

**STUDENTS' PERCEPTION TOWARDS USING MOBILE DEVICE IN
SYNCHRONOUS AND ASYNCHRONOUS LEARNING MODES**

SKRIPSI

*Submitted in Partial fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

ZAHRO TAINI
NPM : 1802050081



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MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mochtar Basri No.3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ


Panitia Ujian Sarjana Strata-I Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari kamis, 11 September 2022, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama Lengkap : Zahro Taini
NPM : 1802050081
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Perception Towards Using Mobile Device in Synchronous and Asynchronous Learning Modes.
Ditetapkan : (A) Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus


Dengan diterimanya skripsi ini, sudah lulus dari ujian komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd)

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Ketua


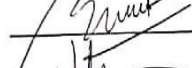
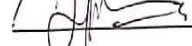

Dra. Hj. Svansuurnita, M.Pd.

Sekretaris


Dr. Hj. Dewi Kesuma Nst, M.Hum.

ANGGOTA PENGUJI:

1. Dr. Hj. Dewi Kesuma Nst, M.Hum.
2. Dr. Bambang Panca S, S.Pd., M.Hum
3. Alfitriani Siregar S.Pd., M.Ed

1. 
2. 
3. 



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI



Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Zahro Taini
N.P.M : 1802050081
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Perception Towards Using Mobile Device in Synchronous and Asynchronous Learning Modes

Medan, Oktober 2022

Disetujui oleh:
Pembimbing

Alfitriani Siregar, S.Pd., M.Ed.

Diketahui oleh:



Dra. Hj. Syamsuyurnita, M.Pd.

Ketua Program Studi

Pirman Ginting, S.Pd., M.Hum.



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umvu.ac.id> E-mail fkip@umvu.ac.id

PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama : Zahro Taini
NPM : 1802050081
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan bahwa skripsi saya yang berjudul "Students' Perception towards Using Mobile Device in Synchronous and Asynchronous Learning Modes" adalah benar bersifat asli (*original*), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

YANG MENYATAKAN

(Zahro Taini)

ABSTRACT

Taini, Zahro. 1802050081. Students' Perception Towards Using Mobile Devices in Synchronous Asynchronous Learning Modes. Skripsi. English Education Department Faculty of Teacher Training And Education Universitas Muhammadiyah Sumatera Utara. 2022.

The objective of the research is to find out students' perceptions of synchronous and asynchronous learning modes. This research was conducted at the Faculty of Teacher Training and Education at Universitas Muhammadiyah Sumatera Utara in 2021/2022. This study used a qualitative descriptive method and used random sampling. The subjects of this study were 50 students filling out the questionnaire and 8 students being interviewed. The data was collected from 3, 5, 7, and 9 semesters which have been learned using synchronous and asynchronous modes. From the results of the study, it can be seen that as many as 72% of students are satisfied with the synchronous learning mode, and as many as 66% of students are satisfied with the asynchronous learning mode. It can be seen that students feel more satisfied and formed when using asynchronous learning modes.

Keywords: students' perception, synchronous, asynchronous, mobile device.

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In writing study entitled “*students' perception towards using mobile devices in synchronous asynchronous learning modes*”, with the purpose for submitting in partial fulfilment of the requirement for degree in study program English Department. There were so many obstacles faced by the researcher and certainly without helps from many peoples, especially the following people, it was so difficult for the researcher to accomplished this research. Thus the researcher would like to thank her dearest parents, her beloved father Bani Amin and her beloved mother Sri Ana for their loves, prayers, materials, supports and motivations during academic years in completing this study.

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Medan, 11 October 2022

Zahro Taini

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BAB I

INTRODUCTION

A. The Background of the study

As time goes by, technology was also advancing and developing rapidly. The development of technology is a solution for the world of education in the midst of the uproar about the spread of the covid19 virus. The covid19 virus was first discovered in Wuhan. Throughout the world the corona virus is spreading rapidly, this virus spread to other countries in 2019 and in March 2020 Indonesia began to announce the spread of the covid19 virus (Mar'ah, Rusilowati 2020) . The rapid spread of the virus and the ever-increasing death toll have forced the government to change the learning system in schools. Finally, the government issued a new policy namely learning that is usually done face-to-face is turned into online learning (Mar'ah, Rusilowati, 2020). Students use cellphones a lot during the Covid-19 pandemic, They use mobile devices as a medium in communicating in the teaching and learning process, The indirect way of learning in the classroom is called mobile learning (Siregar & Manurung, 2020) This change certainly raises a new problem, namely the difficulty of teachers and students in conducting online learning.

Online learning is a learning process that is carried out using electronic media. Online learning is a learning process that is carried out using the internet to access material and interact with the aim of gaining knowledge and understanding Prasasti (2021). Some online learning applications are also very easy to access on

mobile devices. In this case, there are two special classifications in the context of distance learning namely synchronous and asynchronous (Shoepe, 2020).

The synchronous learning process is carried out directly. In this case, educators and students interact directly online. The method of synchronous online learning is teleconferencing, live streaming, chatting or video conferencing (Riwayatiningsih & Sulistyani 2020). Examples of learning media that are usually accessed in synchronous learning are zoom, Google meet etc. While, the asynchronous learning process is not done directly. This means that educators and students can take different study times and students can access learning at any time (Prasasti, 2021). Examples of learning media that are usually used are e-mail, Google Classroom, etc. Synchronous and asynchronous learning processes can be used as a solution for the world of education so that the learning process continues even though it is in the midst of breaking the chain of covid 19.

Online learning model is very affordable and easy to access to remote areas (Dhawan, 2020) However, in reality there are still some students and teachers who still have difficulty using and accessing online learning which is caused by an unstable network and cannot be reached in remote areas. Although online learning can protect the health of students and faculty during a pandemic, conventional learning is still more effective. Online learning Underdeveloped countries like Pakistan are not getting the desired results. Because most of the students have technical and monetary problems so they can't access the internet (Adnan & Anwar, 2020)

This research was conducted at the Universitas Muhammadiyah Sumatera Utara, especially for students from the Teacher training and education faculty. The researcher made a research at teacher training and education faculty because in this faculty students would be trained to become educators. Therefore, her research is closely aligned with the faculty, which is related to synchronous asynchronous learning modes. UMSU has conducted online learning during the pandemic. Based on the results of observations made at FKIP UMSU students were constrained by the network and experienced a decrease in learning motivation during the use of synchronous and asynchronous learning modes.

Based on previous research, students have difficulty in using online learning media so it would be better if they use technology that is easy to operate to make it easier for students to carry out the learning process and students can be more enthusiastic and active in the learning process. One of the obstacles they face is that they have little opportunity to discuss and communicate in class (Lin & Gao, 2020). One of the difficulties experienced by students in working on campus projects is the lack of socialization caused by distance learning (Adnan & Anwar, 2020). The use of mixed learning media will be very good for students to improve cognitive abilities (Riwayatiningsih, 2020). Meanwhile, based on the expert, there are many problems in conducting the online learning process such as inadequate devices, student package quotas, difficulties in understanding the material, and difficulties in network coverage (Albab, 2020).

Based on the explanation above, there were several problems caused by changes in the learning model during Covid19, especially at UMSU. Therefore,

my research discussed about students' perceptions of synchronous and asynchronous learning mode. With the aim of knowing the causes of student problems and knowing whether the synchronous asynchronous learning method used by lecturers can help students' understand learning materials especially at UMSU and found the solutions to increasing student interest in synchronous and asynchronous online learning.

B. Identification of the problem

Based on the background described above, the researcher identified the following problems:

1. The lack of student learning motivation during synchronous and asynchronous learning. Mode.
2. There were several students get a struggle in a bad connection for the learning process.

C. The Scope and limitations

The research scope focused on FKIP UMSU students' perception during online learning using synchronous asynchronous learning modes. And limited of this research would be focused on the synchronous asynchronous learning modes.

D. The Formulation of the problem

The formulation of the problem focused on:

1. What are students' perceptions of the synchronous and asynchronous learning mode by using mobile device during covid19?
2. How about the advantage and disadvantage online learning using synchronous and asynchronous mode?

E. The objective of the study

1. To found out students' perceptions of the synchronous and asynchronous learning mode by using mobile device during covid19?
2. To found the advantages and disadvantages of the synchronous and asynchronous online learning mode at UMSU

F. The significance of the study**1. Theoretically**

This research is very helpful to find students' difficulties during online learning, as well as to find out students' perceptions of changing conventional learning mode to online learning, and then to find out the advantage and disadvantage synchronous and asynchronous online learning mode. So after knowing the cause of the problem, it is hoped that it can provide an understanding so that the quality of the learning system can increase.

2. Practically

- a. Lecturers can find out the students' difficulties in online learning so that they can create a more creative learning system during online learning.
- b. Researchers can add information about the advantages and disadvantages of the synchronous asynchronous learning mode
- c. Students can increase their knowledge about the synchronous asynchronous online learning mode.

BAB II

REVIEW OF LITERATURE

A. Theoretical Framework

This chapter was for reviewing some literatures that relate with this research and also explain about the theories that will be used.

