung. Kalau offline banyak senang karena bertemu teman-teman dan kalau ada tugas dikerjakan bareng dan kalau tidak tau bisa tanya. Sedangkan asinkronus saya perasaannya biasa saja.
S10	Untuk sinkronus online mungkin lebih agak jelas soalnya Pembelajaran Jarak Jauh (PJJ), untuk asinkronus itu sulit untuk memahami karena belajar sendiri. Kalau sinkronus offline lebih paham karena bisa bertanya langsung dengan guru, face to face. Untuk asinkronus semisal di sekolah mungkin malah gak bisa paham karena kalau jam kosong banyak teman-teman yang main.

Q3. Apakah kamu aktif di kelas saat mengikuti pembelajaran campuran sinkron dan asinkron selama pandemic COVID-19? (Dat/Int/Q-3)

First Group (S1, S2, S3, S4, S5)	
S1	Aktif karena ya kalau di kelas saya memperhatikan terus, mengerjakan tugas juga, dan berusaha mengumpulkan tepat waktu. Terus kalau belum faham saya bertanya saat di kelas.
S2	Saya merasa aktif saat mengikuti pembelajaran Bahasa Inggris, apabila sedang pembelajaran dikelas saya akan bertanya jika belum faham dan berusaha untuk tetap focus dan mendengarkan penejelasan dari guru. Jika guru memberi tugas lewat WA saya akan membalasnya
S3	Aktif, jadi saat belajar di kelas saya memperhatikan dan kadang saya juga bertanya ke guru saat di kelas. Apabila saya mendapat giliran belajar dari

	rumah dan belum faham biasanya saya akan bertanya saat pertemuan tatap muka tapi terkadang saya juga mencari di internet
S4	Kalau saya berusaha untuk selalu aktif terutama saat pembelajaran tatap muka, memperhatikan penjelasan guru agar lebih faham materi dan jika belum faham terkadang saya bertanya kepada guru, terkadang saya browsing di internet. Terus, saya juga selalu mengumpulkan tugas jika ada PR dan mempelajari materi yang diberikan di WA atau Google Classroom saat mendapat kelas asinkron
S5	Kurang aktif, terkadang saya mengantuk jika di kelas tapi tetap berusaha memperhatikan sebaik mungkin
Second Group (S6, S7, S8, S9, S10)	
S6	Untuk pembelajaran Bahasa Inggris saya dikelas aktif, apabila saya tidak faham dengan materi saya akan bertanya kepada guru. Misalnya, jika sedang kelas sinkron saya akan chat guru baik secara pribadi maupun di grup kelas. Dan saat sinkron offline saya biasanya langsung bertanya.
S7	Ya, aktif. Jadi semisal dijelaskan ya memperhatikan dengan seksama, terus jika belum faham dengan materinya saya bertanya jika ada kesempatan. Terus saya juga selalu mengumpulkan tugas dan mempelajari ulang materi yang telah diberikan
S8	Saya berusaha untuk selalu aktif, dengan mengikuti setiap pembelajaran dan memperhatikan jika dijelaskan, kalau belum faham saya bertanya baik di kelas maupun chat WA
S9	Aktif, terkadang saya juga bercanda jika di kelas agar suasana tidak terlalu tegang dan tidak mengantuk. Kemudian kalau tidak faham saya bertanya ke guru.
S10	Kalau saya terkadang aktif terkadang tidak, jadi ya tergantung situasi, kalau saya sudah faham materinya ya saya tidak bertanya lagi. Kalau saat asinkron saya belajar sendiri dan kalau belum faham bertanya ke guru atau teman

Q4. Persiapan apa saja yang kamu lakukan untuk belajar lebih baik saat mengikuti pembelajaran campuran sinkron dan asinkron selama pandemic COVID-19?

(Dat/Int/Q-4)

First Group (S1, S2, S3, S4, S5)	
S1	Menata jadwal atau membaca materi sebelum pelaksanaan pembelajaran
S2	Menata jadwal, kemudian jika bu guru mengrim link Youtube sebelum jadwalnya di lihat dulu agar nanti waktu dijelaskan lebih paham