1. Perception

Perception is an important psychological aspect for humans to respond to symptoms and aspects in their environment. Base on explanation of Robbins & Judge (2005), perception is a process that individuals take to organize and interpret their sensory impressions in order to give meaning to their environment. According to Walginto (cited in Robin 2014) Perception is the organization of a stimulus to the senses so that it becomes a meaningful one, and is an integrated response to individuals involving the ability to think, feel and experience. And can be defined as the experience of objects or conclusions from information and interpretation of a message. According to Walginto (cited in Zuchdi 1995) explains that there are three components that make up the attitude structure:

- a. The cognitive component is a component related to views, knowledge, beliefs, or matters relating to the perception of the attitude object.
- b. The affective component, which is related to liking or disliking the object of attitude, likes and dislikes is a positive and negative things.

- c. The conative component, namely the tendency to act on the object of attitude. This component shows the tendency of attitudes towards a person's behavior towards the object of attitude.

Irwanto (cited in Marbun 2019) say that the results of perception can be divided into two parts:

- a. Positive perception, this is supported by the acceptance or activeness of the perceived object. That is, describing all knowledge and responses with efforts to use it.
- b. Negative perception, this describes any response or knowledge that is not in harmony with the object. This is followed by a rejection and opposition to the perceived object.

Perception is also referred to as the core in a communication, we will not be able to communicate well if perception is not accurate. If an individual has more common perceptions, they will communicate more often. According to Toha (cited in Hermuningsih 2016), there are several factors that influence a person's perception:

- a. Internal factors: attitudes, feelings, prejudices and individual personality expectations or desires, attention (focus), the learning process, physical condition, psychiatric disorders, motivation and value needs as well as interests.
- b. External factors: family background, knowledge and needs around, information obtained, intensity, size, repetition of motion, opposites, as well as new and familiar things or unfamiliar objects.

According to Robbins (2003) there are three kinds indicators of perception, namely:

a. Acceptance

The process of acceptance or reabsorption is indicator of perception in physiology stage; it is about the function of the five senses in grasping external stimulus. This means that the information submitted by individuals to another will be absorbed or accepted by the five senses, both sight, hearing, smell, and tasting individually or together.

b. Understanding

Understanding means as the results of analysis which is subjective, or different for each individual.

c. Evaluation

Evaluation is stimulus from the outside that has been grasped by the senses, and then evaluated by individuals. This evaluation is very subjective. It will be different perception of each person in environment. One individual assesses a stimulus as difficult and boring but other individuals judge the same stimuli as good and pleasant.

2. E Learning

Technology and communication that are developing very quickly make educational institutions use e-learning systems to increase the flexibility and effectiveness of learning. In preparing learning materials, educators need to prepare materials in digital format in the form of files. Learning materials can be

accessed at any time through e-learning. There are many variations of the current e-learning system, however, it is based on the principle of distributing learning materials through electronic media so that students can easily access them. By using e-learning, teachers can communicate, evaluate, collaborate and manage other aspects of learning (Suratma, 2014).

According to Siregar & Manurung (2018) There are several pedagogical principles that must be considered in the use of e-learning, namely:

- a) Institutional support; The campus presents the principle of support by providing internet facilities.
- b) Course development; Teaching materials are developed using service management through e-learning.
- c) Teaching and learning; Technology media as teaching and learning support.
- d) Course structure; Service management via the web that supports the arrangement of courses.
- e) Student support; students and teachers are able to use the web network system that is carried out in the e-learning program.
- f) Faculty support; around the study area and the classroom has a wide internet network.
- g) Evaluation and assessment; Giving assignments and grades via the available web

3. Online learning

Online learning is a technology-based learning that is carried out remotely and can be accessed anytime and anywhere, especially during the covid19 pandemic. Online learning is also a solution so that the world of education continues even though it is in a period of social distancing. Online learning is part of the education system in the world and makes education easy to access and convenient for everyone to use (Nambiar, 2020). In times of emergency, we adopt online learning, and it is both a challenge and a necessity for policymakers, experts, teachers, citizens and students to find new solutions (Aguilera-Hermida, 2020). Patricia Aguilera-Hermida also explains the advantages and disadvantages of online learning according to her research. The following is an explanation of the advantages and disadvantages of online learning according to Patricia Aguilera-Hermida.

The online environment was the main challenge reported, with some students saying “staring at screens makes me tired” and “it's really hard”. In addition, some students miss internships or clinical practice and find it difficult to understand online learning materials. The next challenge faced is supporting resources to complete school assignments. Student complaints such as "I find it difficult to communicate with the professor" and the difficulty of internet access are also problems in online learning for areas that are not covered by the internet. students can feel that the quality of the learning process is reduced by the online learning transition. The following are some quotes "the lack of educational value in the changed assignment structure", "I feel like I haven't studied at all" besides

that students are stressed because of the many assignments given. And some of them are not familiar with online learning applications. This happened because of the students' unfamiliarity in online learning.

While the advantages of online learning are the amount of time with family, self-improvement and new activities. Students report that they can spend time with their family and pets, and they find it very beneficial for them. However, only 2 out of 66 people stated that it was positive because of the many conflicts caused by online learning. Some participants also said that they had plenty of time to do assignments and could do other activities such as exercising or writing poetry. And they can also develop their hobbies like hiking, watching TV etc. besides that, students feel they are getting new learning such as learning to use zoom and other online learning applications and they are becoming more disciplined and organized.

Based on this explanation, online learning has both good and bad effects. Everything depends on the conditions experienced by students. Students who have good facilities and network connections will have a positive impact from online learning, but on the contrary if students who do not have internet access and the technology needed will have difficulty in online learning. And students who have skills in using the internet will feel the benefits and gain new knowledge in online learning, but for students who have a lack of knowledge in using technology will have difficulty doing assignments and carrying out other online learning processes because they are not used to it.

4. Synchronous Learning Mode

Synchronous learning using the internet network, namely the learner and educator are at the same time. Synchronous learning systems are almost the same as traditional learning systems because the learning system is carried out face-to-face and interacting even in cyberspace. The media used in synchronous learning are Google Meet, video conference and zoom meeting (Sulistio,2021) Synchronous learning is an online learning mode using online learning media directly, this learning is said to be effective because teachers and students can communicate directly, making it easier for students to ask questions and discuss in the online learning process. Synchronous learning typically uses video conferencing and chat (Hratinski, 2018).

According to Azzahra & Suryaman (2021) The advantages of the synchronous learning mode are:

- 1) Students can provide questions that are directly answered by the teacher.
- 2) In face-to-face learning, student activity will be more visible.
- 3) In class, students' awkwardness in ordinary classes will not be seen and students and tutors can communicate better.

Here are the advantages of synchronous online learning according to Hyder et al (2007). Dispersed learners will be connected using connections. This is very useful for businesses as well as connecting students who are scattered in various regions.

- a. Real collaboration and interaction by using synchronous technology, users can interact in real time and can be used as structured collaborative projects.
- b. Sense of presence and closeness synchronous devices are useful for conveying up-to-date information.
- c. Build a learning community. the creation of a relationship between student groups makes the synchronous device very useful for its users. The long-term effects are organizational ability, increased teamwork, increased employee retention and the formation of a collective identity.
- d. Can connect with people who have different learning styles.
- e. Unique functionality Learning in the classroom can be recorded so that it does not require a blackboard and funding tools. so users can collaborate quickly and easily.

Synchronous learning also has several disadvantages (Hyder et al, 2007).

Some people find it difficult to use technology so they will find it difficult to participate in synchronous online training programs. it is caused by a lack of skills in using computers.

To use the synchronous application you will need high speed internet. synchronous learning will require a lot of bandwidth. bandwidth capacity

- a. That has many variations will cause problems. because in using collaborative learning technology in order to synchronize several different locations will be very difficult.

- b. Local time constraints synchronous learning requires users to do it at the same time, time zone differences will cause problems in communicating.
- c. Requires careful planning schedule planning must be negotiated in advance because it can cause conflict. and must be careful in ensuring that participants are present in the synchronous learning process

5. Asynchronous Learning Mode

In asynchronous learning, students and educators are in different times, namely accessing the information and material provided is not bound by time so that students and teachers can be more flexible in using time. The media used in this learning mode are e learning and WhatsApp groups (Sulistio, 2021). Asynchronous learning makes it easy for students to download lessons or send messages in the learning process and students have more time to complete their assignments, generally this learning mode is considered more effective than synchronous communication. The advantage is that good speaking quality can be achieved by structuring the discussion and giving enough time to focus on something to be uploaded. Students are given the freedom to choose the right time. suitability of places that are not regulated so that it is easier for them to study whenever they can (Azzahra & Suryaman, 2021).

Meanwhile, some courses that apply synchronous communication as limited to discussion forums on web-based e-learning development are considered less effective so that the discussion forums that are formed become passive. This learning mode is considered less attractive because it is more closed, so it is

difficult to establish interaction. This makes interactivity in the learning process not optimal. Low interactivity makes learning ability low too, so students become passive and only accept material from the lecturer (Wahyuningsih & Sungkono, 2017). There are several advantages and disadvantages of asynchronous learning mode according to Sulha, Famela, & Harahap (2021).

- a. Flexibility, by using asynchronous mode we can access learning at any time, and we do not need certain room conditions for students who are working and in a busy state will make it easier to access every time and everywhere.
- b. The student will not worry about competing with other students because he will learn at his own pace. And then students can review the learning and students can choose to study independently or structured.
- c. Students can browse the web to find various topics and to get answers because there are many choices of content out there that students can browse so that they get more references. is an advantage for students if they have many references that are heard or read.

The Disadvantages of Asynchronous online learning mode is:

- a. Impersonal.

Although the asynchronous learning mode has several advantages, this learning mode creates a lack of interaction for students. most students are not able to do independent learning, this makes students less collaborative, and unable to receive feedback.

- b. Requires discipline.

Students need a high level of discipline because they have to do as much learning as they do in class. Students will easily give up in learning if there is no one to supervise and guide, and interactions that are difficult to do in asynchronous learning mode, students also tend to study different materials so that the potential for discussion is reduced.

c. Take a lot of time.

Interactive tutorial materials such as Web, Moodle non-commercial, blackboard might be a good resource for students. but in the process of preparing the material it will take a lot of time, many faculty members spend extra hours creating interactive tutorials as well as shoulder full study hours.

6. Mobile Device

Learning with Mobile devices, for example, PDAs and “smartphones,” are increasingly pervasive, especially in student populations. In some parts of the world, this exceeds 100%, i.e., each student has more than one such device. The pervasive nature of these devices provides an unprecedented opportunity for creation of learning applications (Kennedy, 2009). The term M-Learning or mobile learning refers to the use of mobile devices such as PDAs, cell phones, laptops and information technology devices that will be widely used in learning (Helmina, 2006).

7. Kind of online Learning App

COVID-19 has brought major changes to the Indonesian education system, especially for areas or areas that are affected or are in the red zone. However, this does not limit schools from continuing to carry out teaching and learning activities. There are many ways and platforms or learning media that can be used to encourage teaching and learning activities. From video calls, educational videos as well as pictures/photos and writing as learning media to provide material to students, There are also many apps and platforms available.

Support the implementation of the teaching and learning process such as Whatsapp Group, Zoom, You Tube applications. However, online learning feels very different, especially for elementary school students who are actively making friends and playing. Therefore, it is hoped that the community will always comply with the health protocol so that offline teaching and learning activities can be carried out again. Whatsapp can be a solution in dealing with online learning in the era of the COVID-19 pandemic because of its easy use or access, it doesn't waste a lot of quota. Students can request materials through private messages or messages in groups, call teachers or assistant teachers about academics and others. (Ramdhani & Nandiyanto, 2021).

6.1 WhatsApp

The WhatsApp application is a chat application that is used to send messages or information in groups or privately that can be used by various groups of young and old. Some of the features that can be used are text, video, photos,

telephone, video calls and others so that they are suitable for use in online learning (Ramdhani & Nandiyanto, 2021). One of the good and widely used communication tools is WhatsApp because it is easy to use and has a simple form. people communicate by sending messages, audio, pictures, and creating groups. The maximum member in the WhatsApp group is 256 members (Napratilora , 2020).

This application has great potential as a learning tool in the digital era, With the help of this application learning in the digital era is greatly helped. The WA group provides support in the implementation of online learning because the WA group has social, pedagogical, and technological benefits. In using the wa group, we can announce something, ideas and learning resources and discuss online. In addition, teaching and learning using the WhatsApp application can improve collaboration, and share knowledge in the learning process Jumiatmoko, (2016)

According to Jumiatmoko (2016) in full the benefits of the WA application in the learning process are:

- 1) The WhatsApp group application provides collaborative learning facilities to students and teachers wherever they are.
- 2) WhatsApp Group can be accessed for free
- 3) WhatsApp Group can be used to provide comments. Video, image, sound or document.
- 4) WhatsApp group makes it easier for us to give announcements or information

- 5) We can exchange information and disseminate information using the WhatsApp group

The popularity of the WhatsApp application by the public is due to the fact that this application is continuously developed according to the wishes or needs of the user. Various features are always refined and adapted to the wishes of users so that there is an increase in the ease and convenience of users in communicating through this online. However, behind the various advantages found in the use of WA, there are also negative or bad impacts if the understanding of WA fails. The more WA is liked and developed, the various features become more updated and adapted to the needs and desires of users. This increases the user's convenience in using the application, In addition to the advantages that you have, there are also some weaknesses in using the WA application, such as disrupting learning activities, the number of crimes and fraud to ordinary people.

7.2 Google classroom

Google Classroom is a new tool in 2014 which was introduced in Google Apps Education. This tool facilitates teachers to organize and create assignments quickly, communicate in class more easily and provide feedback more efficiently (Shaharane, 2021). Google Classroom is one of those tools that is free of cost and has gained popularity in a short time (Azhar & Iqbal, 2018). The Google classroom application and related applications in teaching and learning data have a purpose as a pedagogical/cognitive tool (Shaharane, 2021) In institutions currently signed in with Google, there are several ways that Google Classroom

can benefit both students and faculty. Here are some ways to use Google classroom for faculty and students (Iftakhar,2016)

- a. Google Classroom has access to discussion threads and assignments which have the potential to streamline student communication and workflow.
- b. Google Classroom can keep student files more organized so that all student work can be stored in one program.
- c. Google classroom can identify students who have difficulty in doing assignments because of the tracking of the related mechanisms so that it can make it easier for faculty to identify.
- d. Due to the assessment features related to student submissions, the assessment process can be simplified more

7.3 Zoom Clouds Meeting

Zoom has become a popular choice for universities, government agencies, organizations and individuals during the COVID-19 period. Eric Yuan founded Zoom in 2011 and Zoom is a collaborative video conferencing tool that features audio, screen sharing, video so that it can conduct online lectures, virtual conferences, web dinar, online meeting. Zoom is available for staff, students or faculty at a university and Zoom can be used by instructors as a tool for interactive learning.

According to Tsarapkina (2020) there are advantages and disadvantages of zoom applications:

- a. Zoom app has less internet traffic so connection is stable RAM On device only a little
- b. Various on-screen options available the ability to share whiteboards online; Can share whiteboard online
- c. Students can be divided into separate mini-groups during class; Can create separate mini groups within the app
- d. broadcasts during the learning process can be recorded

The disadvantages of the Zoom app include the following:

- a. The free duration of the application is only 40 minutes In learning the features and ins and outs of the application takes extra time
- b. Leaks of user's personal data may occur

According to Serhan (2020) the advantages in using the zoom application for students are flexibility (78.95%), written communication (5.26%), easier (10.53%), and multimedia (5.26%). The findings are relevant to the findings in the study of Wang et al (2018). Students find the use of zoom to be more flexible compared to the learning process using a classroom. Students love the flexibility in the zoom app.

B. Relevance Of The Study

In this research, there are several studies that are relevant to the research examined by the researcher. Therefore, the researcher learned several things from the research

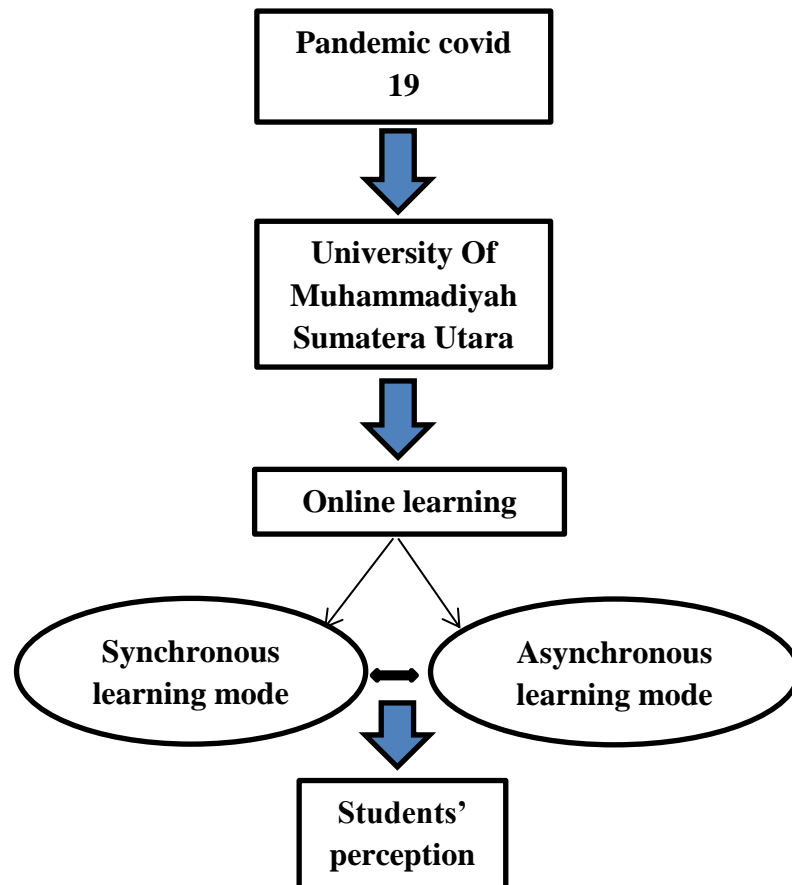
- 1) Research by Zuhriyah, (2021) Synchronous And Asynchronous Learning In Online EFL Classrooms. The researcher explained that the synchronous asynchronous learning model has helped EFL students and teachers in conducting online learning during the Covid19 pandemic. The synchronous asynchronous learning model is highly recommended because of the many advantages and ease of learning provided will get (1) students have more time to understand and discuss the learning material with their friends, (2) learning can be done anytime and anywhere and (3) teachers and students are not limited by time. So, it is highly recommended for English teachers and lecturers to be able to choose the right learning mode for their EFL classes.
- 2) Research by Riwayatningsih & Sulistyani, (2020): The Implementation Of Synchronous And Asynchronous E-Language Learning In EFL Setting: A Case Study. This study aims to determine the effectiveness of using asynchronous and asynchronous combined modes in e-language learning for students. Although the learning model has different functions. The results of this study indicate that the application of a combination approach in online learning is very effective in helping students. In addition, the response of students about the use of synchronous and asynchronous blended modes for their learning is very positive.
- 3) Research by Divayana, (2020) : Empowerment of Synchronous and Asynchronous Learning Based on Various Values in an Effort to Improve Students' Positive Character. The purpose of this research is to show that