S3	Menata jadwal, kemudian jika ada PR biasanya saya kerjakan, setelah itu kalau di share materi sebelum pembelajaran biasanya saya lihat dan catat sedikit agar ketika pelaksanaan pembelajaran tersebut ketika di jelaskan materinya saya tidak terlalu bingung
S4	Sebelum pelajaran dimulai saya mempersiapkan buku atau materi yang akan dijelaskan besok, di BAB apa dan saat saya tidak bisa mengikuti pembelajaran, saya bertanya kepada teman, guru atau membaca file yang diberikan oleh guru, pasti guru memberikan file itu di Google Classroom atau grup Whatsapp dalam bentuk PDF. Dan saya juga bisa cari di Google tentang materi tersebut karena di Google banyak sekali materi yang diajarkan
S5	Sebelum besok masuk, malamnya tidur dengan cukup terus menata jadwal. Setelah itu melihat materi yang sudah disampaikan oleh guru lewat Whatsapp
Second Group (S6, S7, S8, S9, S10)	
S6	Kalau dari saya sendiri, kurang lebih saya akan mencari materi dan contoh-contoh soal yang akan di bahas. Kalau misal di sekolah sudah bertemu dengan gurunya, sebisa mungkin saya mendengarkan dan memahami materi agar bisa mengerjakan tugas berikutnya
S7	Biasanya kalau saya sebelum hari H membaca materi yang akan di bahas besok. Misal kemaren itu bahas materi ini berarti materi selanjutnya itu dipelajari dirumah terus mencatat pokok materi. Kalau disekolah lebih memperhatikan guru dan mencatat apa yang disampaikan oleh guru
S8	Untuk persiapannya, sebelum pembelajaran itu saya menyiapkan buku-buku dan mungkin membuka materi untuk dibaca
S9	Paling saya hanya menata jadwal dan kalau pagi kadang sarapan kadang tidak, kemudian waktu pembelajarannya jika guru menjelaskan ya diperhatikan kalo ada tugas dikerjakan
S10	Untuk persiapan sebelum pelajaran membaca materi dan pada saat pelajaran sebisa mungkin memperhatikan.

Q5. Apakah kemampuan Bahasa Inggrismu meningkat saat mengikuti pembelajaran campuran sinkron dan asinkron selama pandemic COVID-19?

(Dat/Int/Q-5)

First Group (S1, S2, S3, S4, S5)	
S1	Meningkat karena saya juga sudah paham sedikit demi sedikit bahasa Inggris diluar pembelajaran jadi meskipun pembelajarannya campuran saya sudah sedikit faham materinya

S2	Ya, karena di saat saya mengerjakan tugas jika tidak tau apa arti bahasa inggrisnya maka saya bisa mencari di internet dan saya dapat belajar dari situ. Biasanya saya mencari materi melalui google dan youtube
S3	Kurang, karena bahasa Inggris secara lisan kurang bisa memahami, dan saya lebih memahami lewat internet jika tidak paham dengan yang dijelaskan oleh guru
S4	Ya, karena saya bisa memperluas pengetahuan bahasa inggris saya lewat internet apabila saya tidak faham penjelasan guru. Sehingga saya tetap bisa memahaminya dengan bantuan internet terutama Youtube
S5	Ya, karena saya dapat memperluas kemampuan berbahasa Inggris saya dengan mengakses melalui internet seperti Google dan Youtube
Second group (S6, S7, S8, S9, S10)	
S6	Tidak karna saya merasa kurang efektif untuk mapel bahasa inggris. Sehingga materi yang di jelaskan saya tidak faham
S7	Bisa, karena selain belajar dengan guru saya juga bisa belajar melalui sumber-sumber lainnya seperti internet yang mana saya dapat mengaksesnya tanpa batasan waktu. Saya dapat melakukannya baik ketika dirumah, sekolah, atau dimanapun
S8	Untuk Bahasa Inggris kurang meningkat karena pembelajarannya kurang efektif jadi saya kesulitan memahaminya
S9	Tidak, karena saya merasa tidak efektif belajar bahasa Inggris jadi saya kesulitan dalam memahami materinya terutama jika saya mendapat bagian belajar dirumah
S10	Saya merasa tidak meningkat, ya biasa-biasa saja karena kurang efektif untuk mapel Bahasa Inggris

Q6. Metode mana yang paling mudah bagimu? Sinkron online/offline atau pembelajaran asinkron? (Dat/Int/Q-6)

First Group (S1, S2, S3, S4, S5)	
S1	Pembelajaran sinkronus offline
S2	Pembelajaran sinkronus offline
S3	Pembelajaran sinkronus offline
S4	Pembelajaran sinkronus offline
S5	Pembelajaran sinkronus offline
Second Group (S6, S7, S8, S9, S10)	
S6	Pembelajaran sinkronus offline.
S7	Pembelajaran sinkronus offline.
S8	Pembelajaran sinkronus offline
S9	Pembelajaran sinkronus offline

S10	Pembelajaran sinkronus offline
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Q7. Mengapa kamu berfikir bahwa metode tersebut bekerja dengan baik untukmu dalam pembelajaran campuran sinkron dan asinkron selama pandemic COVID-19?