there are synchronous and asynchronous learning designs based on ANEKA (Accountability, Nationalism, Public Ethics, Quality Commitment, and Anti-Corruption) which are used as a way to improve students' positive character. The method used in this research is through giving workshops to teachers and students of SMK N 1 Sukasada on the application of synchronous and asynchronous learning models based on ANEKA values.

The difference between my research and previous research is that I will find out students' perceptions when carrying out online learning so that researchers can find out what difficulties students experience during online learning, and the similarities between my research and previous research are discussing the weaknesses and strengths of synchronous and asynchronous learning models

C. Conceptual Framework

This research used descriptive qualitative method, Because the purpose of this study is to describe students' perceptions of the asynchronous learning mode that was carried out during the covid19 pandemic. the method used was very relevant to the research that will be carried out, In learning Synchronous and Asynchronous during a pandemic of course there will be many challenges in its implementation, So that student perceptions are really needed in this study to find out whether students are helped by this learning mode or actually reduce student interest in learning during the COVID-19 pandemic.

Figure 2.1 Conceptual Framework

CHAPTER III

REASERCH METHODOLOGY

A. Research design

The data was analyzed by using of qualitative descriptive method, namely by giving questionnaires and interviewing students about online learning modes during the pandemic. Qualitative research is research that is carried out so that we have a deep understanding of social and human problems, not as qualitative research with positivism is carried out by describing the surface part of a reality, research is carried out in a natural setting, not the result of manipulation (Walidin, 2015) . Qualitative methods are based on the philosophy of positivism and are used to analyze quantitative/statistical data, examine populations or samples and collect research data so that they can test the hypotheses that have been set (Sugiyono, 2013). Then descriptive research is research carried out with the aim of systematically describing, facts, and objects that are meticulously accurate. The method used is very relevant to the research to be carried out (Sukardi, 2003). The questionnaires and interviews conducted were aimed at knowing students' perceptions about the Synchronous Asynchronous learning mode.

B. Subject of the study

The subjects of this study were 50 students from 3, 5, 7 and 9 semesters of the Teacher training and education faculty of the Universitas Muhammadiyah Sumatera Utara. In this research used random sampling, randomly and does not pay attention to the strata in the population (Sugiyono, 2013). This research was carried out for ten days. To avoid crowds, the researcher gave a questionnaire to 50 participants. In the interview process the researcher only interviewed 8 students from the participants who filled out the questions. And then participant described their perceptions about the asynchronous learning mode, in this research the authors limited the population because of the large number of populations to be sampled.

C. The technique for data collecting

The steps for collecting research data were:

1. Questionnaire

- a. The researcher gave a questionnaire to the participant by using Google form (link : <https://forms.gle/RUFh3ga6ZhJLb9UD8>)
- b. The researcher analyzed the result of participant answer
- c. The researcher make a conclusion from the result that have been obtained.

2. Interview

- a) The researcher explained what the purpose of the interview is and what things need to be responded to.
- b) the researchers record the important things

c) Researchers checked the results of the interview and take notes the important point.

d. The technique of data analyzing

The questionnaire was analyzed by using descriptive qualitative method. The data from the questionnaire tabulated and arranged in the form of a table which is then calculated the percentage. According to Mulyatiningsih (2012) in order to use four scales in answering questions without any "Neutral" answers so that the answers obtained are clear.

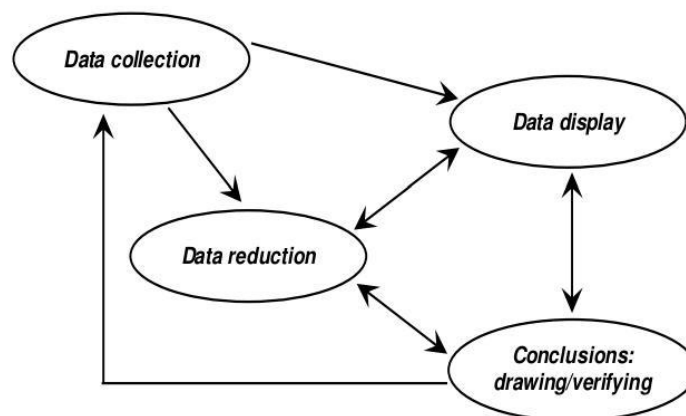
Figure 3.1 Likert scale according to Mulyatiningsih (2012)

Category	Scale
a. Strongly agree	4
b. Agree	3
c. Disagree	2
d. strongly disagree	1

In calculating this percentage, the researchers used SPSS (Statistical product and service solution) version 21.0 for Windows.

Then the data was analyzed by using Miles and Huberman theory. Miles and Huberman (2014) argue that in analyzing qualitative data interactively and continuously so that the data is saturated. The activities carried out in analyzing the data are data reduction, data display, and data conclusion drawing/verification.

Figure 3.2 Component analysis data Miles and Huberman (2014)



Complements in data analysis

1) Data reduction

That was the activity of summarizing and focusing on the main and important things. The reduction gives a clear description so that it can make it easier for researchers to collect data.

2) Data display

The data that has been reduced would be then presented. Presentation of data, namely drawing conclusions and making decisions in order to increase understanding of research based on the analysis carried out.

3) Decision making and verification

The results of research that answers the focus of research based on data analysis. Research conclusions were made by describing the object of research based on the research study.

BAB IV

DATA AND DATA ANALYSIS

A. Data

The research used a qualitative descriptive method and the population in this study was FKIP UMSU students using random sampling, namely samples taken at random. There were 50 students who have filled out the questionnaire, while the students who have conducted the interview process were 8 students.

In this study, researchers focused on examining student perceptions of synchronous and asynchronous learning modes during online learning. In the process of data analysis, researchers used the interactive model of Miles Huberman 2014 namely data reduction, data display, Decision making and verification.

B. Data analysis

1. Students' perception about synchronous and asynchronous learning modes.

Everyone has a different perception, and each difference in perception has a specific reason. The questions asked are student perceptions based on student experience during online learning. Various answers given by students can finally be concluded. With this research, we know more about students' perceptions about asynchronous learning modes. There were 14 perception questions that the researcher asked the students and 10 interview questions to support the argument from the students' perceptions.

1.1. I feel satisfied using the synchronous learning mode

X1.1

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	2	4.0	4.0	4.0
D	11	22.0	22.0	26.0
Valid A	20	40.0	40.0	66.0
SA	17	34.0	34.0	100.0
Total	50	100.0	100.0	

Table 1.1 student satisfaction with the use of synchronous learning mode

There were 50 participants who had filled out the questionnaire. as much as 4% (2 participants answered strongly agree, 22% (11 participants) answered disagree, 40% (20 participants) answered agree, and 34% (17 participants) answered strongly agree. Based on the results of these data it can be concluded that students are satisfied with the used of the synchronous learning mode.

1.2. I feel satisfied using the Asynchronous learning mode

X1.2

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	3	6.0	6.0	6.0
D	11	22.0	22.0	28.0
Valid A	22	44.0	44.0	72.0
SA	14	28.0	28.0	100.0
Total	50	100.0	100.0	

Table 1.2 student satisfaction with the use of asynchronous learning mode

Based on the data that has been obtained, as many as 6% (3 participants) answered strongly disagree, 22% (11 participants) answered disagree, 44% (22

participants) answered agree and 28% (14 participants) answered strongly agree. Based on the results of data, it can be concluded that some students are still dissatisfied with the asynchronous learning mode, but most are satisfied with the use of asynchronous learning mode.