(Dat/Int/Q-7)

First Group (S1, S2, S3, S4, S5)	
S1	Karena pembelajaran secara sinkron menurut saya lebih efektif, saya dapat mendengar dan bertanya secara langsung oleh guru apabila tidak faham
S2	Karena metode tersebut memudahkan saya dalam pembelajaran, dapat bertemu langsung dengan guru sehingga pembelajaran menjadi jelas
S3	Karena materinya lebih jelas jika dijelaskan secara langsung, jadi saya cepat paham
S4	Saya lebih suka sinkron offline karena disaat pandemi dengan terbatasnya akses bertatap muka, metode tersebut cukup efektif jika dibandingkan dengan yang lainnya. Karena saya lebih paham jika dijelaskan secara langsung oleh guru meskipun dengan keterbatasan waktu
S5	Karena disaat pandemi dengan terbatasnya akses bertatap muka, metode tersebut cukup efektif bagi saya
Second group (s6, s7, s8, s9, s10)	
S6	Yang pasti lebih suka sinkronus offline karena lebih jelas, tapi sinkronus online juga bagus jadi tidak menutup kemungkinan materi. Tapi lebih dominan lebih suka sinkronus offline.
S7	Kalau saya lebih suka sinkronus offline karena bertemu dengan guru langsung, lebih jelas materi dan semisal tidak faham bisa langsung tanya gurunya
S8	Saya suka sinkronus offline karena kalau tidak faham materi bisa tanya ke bu guru dan materi lebih jelas penyampaiannya ketika sinkronus offline
S9	Lebih suka sinkronus offline karena bisa bertemu dengan teman dan langsung mendengar penjelasan dari guru itu lebih enak
S10	Untuk metode yg lebih di sukai yaitu intinya pembelajaran offline. Kalau untuk asinkron bisa lebih santai sambil membaca materi.

Q8. Hambatan apa saja yang kamu temui selama pembelajaran campuran sinkron dan asinkron selama pandemic COVID-19? (Dat/Int/Q-8)

First Group (S1, S2, S3, S4, S5)	
S1	Terkadang lama di izinkan untuk masuk ke Google Meet, namun ketika sudah selesai dijelaskan pelajarannya baru diizinkan masuk. Kemudian kamera yang diarahkan ke papan tulis blur sehingga tidak terlihat di depan mencatat apa. Terkadang sinyalnya hilang dikarenakan mati lampu atau lainnya jadi tidak bisa mengikuti pembelajaran daring. Subsidi paketan dari sekolah cuma dapat waktu awal-awal belajar daring aja. Kalau kuota habis, karena buka apps lain. Misalnya buat scroll Tiktok, liat-liat Instagram, nonton Youtube, atau baca-baca trending di Twitter. Terus kalau dirumah saya sering di ganggumisalnya disuruh pergi ke warung, disuruh ngerjain kerjaan rumah (nyapu, cuci baju, dan lainnya), diganggu adek juga
S2	Ketika Google Meet diizinkan masuk lama, dan ketika pelajaran hampir selesai baru diizinkan masuk. Untuk asinkronus ketika mengirim tugas lama untuk dikumpulkan, dan download filenya lama karena loading. Kemudian saya terkadang tidak ada internet, waktu kelas 10 saya tidak dapat subsidi paketan dari sekolah miss, soalnya waktu pendataan nomor HP salah masukin nomor yang udah nggak aktif. Jadi beli paketan sendiri, kalau dipakai untuk Google Meet terus paketannya cepet habis. Dirumah sinyalnya juga kadang nggak mendukung untuk mengikuti Google Meet dan membuka Google Classrom.
S3	Kalau sinkronus lewat Google Meet biasanya terhalang oleh sinyal, kemudian diizinkan masuk juga lama. Kalau guru menjelaskan suka macet-macet. Jika asinkronus biasanya kebanyakan tugas terutama tugas kelompok, dan jika di Google Classroom mengirim filenya terkadang juga error karena file nya terlalu besar.
S4	Untuk sinkronus lama sekali diizinkan masuk, jadi malas untuk gabung. Tapi kalau gabung di akhir tidak akan diterima karena pelajarannya hampir berakhir. Kemudian untuk asinkronus kendala pada jaringan yang membuat stress. Dan pengiriman tugas error karena tidak bisa masuk karena filenya terlalu besar
S5	Kalau sinkronus terkadang jaringannya patah-patah
Second Group (S6, S7, S8, S9, S10)	
S6	Kalau lewat Google Meet pasti terganggu oleh lingkungan sekitar dan mungkin karena sinyal juga karena tidak bagus terus, jadi putus-putus sehingga tidak dapat mendengarkan secara maksimal. Untuk di Youtube atau internet juga sama karena menggunakan akses internat jadi kita harus mencari tempat dengan sinyal baik apabila ingin belajar.

S7	Pertama yaitu sinyal. Biasanya waktu Google Meet jika sinyal jelek otomatis koneksinya sulit sehingga tidak nyaman walaupun hanya beberapa kali sehingga membuat kesal. Kemudian waktu Google Classroom waktu itu pernah waktu kirim tugas filenya tidak bisa dibuka, misal kita sudah kirim tapi dari guru tidak bisa membuka filenya dan itu terjadi tidak hanya satu kali dua kali. Sehingga kita harus mengirim ulang sampai berhasil.
S8	Ketika Google Meet koneksi jelek, pernah juga waktu itu mati lampu sehingga mempengaruhi sinyal. Dan yang membuat saya stress karena tidak memiliki kuota sehingga tidak bisa membuka aplikasi-aplikasi
S9	Ya paling tidak puasnya dikarenakan sinyal, waktu ada link di Google Meet untuk buka tidak bisa, ketika sudah masuk kadang keluar sendiri, sedangkan untuk tugas terkadang memori sering penuh sehingga buat kirim tugas harus berulang-ulang untuk mengupload datanya lagi. Kalau sedang belajar dirumah, saya sering diminta untuk membeli ini itu, kadang di suruh ambil ini itu, kadang juga kalau sepupu main dirumah pinjam HP juga jadi saya tidak bisa ikut kelas
S10	Jika untuk ketidakpuasan aplikasi mungkin kalau untuk online tidak begitu paham karena gangguan sinyal juga

Q9. Bagaimana cara kamu dalam menyelesaikan permasalahan yang di hadapi selama mengikuti pembelajaran campuran sinkron dan asinkron selama pandemic COVID-19? (Dat/Int/Q-9)

First Group (S1, S2, S3, S4, S5)	
S1	Jika sinyal buruk saya minta tetring ke anggota keluarga, jika tidak paham tanya ke teman. Jika di kelas mengantuk biasanya bicara di kelas tapi tidak keras, jika tidak paham tanya ke guru secara langsung dikelas. Jika di suruh saya akan bilang nanti dulu atau kadang jika tidak ada Google Meet, saya akan mengerjakan tugas yang disuruh.
S2	Ketika dirumah, jika tidak paham materi biasanya tanya ke teman. Jika di sekolah saya bertanya ke teman tapi jika guru enak untuk di ajak diskusi maka akan tanya ke guru, dan mencari-materi sendiri di Google dan Youtube. Tapi saya paling sering memakai aplikasi Youtube.
S3	Saat sinkronus online, jika jaringan jelek biasanya minta hotspot ke ayah. Jika sinkronus offline, kalau mengantuk saya biasanya mengobrol sama teman. Jika asinkronus dan saya tidak paham materi setelah belajar sendiri maka saya biasanya tanya ke teman, guru dan mencari sendiri di internet, Youtube dan Google
S4	Untuk sinkronus online, jika sinyal jelek, saya tidak bisa mengikuti materi dan jika kuota habis saya dapat bertanya ke guru atau teman yang