1.3. The asynchronous learning mode is very helpful in the learning process.

X1.3

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	8	16.0	16.0	16.0
D	20	40.0	40.0	56.0
Valid A	15	30.0	30.0	86.0
SA	7	14.0	14.0	100.0
Total	50	100.0	100.0	

Table 1.3 the synchronous learning mode help student in learning

Based on the results obtained, there are 16% (8 students) who answered strongly disagree, 40% (20 participants) answered disagree, 30% (20 participants) answered agree and 14% (7 participants) answered strongly disagree. It means that most students found it helpful to use asynchronous learning mode.

1.4. The synchronous learning mode is very helpful in the learning process.

X1.4

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	8	16.0	16.0	16.0
D	15	30.0	30.0	46.0
Valid A	17	34.0	34.0	80.0
SA	10	20.0	20.0	100.0

Total	50	100.0	100.0	
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Table 1.4 the asynchronous learning mode help student in learning

Based on the data that has been obtained, 16% (8 participants) answered strongly agree, 30% (15 participants) answered disagree, 34% (17 participants) answered agree, 20% (10 participants) answered strongly agree. It means that most students felt that the synchronous learning mode is not really helpful.

1.5. The Poor internet connection makes it difficult for me to do online learning.

X1.5				
	Frequency	Percent	Valid Percent	Cumulative Percent
SD	7	14.0	14.0	14.0
D	3	6.0	6.0	20.0
Valid A	7	14.0	14.0	34.0
SA	33	66.0	66.0	100.0
Total	50	100.0	100.0	

Table 1.5 the internet connection in online learning

Based on the results obtained, as many as 14% (7 participants) answered strongly disagree, 6% answered disagree, 14% (7 participants) answered agree and 66% (33 participants) answered strongly agree. It means that most students experience network difficulties, which hampers the online learning process during the pandemic.

1.6. The synchronous learning application is very easy to use.

X1.6

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	4	8.0	8.0	8.0
D	6	12.0	12.0	20.0
Valid A	22	44.0	44.0	64.0
SA	18	36.0	36.0	100.0
Total	50	100.0	100.0	

Table 1.6. The used of synchronous learning application is easy.

Based on the results obtained, as many as 8% (4 participants) answered strongly disagree, 12% (6 participants) answered disagree, 44% (22 participants) answered agree and 36% (18 participants) answered strongly agree. It means that students felt that the synchronous learning mode is very easy to use in the online learning process.

1.7. Asynchronous learning applications are very easy to use.

X1.7

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	5	10.0	10.0	10.0
D	10	20.0	20.0	30.0
Valid A	17	34.0	34.0	64.0
SA	18	36.0	36.0	100.0
Total	50	100.0	100.0	

Table 1.7. The used of asynchronous learning application is easy.

Based on the results obtained that 10% (5 participants) answered strongly disagree, 20% (10 participants) answered disagree, 34% (17 participants)

answered agree and 36% (18 participants) answered strongly agree. It means that students also felt that the asynchronous learning mode is very easy to used in the learning process.

1.8. I have difficulty interacting with lecturers during asynchronous learning mode.

X1.8

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	3	6.0	6.0	6.0
D	11	22.0	22.0	28.0
Valid A	14	28.0	28.0	56.0
SA	22	44.0	44.0	100.0
Total	50	100.0	100.0	

Table 1.8 the interaction between students and lecture during online learning

Based on the results obtained that as many as 6% (3 participants) answered strongly disagree, 22% (11 participants) answered disagree, 28% (14 participants) answered agree and 44% (22 participants) answered strongly agree. It means that during the asynchronous learning process students had difficulty in interacting to lecture..

1.9. The material presented is very clear when using synchronous learning mode.

X1.9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid D	9	18.0	18.0	18.0
A	26	52.0	52.0	70.0

SA	15	30.0	30.0	100.0
Total	50	100.0	100.0	

Table 1.9 The material presented is very clear when using synchronous learning mode.

Based on the data obtained, as many as 18% (9 participants) answered Disagree, 52% (26 participants) answered agree and 30% (15 participants) answered strongly agree. It means that when using the synchronous learning model the material described is clear.

1.10. The material presented is very clear when using asynchronous learning mode.

X1.10

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	5	10.0	10.0	10.0
D	14	28.0	28.0	38.0
Valid A	19	38.0	38.0	76.0
SA	12	24.0	24.0	100.0
Total	50	100.0	100.0	

Table 1.10. The material presented is very clear when using asynchronous learning mode.

Based on the data obtained, 10% (5 participants) answered strongly disagree, 28% (14 participants) answered disagree, 38% (19 participants) answered agree, and 24% (12 participants) strongly agreed. It means that students felt that in the process of presenting the material in using the asynchronous learning mode it is quite clear.

1.11. My grades improved while using synchronous asynchronous learning mode.

X1.11

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	3	6.0	6.0	6.0
D	11	22.0	22.0	28.0
Valid A	18	36.0	36.0	64.0
SA	18	36.0	36.0	100.0
Total	50	100.0	100.0	

Table 1.11 the students grades while using synchronous asynchronous learning mode.

Based on the results obtained, as many as 6% (3 participants) answered strongly disagree, 22% (11 participants) answered disagree, 36% (18 participants) answered agree and 36% (18 participants) answered strongly agree. It means that during the asynchronous learning process students experience an increase in value.

1.12. I am active during the synchronous learning mode

X1.12

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	2	4.0	4.0	4.0
D	7	14.0	14.0	18.0
Valid A	26	52.0	52.0	70.0
SA	15	30.0	30.0	100.0
Total	50	100.0	100.0	

Table 1.12 student activity during the synchronous online learning process

Based on the data obtained, 4% (2 participants) answered strongly disagree. 14% (7 participants) answered disagree, 52% (26 participants) answered agree and 30% (15 participants) answered strongly agree. This means that during the synchronous learning mode students are active in participating in learning activities.

1.13. I am active in asynchronous online learning

X1.13

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	4	8.0	8.0	8.0
D	12	24.0	24.0	32.0
Valid A	18	36.0	36.0	68.0
SA	16	32.0	32.0	100.0
Total	50	100.0	100.0	

Table 1.13 students activity during the synchronous online learning process

Based on the results obtained, as many as 8% (4 participants) answered strongly disagree, as many as 24% (12 participants) answered disagree, 36% (18 participants) answered agree and 32% (16 participants) answered strongly agree. This means that students are also active in conducting asynchronous learning processes.

1.14. I understand how to collect assignments using asynchronous learning media.

X1.14

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	2	4.0	4.0	4.0
D	10	20.0	20.0	24.0
Valid A	19	38.0	38.0	62.0
SA	19	38.0	38.0	100.0
Total	50	100.0	100.0	

Table 1.14 Students understanding of how to collect the assignment by using asynchronous learning mode

Based on the results obtained, as many as 4% (2 participants) answered strongly disagree, 20% (10 participants) answered disagree, 38% (19 participants) answered agree, and 38% (19 participants) answered strongly agree. This means that most students are able to understand how to used asynchronous media so that they also understand how to collect assignments using asynchronous learning media.

2. Students' Perceptions of the Use of Mobile Device in Synchronous and Asynchronous Learning Modes

2.1. The use of mobile devices is very practical and helps in the use of synchronous and asynchronous learning modes.

X1.15

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	3	6.0	6.0	6.0
D	3	6.0	6.0	12.0
Valid A	19	38.0	38.0	50.0
SA	25	50.0	50.0	100.0
Total	50	100.0	100.0	

Table 2.1 The used of mobile devices is practical and helps in the use of synchronous and asynchronous learning modes.

Based on the results obtained that as many as 6% (3 participants) answered strongly disagree, 6% (3 participants) answered disagree, 38% (19 participants) answered agree and 50% (25 participants) answered strongly agree. This means that almost all students agree that the use of mobile devices is very practical and makes it easier for students to carry out asynchronous online learning processes.

2.2. Do you use mobile devices during synchronous asynchronous online learning?

Initial	Answer
MB	Yes I use mobile device
N H	Of course
J K S	I use mobile device
E V	I use cellphone
T N F	Yes I use it
NAD	Yes
R E N	Yes
R A	I use laptop too but I use my cellphone more often

Table 2.2 the used of mobile device in synchronous asynchronous learning mode

This means that most students used mobile devices during asynchronous synchronous online learning.

2.3. In your opinion, what are the advantages of using mobile devices during synchronous asynchronous learning mode?

Initial	Answer
MB	Very easy and practical to use
N H	We can learn anywhere because it is easy to carry anywhere
J K S	Very practical and uncomplicated.
E V	If there is an urgent thing, it can be brought while studying
T N F	It's easier to carry anywhere so we can learn anywhere
NAD	Very helpful because it's practical
R E N	It's easier to carry and all learning media can also be accessed using a cellphone
R A	It's more practical

Table 2.3 the advantage of using mobile devices during synchronous or asynchronous learning mode

According to students' opinion, the used of mobile devices in synchronous and asynchronous online learning is very practical so that they can study anywhere and learning applications can also be accessed via mobile devices.