	mengetahui materi yang diajarkan. Dan untuk asinkronus jika selama pelajaran tidak fokus atau terganggu dengan suasana kelas saya bertanya dengan teman sebangku yang mengerti atau teman lain yang mengerti materi tersebut. Terkadang saya juga mencari jawaban di aplikasi Brainly, Google dan Youtube.
S5	Jika jaringan jelek biasanya suka minta tetring ke ibu dan bapak. Jika selama di kelas tidak fokus biasanya tanya ke belakang, depan dan teman teman yang sudah faham. Apabila saya mengantuk di kelas, saya biasanya izin ke belakang. Dan jika saya tidak faham materi saya tanya ke teman, atau membaca ulang materi dari guru.
Second Group (S6, S7, S8, S9, S10)	
S6	Kalau sinkronus online tadi kan lebih menyesuaikan keadaan di rumah, jadi caraku menyelesaikannya dengan menyuruh orang rumah untuk menyesuaikan situasiku yang sedang bersekolah. Kalau sinkronus offline kan permasalahan saya harus bangun pagi agar bisa fokus, jadi cara saya menyelesaikannya dengan tidur lebih awal agar bisa bangun pagi dan bisa lebih mempersiapkan diri. Kalau dari pembelajaran asinkronus kan tidak paham materi, jadi ketika dirumah bisa lebih leluasa dalam mencari materi dan bisa mencari contoh soal agar di pertemuan berikutnya dapat memahami materi tersebut. Biasanya saya mencari sumber lain di Google, dengan adanya Google sangat membantu untuk mencari materi-materi yang lebih luas dan lengkap yang mungkin belum dijelaskan saat kegiatan asinkron tersebut. Selain Google ada juga Youtube, saya biasanya mencari channel Youtube yang sesuai dengan mata pelajaran, jika saya sudah menemukan channel Youtube yang sesuai maka saya akan mencari dan memahami materi dari video pembelajaran yang ada di channel tersebut.
S7	Permasalahan pertama kan sinyal, biasanya kalau sinyal mungkin keluar dari situ dulu dan mencari tempat dengan sinyal yang bagus kemudian join kembali, semisal saya mager biasanya saya melihat video di Youtube tentang produktif sehingga saya langsung terbawa. Kemudian missal tidak faham biasanya saya chat ke guru langsung dan melihat dari berbagai sumber seperti Google dan Youtube
S8	Untuk asinkronus offline kan harus bangun pagi terkadang sampai sekolah guru mengajarnya bosan sehingga mengantuk karena sebelumnya begadang, jadi penyelesaiannya tidur lebih awal dan semisal malam ada hal yang harus diselesaikan maka tidurnya bisa diubah jadi tidur siang
S9	Kalau permasalahan saya kan mager, paling saya untuk harus lebih semangat. Terus kalau waktu offline kan harus bangun pagi maka kalau malam saya tidur lebih awal. Kalau materi waktu online ya kadang-kadang lihat di Youtube dan Google. Kemudian untuk permasalahan penyimpanan Hp penuh biasanya saya akan memindahkan video atau file-file yang besar ke kartu SD dulu.
S10	Cara penyelesaian untuk sinkronus offline kalau ada masalah kita bisa scroll tiktok atau lihat Youtube agar suasana membaik. Kalau sinkronus offline lebih meningkatkan mood agar belajar lebih semangat. Kalau

	asinkronus, jikas sedang tidak mood saya biasanya scrool tiktok atau yang lain agar meningkatkan mood.
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Q10. Apa yang dapat disimpulkan secara umum dari pengalaman dan analisis yang telah kamu lakukan dalam pembelajaran campuran sinkron dan asinkron selama pandemic COVID-19? (**Dat/Int/Q-10**)

First Group (S1, S2, S3, S4, S5)	
S1	Saya berharap jika ada pembelajaran campuran lagi di masa depan, khususnya dalam pembelajaran bahasa inggris ketika siswa mendapat bagian belajar di rumah, guru bisa aktif zoom meeting sehingga yang dirumah juga mendapatkan penjelasan. Karena kalau belajar sendiri itu agak susah dan belum tentu faham juga.
S2	Saya lebih suka jika pembelajaran sinkron offline karena lebih efektif. Selain itu saya dapat memahami penjelasan guru dengan lebih mudah dari pada ketika belajar sendiri di rumah. Karena kalau dirumah itu saya kesulitan memahami materi dan kadang jika sedang belajar sering mendapatkan gangguan dari keluarga.
S3	Dengan adanya refleksi ini sangat membantu saya dalam mengetahui kekurangan dan kelebihan saya selama pembelajaran campuran. Sehingga saya lebih paham mengenai diri saya sendiri dan mengetahui cara terefektif jika mengikuti pelajaran supaya lebih bisa efisien
S4	Kesimpulan saya yaitu pembelajaran campuran ini saya bisa merakasan pengalaman baru yang unik karena ini baru pertama kali bagi saya. Kemudian dari refleksi yang dilaksanakan saya jadi mengetahui lebih dalam mengenai kekurangan dan kelebihan saya. Maka dari itu, saya ingin lebih mengoptimalkan kelebihan saya dan mencoba memperbaiki kekurangan saya secara perlahan-lahan. Dan saya juga lebih nyaman apabila pembelajaran secara sinkron offline dari pada yang lainnya.
S5	Karena metode campuran jadi saya tau kalo saya itu lebih efektif belajar tatap muka dan juga saya merasa lebih percaya diri kalo tatap muka karena saya dapat interaksi secara langsung dengan guru dan teman.
Second Group (S6, S7, S8, S9, S10)	
S6	Menurut saya dari pembelajaran campuran ini saya lebih menyukai ketika sinkron di kelas karena saya lebih mudah memahami pelajaran jika dijelaskan guru secara langsung dan dapat bertanya secara langsung. Dengan keadaan seperti ini mau tidak mau pembelajaran memang harus dilaksanakan secara campuran untuk mencegah tersebarnya COVID-19.

	Dan saya selalu berusaha untuk mengefektifkan segala kegiatan yang ada terutama ketika saya mendapat bagian belajar mandiri di rumah.
S7	Kesimpulan saya yaitu dengan pembelajaran campuran selama pandemi ini terbilang cukup efektif karena dengan segala keterbatasan yang ada pembelajaran tetap dapat berlangsung terutama pelajaran Bahasa Inggris. Namun, saya lebih suka jika sedang mengikuti pelajaran secara langsung dimana saya dapat lebih mudah dalam memahami materi dari pada belajar sendiri di rumah. Pelajaran campuran lebih menyenangkan dari pada pembelajaran online karena kita masih bisa bertemu dengan guru dan teman walau hanya dua minggu sekali.
S8	Kesimpulan saya yaitu dengan adanya refleksi ini saya bisa lebih memahami dimana letak kekurangan saya sehingga saya dapat meningkatkan kekurangan tersebut. Seperti lebih fokus jika belajar online, melatih diri agar tidak membuka aplikasi tiktok, instagram. Percaya diri jika menjawab pertanyaan guru, dan tidak malu bertanya
S9	Memotivasi diri sendiri agar dapat mengikuti pelajaran dengan efektif sehingga dapat memahami materi pelajaran dengan lebih mudah. Terutama ketika belajar di rumah sebisa mungkin fokus saat mengerjakan tugas dan dapat membagi waktu dengan sebaik mungkin antara belajar dan pekerjaan rumah
S10	Dengan keadaan yang ada mau tidak mau pembelajaran harus dilaksanakan secara campuran. Menurut saya pribadi, saya telah berusaha secara maksimal dalam mengikuti pembelajaran ini agar efektif dan efisien. Namun jika saya mengikuti pembelajaran campuran di lain waktu saya berharap agar dapat lebih aktif selama pembelajaran dan tetap bersemangat menuntut ilmu.

Q11. Jika kamu mengikuti pembelajaran campuran sinkron dan asinkron lagi di masa depan, hal apa yang akan kamu lakukan lagi untuk memaksimalkan ke-efektifan dari pembelajaran campuran sinkron dan asinkron? (**Dat/Int/Q-11**)

First Group (S1, S2, S3, S4, S5)	
S1	Saya akan lebih mengefektifkan waktu dalam mengikuti pembelajaran. Berusaha untuk selalu datang on time saat pembelajaran terutama saat sinkron online. Mengatur waktu sebaik mungkin dan berusaha tidak terganggu dengan hal lain
S2	Mengefektifkan waktu dalam mengikuti pembelajaran. Yang saya maksud yaitu mengatur waktu dengan lebih baik. Jika saya mendapat bagian belajar dirumah saya ingin lebih bisa focus dalam belajar. Jadi jika ada kelas saya ingin mengikuti dengan baik tanpa terganggu dengan kegiatan