2.4. What are the disadvantages of using mobile devices in synchronous asynchronous learning mode

Initial	Answer
MB	If you open many application your mobile device will be slow
N H	The small screen makes it difficult for me to read the material
J K S	If we do a zoom meeting, the screen is small so that the vision is limited, and it is difficult to share the screen so it is less helpful in online learning
E V	Network and storage are the main obstacles
T N F	The small ram of the cellphone makes it difficult for me to save a lot of files on the cellphone
NAD	My cellphone battery runs out quickly, and the storage memory is small
R E N	Slow use of mobile devices The battery is more wasteful
R A	because the use of cellphone is not only used for studying.

Table 2.4 disadvantages of using mobile devices in synchronous asynchronous learning mode

The disadvantage of using a mobile device in asynchronous learning mode is that doing a zoom meeting would be more difficult because the screen is small, as well as when sharing screens. Storage memory and batteries that run out quickly are also obstacles in using mobile devices.

3. Students' perception about the advantages and disadvantages synchronous and asynchronous learning mode

3.1. What learning media do you like during online learning?

Initial	Answer
MB	Google meet, because there is no time limit.
N H	I like zoom media
J K S	Zoom because it's easier
E V	I prefer to zoom
T N F	Google meet, because there is no time limit
NAD	I like Google meet
R E N	Zoom because it is easier to access and can display PowerPoint
R A	Zoom because it is immediately explained

Table 3.1 learning media that students like

Based on the results of the research most students like synchronous online learning using Google meet or zoom. However, students also want the material to be uploaded in e-learning.

3.2. What are the obstacles you face when using synchronous learning mode?

Initial	Answer
MB	Lack of direct practice so that students feel bored and fantasize too much, besides that the network is also an obstacle because the explanations are interrupted.
N H	It also depends on the network, if the network is smooth, there will be no problems.

J K S	Sometimes the link to the meet goes wrong, making it difficult to join, especially if the network is down, the material will be left behind.
E V	Unstable network
T N F	The problem I face when learning synchronously is when the network is not good then I will miss the material explained
NAD	The problem is that if the lecturer asks me to open my camera, I can't because my network in the village doesn't exist
R E N	My problem is quota and network Networks and cities because learning depends on it
RA	only the network problem

Table 3.3 the obstacles face when using synchronous learning mode

It can be concluded that the biggest obstacle for students during the use of synchronous learning mode is an unstable network connection. So that in the learning process students cannot listen to the full explanation so they did not understand the material well. It also had an impact on the focus and concentration of students who are disturbed in online learning, especially if there were some students who forget to turn off the microphone when doing video conferencing so that the learning atmosphere is not conducive.

3.3. What are the obstacles you face when doing asynchronous learning mode?

Initial	Answer
M B	The problem I'm experiencing is the lack of interaction directly with the lecturer so it is difficult to ask questions.
N H	Because of the synchronous learning mode requires fast network so that it is difficult to access for students who are constrained by the network.
J K S	Because of there are many materials and I use mobile phones make insufficient storage memory to download material and if you collect assignments via e-mail often do not arrive because of spam messages.
E V	Network constraints so it is difficult to access, especially if uses e-learning if too much is needed use then the server will be slow.
T N F	When I using e learning, if too much use then the server will be down.
N A D	Very hard to ask the lecturer if the server is down.
R E N	I am often absent
R A	I feel lazy to study because I lack control

Table 3.3 the obstacles face when using asynchronous learning mode

It can be concluded that the biggest obstacle for students when doing asynchronous online learning is the lack of material explanations and lack of direct interaction so that students found it difficult to discuss or ask questions, besides that the e-learning server which often has errors is also an obstacle for students in taking absences or downloading materials. Some students also have difficulty in the process of collecting assignments at the beginning of using e-learning.

3.4. Do you understand the material presented by the lecturer during synchronous learning mode?

Initial	Answer
M B	Sometimes understand sometimes not because the network is broken, then if you use zoom or Google meet there are some students who forget to turn off the mic so it's not conducive.
N H	I understand because the learning mode is the same as conventional
J K S	I understand because it is explained directly
E V	I understand as long as the explanation doesn't have network problems Sometimes you understand, sometimes you don't.
T N F	Depends on the situation and conditions
N A D	It's quite understandable because it is presented directly
R E N	Sometimes I understand sometimes not, because there are so many students that sometimes we don't get a chance because it

	is not conducive to interrupting and we often run out of time to ask questions because of the short learning time.
RA	depending on our learning focus

Table 3.4 Students' understanding of learning materials using synchronous learning mode

It can be concluded that most students understand the material presented using the synchronous learning model because they can ask direct questions if there is material that is not understood. However, some students actually have difficulty understanding the material due to network constraints or other conditions so that they cannot hear the explanations given by the lecturer.

3.5. Do you understand the material while using the asynchronous learning mode?

Initial	Answer
MB	Do not understand because it is difficult to understand the material if there is no explanation from the lecturer, and the lack of control during asynchronous learning makes students negligent in opening the learning material.
N H	Do not understand because it is difficult to ask and lack of explanation from the lecturer
J K S	I understand the material because the lecturer also informs the things that must be done.

E V	We are not satisfied because of the lack interaction makes it difficult for us to understand the material.
T N F	I don't understand the material because I don't have an explanation
N A D	I don't understand due to lack of explanation
R E N	Lack of understanding because the answers to the questions asked are rarely answered directly.
RA	I don't understand because I don't like to study without being supervised

Table 3.5 Students' understanding of learning materials using asynchronous learning mode

It can be concluded that students found it difficult to understand the material when the learning process is asynchronous because students need an explanation regarding the material provided. Especially if you used asynchronous learning mode, there were a lack of control from the lecturer so that students are lazy to open learning materials. However, a small number of students also try to learn on their own by watching on YouTube or looking for other references that may be understood.

3.6. What are the advantages of synchronous learning mode?

Initial	Answer
M B	I understand the material because the questions that are

	explained are immediately answered because they interact directly.
N H	Easier to understand because you can ask directly
J K S	We can work or do activities while listening to the explanation from the lecturer.
E V	We can understand the material because the material is explained directly and we can interact directly.
T N F	The explanation is clearer because it is explained directly
N A D	Quite understandable, the use of the media is not complicated
R E N	We can access anywhere
R A	The advantages of synchronous mode, the learning system is not too long, so it has a lot of free time

Table 3.6 the advantages of synchronous learning mode

It can be concluded that the advantages of synchronous learning are that students understand the material better, use easy-to-access learning applications, and can conduct discussions and present questions directly and students also study seriously because lecturers supervise directly.

3.7. What are the advantages of asynchronous learning mode?

Initial	Answer
M B	Easy to access the material and I can access the material

	anytime and anywhere.
N H	I get more references so read a lot.
J K S	I get a lot free time to study and not in a hurry.
E V	All of files are more neatly stored.
T N F	Can be accessed anytime and anywhere, More study time and I read more references
N A D	My files are more organized
R E N	The material is more complete
R A	more time to study and materials can also be accessed

Table 3.7 6 *the advantages of Asynchronous learning mode*

Based on the results obtained, that the advantage of using asynchronous learning mode is that there are more learning time because we can do learning anytime and anywhere, then students read more and materials can be accessed easily and learning materials are more organized.

3.8. What is the proper duration of online learning

Initial	Answer
M B	40 minutes
N H	The time should be adjusted more like a conventional learning mode.
J K S	30 minutes is enough Elvira :

E V	20 minutes only
T.N.F	Just 30 minutes
N.A.D	30 minutes
R E N	30 minutes
R A	20 minutes only so students don't get bored

Table 3.8 duration of online learning

It can be concluded that most students think that the effective duration of learning is 30 minutes, but there are also students who think that we do not need to reduce learning time and learning should be done according to the usual study hours. And some students also think that 20 minutes is an effective time.

3.9. What significant differences did you experience when the conventional learning model changed to online learning?

Initial	Answer
M B	The lack of direct interaction, the difficulty of understanding the material so that it decreases in value during online learning.
N H	The study hours have changed from what should have started at 7.30 so it started later, and learning also ended quickly, unlike usual
J K S	I can study at home without having to go to campus again
E V	Learning must depend on quota and network.
T.N.F	I find it difficult to discuss directly with friends

N.A.D	Less interaction and less discipline
R E N	More time at home, but difficult to understand the material or just meet with the lecturer.
R A	I Feel more difficult to discuss, my learning system has to be discussed, so if I don't have discussions, I'm lazy to study. and my learning motivation has decreased

Table 3.9 significant difference when the conventional learning model changed to online learning

It can be concluded that students experience significant changes when the conventional learning process turns into online learning. Students who usually do learning in class have to do learning at home, then students find it difficult to work on group assignments together, and students feel less in interacting during online learning. Some students also experienced a decrease in learning motivation, students were not enthusiastic in carrying out the online learning process because they were used to the conventional learning process.

C. Discussion

Advances in technology have become a solution for the world of education so that learning continues even in a pandemic situation. Based on observations, there were several similarities and differences between the results obtained with previous studies. According to Zuhriyah (2020) that in the asynchronous learning process, students have a lot of time to learn and understand the material provided. While these results are different from the results that researchers have done, it was found that 72% agreed that when doing asynchronous mode they had difficulty interacting, based on the results of interviews students also explained that they did not understand the material well during the use of the asynchronous online learning mode. However, Zuhriyah also argues that students feel that synchronous and asynchronous learning modes are very practical so they can be accessed anywhere, this is very relevant to the research conducted that students think that synchronous and asynchronous learning modes are very practical and can be accessed on mobile devices. The researcher also found similarities between the results of the study and the History of Riwayatningsih (2020), namely learning will be more active when synchronous and asynchronous learning modes are mixed or used both when learning, students think that both learning modes have weaknesses and strengths, but will be better and help if two modes of synchronous learning and asynchronous learning are used simultaneously, some students prefer the asynchronous learning model because it is easier when practicing direct learning so that students can understand the learning material well.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

One of the impacts of the spread of the COVID-19 virus is the change in the learning system, which used to be more active using conventional systems to turn into online learning. This change also had an impact on students who are currently taking education, some felt the good impact but the bad impact is more felt. In this study, the researchers discussed the perceptions of FKIP UMSU students towards synchronous and asynchronous learning modes using mobile devices. Most students use mobile devices during online learning, it is considered quite practical and very helpful for students in doing online learning. However, based on the results of the study, it was found that most students had network problems, quotas, and decreased interest in learning during the use of online learning models.. However, students are helped by the synchronous learning mode because students can feel the interaction directly. Some students are also helped by the asynchronous learning mode because the learning references will be more complete and well structured, although most students feel that the asynchronous learning mode is not very helpful for students in online learning because it is difficult to ask questions and conduct discussions. there are several advantages in synchronous and asynchronous learning modes, in synchronous learning mode students can understand the material well because they can interact directly and the use of synchronous learning mode is also very easy so it really helps students in doing Even in a pandemic situation, in the synchronous learning process

students prefer to use Google Meet because there is no time limit so as to minimize learning disruptions. Then the advantages of the asynchronous learning process are that some students can access material anytime and anywhere, and can do learning anywhere so that students have a lot of time to read and study. The success of synchronous and asynchronous learning modes is proven by 60% of students who experience an increase in grades. And students can easily access the material, besides that the process of collecting assignments becomes easier.

B. Suggestion

Based on the results of the study, the researcher offers several suggestions that may be useful for readers.

1. It would be better if the lecturer used synchronous and asynchronous learning modes at the same time. It will be more effective if learning is explained using a synchronous learning mode for 30 minutes and then continued with the provision of material or collecting assignments using e-learning.
2. It would be better if the lecturer was more understanding of the obstacles students experienced when carrying out the learning process by giving tolerance to students who were constrained by the network with the record that students still had to carry out their college assignments well.
3. It would be better if the synchronous and asynchronous learning modes were still used even though they were no longer in a pandemic situation

because it would help students, especially FKIP UMSU, in learning various kinds of online learning modes that could be used.

4. Parents should pay more attention to students so that they are not negligent in learning.

Hopefully, by finding the problems experienced by students when doing online learning, it will make the learning system even better than before. Amin ya rabbal 'alamin

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APPENDICES

Questionnaire Transcript

Questions

A. Students' perception about synchronous and asynchronous learning modes.

1. I feel satisfied using the Asynchronous learning mode
2. I feel satisfied using the Synchronous learning mode
3. The asynchronous learning mode is very helpful in the learning process
4. The synchronous learning mode is very helpful in the learning process.
5. The Poor internet connection makes it difficult for me to do online learning.
6. The synchronous learning application is very easy to use
7. Asynchronous learning applications are very easy to use
8. I have difficulty interacting with lecturers during asynchronous online learning
9. The material presented is very clear when using synchronous learning
10. The material presented is very clear when using asynchronous learning mode
11. My grades improved while using synchronous asynchronous learning mode.
12. I am active during the synchronous online learning process

13. am active in asynchronous online learning

14. I understand how to collect assignments using asynchronous learning media.

B. Students' Perceptions of the Use of Mobile Device in Synchronous and Asynchronous Learning Modes

1. The use of mobile devices is very practical and helps in the use of synchronous and asynchronous learning modes

2. Do you use mobile devices during synchronous asynchronous online learning?

3. In your opinion, what are the advantages of using mobile devices during synchronous or asynchronous online learning?

4. What are the disadvantages of using mobile devices in synchronous asynchronous learning mode

C. Students' perception about the advantages and disadvantages synchronous and asynchronous learning mode

1. What learning media do you like during online learning?

2. What are the obstacles you face when using synchronous learning?

3. What are the obstacles you face when doing asynchronous online learning?

4. Do you understand the material presented by the lecturer during synchronous online learning?

5. Do you understand the material while using the asynchronous online learning model?
6. What are the advantages of synchronous online learning?
7. What are the advantages of asynchronous online learning?
8. What is the proper duration of online learning
9. What significant differences did you experience when the conventional learning model changed to online learning?

QUESTON 1

No	Initial	Answer	No	Initial	Answer
1	I E	<ol style="list-style-type: none"> 1. Disagree 2. Agree 3. Agree 4. Agree 5. Disagree 6. Strongly disagree 7. Strongly disagree 8. Agree 9. Disagree 10. Disagree 11. Disagree 12. Strongly disagree 13. Strongly disagree 14. Disagree 15. Disagree 	26	R S D	<ol style="list-style-type: none"> 1. Strongly Agree 2. Agree 3. Disagree 4. Agree 5. Strongly Agree 6. Agree 7. Agree 8. Agree 9. Strongly Agree 10. Agree 11. Strongly Agree 12. Agree 13. Disagree 14. Strongly Agree 15. Agree
2	M B	<ol style="list-style-type: none"> 1. Disagree 2. Disagree 3. Disagree 4. Disagree 5. Agree 6. Disagree 7. Disagree 8. Disagree 	27	B P	<ol style="list-style-type: none"> 1. Agree 2. Strongly Agree 3. Disagree 4. Strongly Agree 5. Strongly Agree 6. Agree 7. Disagree 8. Strongly Agree

		<ul style="list-style-type: none"> 9. Agree 10. Agree 11. Disagree 12. Disagree 13. Disagree 14. Disagree 15. Agree 			<ul style="list-style-type: none"> 9. Strongly Agree 10. Strongly Agree 11. Agree 12. Disagree 13. Agree 14. Agree 15. Agree
3	G G P T	<ul style="list-style-type: none"> 1. Disagree 2. Agree 3. Agree 4. Agree 5. Strongly Disagree 6. Strongly Disagree 7. Strongly Disagree 8. Disagree 9. Disagree 10. Agree 11. Agree 12. Disagree 13. Disagree 14. Strongly Disagree 15. Agree 	28	M R	<ul style="list-style-type: none"> 1. Strongly Agree 2. Strongly Agree 3. Strongly Agree 4. Strongly Agree 5. Strongly Agree 6. Strongly Agree 7. Strongly Agree 8. Strongly Agree 9. Strongly Agree 10. Strongly Agree 11. Strongly Agree 12. Strongly Agree 13. Strongly Agree 14. Strongly Agree 15. Strongly Agree
4	A B I	<ul style="list-style-type: none"> 1. Disagree 2. Agree 3. Strongly agree 4. Agree 5. Strongly Disagree 6. Agree 7. Agree 8. Agree 9. Disagree 10. Strongly Disagree 11. Strongly Disagree 12. Strongly Disagree 13. Strongly Disagree 14. Disagree 	29	H A	<ul style="list-style-type: none"> 1. Agree 2. Agree 3. Disagree 4. Disagree 5. Strongly Disagree 6. Agree 7. Agree 8. Agree 9. Agree 10. Agree 11. Agree 12. Agree 13. Agree 14. Agree 15. Agree

		15. Disagree			
5	F Z	<ol style="list-style-type: none"> 1. Disagree 2. Disagree 3. Disagree 4. Disagree 5. Strongly disagree 6. Strongly Disagree 7. Strongly disagree 8. Disagree 9. Agree 10. Disagree 11. Agree 12. Agree 13. Agree 14. Disagree 15. Disagree 	30	S A	<ol style="list-style-type: none"> 1. Strongly Agree 2. Strongly Agree 3. Strongly Agree 4. Strongly Agree 5. Strongly Agree 6. Strongly Agree 7. Strongly Agree 8. Strongly Agree 9. Strongly Agree 10. Strongly Agree 11. Strongly Agree 12. Strongly Agree 13. Strongly Agree 14. Strongly Agree 15. Strongly Agree
6	N S	<ol style="list-style-type: none"> 1. Strongly disagree 2. Agree 3. Strongly agree 4. Strongly disagree 5. Strongly disagree 6. Strongly disagree 7. Agree 8. disagree 9. Disagree 10. Strongly Agree 11. Disagree 12. Disagree 13. Disagree 14. Disagree 15. Strongly Disagree 	31	N F	<ol style="list-style-type: none"> 1. Strongly Agree 2. Agree 3. Agree 4. Strongly Disagree 5. Strongly Agree 6. Strongly Agree 7. Strongly Agree 8. Disagree 9. Disagree 10. Agree 11. Agree 12. Agree 13. Agree 14. Strongly Agree 15. Strongly agree
7	F A	<ol style="list-style-type: none"> 1. Disagree 2. Agree 3. Disagree 	32	M R	<ol style="list-style-type: none"> 1. Strongly Agree 2. Strongly Agree 3. Strongly