	di rumah. Dan jika sedang ada jam pelajaran sebisa mungkin tidak keluar agar lebih focus belajarnya terutama ketika Google Meet.
S3	Dengan lebih mengefektifkan waktu untuk belajar. Jadi antara online dan offline nya seimbang. Terutama ketika mendapat giliran belajar di rumah, saya ingin bisa lebih maksimal dalam mengerjakan tugas dan lebih memperhatikan guru jika sedang menjelaskan, serta membuat catatan ketika belajar dirumah.
S4	Saya akan melakukan hal yang biasa saya lakukan saat pembelajaran sinkron dan asinkron seperti dulu, yaitu menyiapkan materi yang akan di pelajari, tentu juga menyiapkan sinyal yang bagus ketika pembelajaran akan dimulai supaya tidak ada halangan saat pembelajaran
S5	Meningkatkan diri sendiri agar lebih baik sehingga ketika mengikuti pembelajaran campuran sudah lebih siap lagi seperti mental dan kuota internet yang memadai.
Second group (S6, S7, S8, S9, S10)	
S6	Saya akan tetap mengikuti dengan baik dan dari evaluasi kegiatan yang sudah terjadi sebelumnya, saya akan melaksanakannya sebaik mungkin terutama hal-hal yang positif akan saya gunakan kembali dan hal-hal yang negative selama pembelajaran campuran sebisa mungkin di kurangi.
S7	Saya akan mengikuti kelas sinkron online dengan baik, seperti mencari tempat dengan sinyal yang bagus jika mau Google Meet, sehingga tidak ada gangguan sinyal ketika pembelajaran sedang berlangsung.
S8	Dari hal yang baik pada metode tersebut saya berusaha mengefektifkan segala sesuatu yang akan datang dan memperbaiki kekurangan saya selama mengikuti pembelajaran campuran
S9	Berusaha mencari hal yang baik pada metode tersebut dan berusaha untuk mengefektifkan segala sesuatu yang akan datang. Sehingga dari hal baik itu dapat saya gunakan lagi ketika pembelajaran campuran. Kemudian untuk mengefektifkan waktu saya ingin bisa lebih seimbang antara pembelajaran online dan offline terutama ketika belajar dirumah ingin lebih focus meski banyak gangguan
S10	Mengikuti pembelajaran dengan baik dan mengevaluasi kegiatan-kegiatan sebelumnya yg sudah terlaksanakan. Sehingga saya tidak mengulangi kesalahan yang sama dan pembelajaran menjadi lebih efektif.

APPENDIX 3
VALIDATION QUESTIONNAIRES

No	Indicator	Question	Verified	
			Confir m	Not Confirm
1.	Description	<p>1. Bagaimana caramu agar mudah memahami materi melalui pembelajaran campuran sinkron dan asinkron selama pandemi COVID-19?</p> <p>2. Apa yang ditekankan guru ketika pembelajaran sinkron dan asinkron selama pandemic COVID-19?</p> <p>3. Device apa saja yang digunakan dalam proses pembelajara campuran sinkron dan asinkron selama pandemic COVID-19?</p>	<p>√</p> <p>√</p> <p>√</p>	
2.	Feeling	<p>1. Apakah pembelajaran campuran sinkron dan asinkron membuat mu merasa termotivasi untuk melanjutkan belajar? Mengapa?</p>	√	

		2. Berdasarkan pengalaman mu, bagaimana perasaan mu ketika mengikuti pembelajaran campuran sinkron dan asinkron selama pandemi?	√	
		3. Apakah kamu nyaman dengan pembelajaran campuran sinkron dan asinkron? Mengapa?	√	
3.	Evaluation	1. Apakah menurutmu metode pembelajaran campuran sinkron dan asinkron efektif saat pandemic Covid-19?	√	
		2. Metode pembelajaran mana yang paling mudah bagimu? Pembelajaran sinkron online/di kelas atau pembelajaran asinkron?	√	
		3. Apakah gurumu memberikan umpan balik ketika kamu bertanya atau diskusi selama pembelajaran campuran sinkron dan asinkron selama pandemic COVID-19?	√	
		4. Apakah pembelajaran campuran sinkron dan asinkron dapat	√	

		<p>meningkatkan kemampuan bahasa Inggrismu? Mengapa?</p> <p>5. Hambatan apa saja yang kamu temui selama pembelajaran campuran sinkron dan asinkron selama pandemic Covid-19?</p>	√	
4.	Analysis	<p>1. Mengapa kamu berfikir bahwa pembelajaran campuran sinkron dan asinkron efektif atau tidak efektif saat pandemic COVID-19?</p> <p>2. Mengapa kamu berfikir bahwa metode tersebut sudah pasti bekerja dengan baik untukmu dalam pembelajaran campuran sinkron dan asinkron selama pandemic COVID-19?</p> <p>3. Bagaimana cara gurumu memberikan umpan balik dalam pembelajaran campuran sinkron dan asinkron selama pandemic COVID-19?</p> <p>4. Bagaimana cara kamu dalam menyelesaikan permasalahan yang di hadapi selama mengikuti</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	

		pembelajaran campuran sinkron dan asinkron selama pandemic Covid-19?		
6.	Action plan	Jika kamu mengikuti pembelajaran campuran sinkron dan asinkron lagi di masa depan, hal apa yang akan kamu lakukan lagi untuk memaksimalkan ke-efektifan dari pembelajaran sinkron dan asinkron?	√	

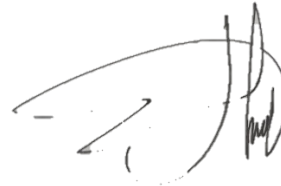
Surakarta, 28 November 2022

Researcher



Lisa Mayangsari

Verifier



Muhammad Dafit Pitoyo, M.Pd.

APPENDIX 4
VALIDATION INTERVIEWS

No	Indicator	Question	Verified	
			Confirm	Not Confirm
1.	Description	Bagaimana proses pembelajaran campuran sinkron dan asinkron selama pandemic COVID-19	√	
2.	Feeling	Berdasarkan pengalaman mu, bagaimana perasaan mu ketika mengikuti pembelajaran campuran sinkron dan asinkron selama pandemi?	√	
3.	Evaluation	<p>1. Apakah kamu aktif di kelas saat mengikuti pembelajaran campuran sinkron dan asinkron selama pandemic Covid-19?</p> <p>2. Metode pembelajaran mana yang paling mudah bagimu? Pembelajaran sinkron online/di kelas atau pembelajaran asinkron?</p> <p>3. Apakah pembelajaran campuran sinkron dan asinkron dapat</p>	<p>√</p> <p>√</p> <p>√</p>	

		<p>meningkatkan kemampuan bahasa Inggrismu? Mengapa?</p> <p>4. Hambatan apa saja yang kamu temui selama pembelajaran campuran sinkron dan asinkron selama pandemic Covid-19?</p>	√	
4.	Analysis	<p>1. Mengapa kamu berfikir bahwa metode tersebut bekerja dengan baik untukmu dalam pembelajaran campuran sinkron dan asinkron selama pandemic COVID-19?</p> <p>2. Persiapan apa saja yang kamu lakukan untuk belajar yang lebih baik?</p> <p>3. Bagaimana cara kamu dalam menyelesaikan permasalahan yang di hadapi selama mengikuti pembelajaran campuran sinkron dan asinkron selama pandemic Covid-19?</p>	√ √ √	
5.	Conclusion	Apa yang dapat disimpulkan dari pengalaman dan analisis yang telah kamu refleksi?	√	

6.	Action plan	Jika kamu mengikuti pembelajaran campuran sinkron dan asinkron lagi di masa depan, hal apa yang akan kamu lakukan lagi untuk memaksimalkan ke-efektifan dari pembelajaran campuran sinkron dan asinkron?	√	
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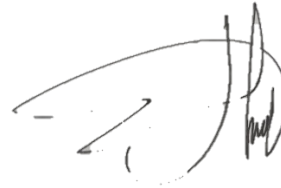
Surakarta, 28 November 2022

Researcher



Lisa Mayangsari

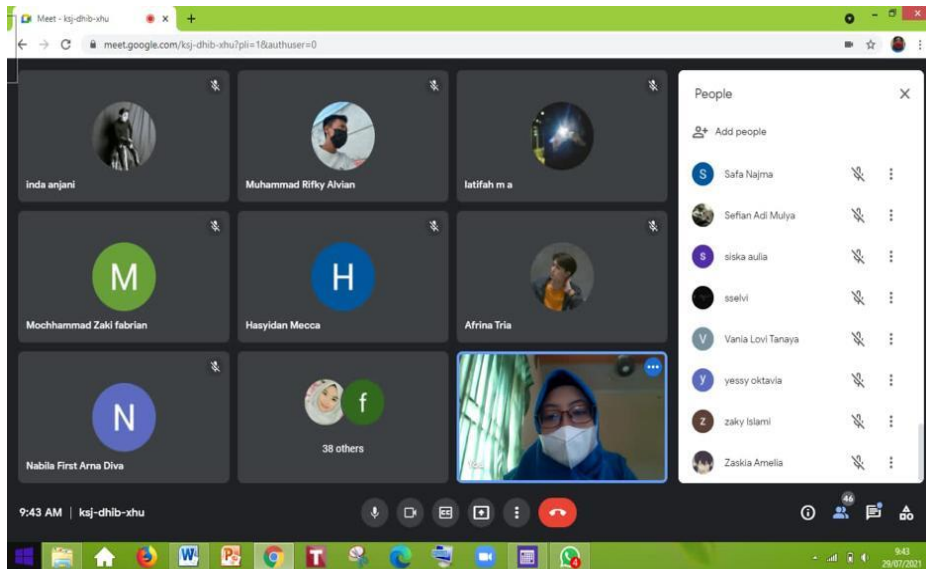
Verifier



Muhammad Dafit Pitoyo, M.Pd.

APPENDIX 5

DOCUMENTATION



Synchronous Online Learning in Google Meet on May 18th, 2022



Filling out the Questionnaires on November 4th, 2022



Interview with students on November 11th, 2022