		<ol style="list-style-type: none"> 4. Agree 5. Strongly Disagree 6. Disagree 7. Disagree 8. Disagree 9. Agree 10. Disagree 11. Agree 12. Disagree 13. Agree 14. Disagree 16. Strongly Disagree 			<ol style="list-style-type: none"> Disagree 4. Strongly Disagree 5. Strongly Agree 6. Strongly Agree 7. Strongly Agree 8. Strongly Agree 9. Strongly Agree 10. Strongly Agree 11. Strongly Agree 12. Strongly Agree 13. Strongly Agree 14. Strongly Agree 15. Strongly Agree
8	GFR	<ol style="list-style-type: none"> 1. Agree 2. Agree 3. Disagree 4. Disagree 5. Agree 6. Agree 7. Agree 8. Agree 9. Agree 10. disagree 11. agree 12. strongly agree 13. strongly agree 14. strongly agree 15. agree 	33	A Y	<ol style="list-style-type: none"> 1. Agree 2. Agree 3. Agree 4. Agree 5. Strongly Agree 6. Agree 7. Agree 8. Agree 9. Agree 10. Agree 11. Agree 12. Agree 13. Agree 14. Agree 15. Agree
9	RL	<ol style="list-style-type: none"> 1. strongly agree 2. strongly disagree 3. strongly disagree 4. agree 5. strongly agree 6. agree 7. agree 8. strongly agree 9. agree 10. strongly disagree 11. disagree 	34	R A	<ol style="list-style-type: none"> 1. Disagree 2. Strongly Agree 3. Strongly Agree 4. Strongly Agree 5. Strongly Disagree 6. Strongly Agree 7. Disagree 8. Strongly Agree 9. Strongly Agree 10. Disagree 11. Strongly Agree 12. Strongly Agree 13. Strongly Agree

		<ul style="list-style-type: none"> 12. strongly agree 13. disagree 14. strongly agree 15. strongly agree 			<ul style="list-style-type: none"> 14. Disagree 15. Strongly Agree
10	R E N	<ul style="list-style-type: none"> 1. strongly agree 2. agree 3. disagree 4. disagree 5. strongly agree 6. strongly agree 7. strongly agree 8. agree 9. agree 10. disagree 11. disagree 12. agree 13. agree 14. Agree 15. strongly agree 	35	D A N	<ul style="list-style-type: none"> 1. Agree 2. Agree 3. Agree 4. Agree 5. Agree 6. Agree 7. Agree 8. Agree 9. Agree 10. Agree 11. Agree 12. Agree 13. Agree 14. Agree 15. Agree
11	D P A	<ul style="list-style-type: none"> 1. Disagree 2. agree 3. agree 4. disagree 5. strongly agree 6. agree 7. strongly agree 8. strongly agree 9. disagree 10. strongly agree 11. strongly agree 12. disagree 13. strongly agree 14. strongly agree 15. agree 	36	M A	<ul style="list-style-type: none"> 1. Agree 2. Strongly Agree 3. Disagree 4. Strongly Agree 5. Strongly Agree 6. Strongly Agree 7. Disagree 8. Strongly Agree 9. Disagree 10. Strongly Agree 11. Strongly Agree 12. Strongly Agree 13. Strongly Agree 14. Strongly Agree 15. Strongly Agree
12	N	<ul style="list-style-type: none"> 1. Agree 2. agree 3. disagree 4. agree 5. strongly agree 6. disagree 7. disagree 8. agree 9. agree 	37	D S A	<ul style="list-style-type: none"> 1. Strongly Disagree 2. Strongly Agree 3. Strongly Agree 4. Disagree 5. Strongly Agree 6. Disagree 7. Disagree 8. Agree

		<ul style="list-style-type: none"> 10. agree 11. strongly agree 12. strongly agree 13. strongly agree 14. disagree 15. agree 			<ul style="list-style-type: none"> 9. Disagree 10. Strongly Agree 11. Strongly Disagree 12. Agree 13. Agree 14. Disagree 15. Agree
13	N T N	<ul style="list-style-type: none"> 1. Agree 2. Strongly agree 3. Agree 4. Disagree 5. Strongly disagree 6. Strongly agree 7. Agree 8. Disagree 9. Agree 10. Disagree 11. Disagree 12. Agree 13. Disagree 14. Agree 15. Strongly disagree 	38	A	<ul style="list-style-type: none"> 1. Strongly Agree 2. Disagree 3. Strongly Agree 4. Strongly Agree 5. Strongly Agree 6. Strongly Agree 7. Strongly Agree 8. Strongly Agree 9. Strongly Agree 10. Strongly Agree 11. Strongly Agree 12. Strongly Agree 13. Agree 14. Agree 15. Agree 16. Agree
14	A F	<ul style="list-style-type: none"> 1. Agree 2. Agree 3. Agree 4. Agree 5. Disagree 6. Agree 7. Strongly Agree 8. Strongly Agree 9. Strongly Agree; 10. Strongly Agree 11. Strongly Agree 12. Strongly Agree 13. Strongly 	39	N A P	<ul style="list-style-type: none"> 1. Agree 2. Strongly Agree 3. Agree 4. Agree 5. Agree 6. Agree 7. Agree 8. Disagree 9. Agree 10. Strongly Agree 11. Strongly Agree 12. Strongly Agree 13. Strongly Agree 14. Strongly Agree 15. Agree 16. Strongly Agree

		Agree 14. Strongly Agree Agree 15. Strongly Agree Agree			
15	W R A	1. Agree 2. Agree 3. Disagree 4. Disagree 5. Strongly agree 6. Agree 7. Agree 8. Strongly agree 9. Agree 10. Agree 11. Agree 12. Agree 13. Agree 14. Agree 15. Agree	40	A K	1. Strongly Agree 2. Disagree 3. Disagree 4. Strongly Agree 5. Strongly Agree 6. Strongly Agree 7. Agree 8. Strongly Agree 9. Agree 10. Agree 11. Disagree 12. Agree 13. Strongly Disagree 14. Agree 15. Strongly Agree
16	S B A	1. Agree 2. Strongly agree 3. Strongly disagree 4. Strongly disagree 5. Disagree 6. Agree 7. Agree 8. Strongly disagree 9. Agree 10. Agree 11. Strongly agree 12. Agree 13. Agree 14. Agree 15. Agree	41	M F N	1. Strongly Agree 2. Strongly Agree 3. Disagree 4. Disagree 5. Agree 6. Strongly Agree 7. Strongly Agree 8. Disagree 9. Agree 10. Agree 11. Agree 12. Agree 13. Agree 14. Strongly Agree 15. Agree
17	T E S	1. Agree 2. Disagree	42	T B T	1. Strongly Agree 2. Strongly

		<ol style="list-style-type: none"> 3. agree 4. disagree 5. strongly agree 6. agree 7. strongly disagree 8. disagree 9. agree 10. disagree 11. agree 12. agree 13. agree 14. agree 15. strongly agree 			<ol style="list-style-type: none"> Disagree 3. Strongly Disagree 4. Strongly Agree 5. Strongly Agree 6. Strongly Agree 7. Strongly Disagree 8. Strongly Agree 9. Strongly Agree 10. Strongly Disagree 11. Strongly Agree 12. Strongly Agree 13. Strongly Agree 14. Strongly Agree 15. Strongly Disagree
18	F S	<ol style="list-style-type: none"> 1. Agree 2. agree 3. agree 4. agree 5. strongly agree 6. agree 7. strongly agree 8. strongly agree 9. agree 10. agree 11. disagree 12. agree 13. agree 14. agree 15. agree 	43	B S	<ol style="list-style-type: none"> 1. Disagree 2. Strongly Agree 3. Agree 4. Strongly Disagree 5. Strongly Agree 6. Strongly Agree 7. Strongly Agree 8. Strongly Agree 9. Strongly Agree 10. Disagree 11. Agree 12. Agree 13. Agree 14. Strongly Agree 15. Agree
19	U H	<ol style="list-style-type: none"> 1. Strongly agree 2. Strongly agree 3. Agree 4. Agree 5. Strongly agree 6. Strongly agree 7. Strongly agree 8. Strongly agree 9. Strongly agree 10. Strongly agree 	44	H W S	<ol style="list-style-type: none"> 1. Strongly Agree 2. Strongly Disagree 3. Strongly Disagree 4. Strongly Agree 5. Strongly Agree 6. Strongly Agree 7. Disagree 8. Strongly Agree

		<ul style="list-style-type: none"> 11. Strongly agree 12. Strongly agree 13. Strongly agree 14. Strongly agree 15. Strongly agree 			<ul style="list-style-type: none"> 9. Strongly Agree 10. Strongly Disagree 11. Disagree 12. Agree 13. Disagree 14. Disagree 15. Strongly Agree
20	T N F	<ul style="list-style-type: none"> 1. Agree 2. Agree 3. Disagree 4. Disagree 5. Agree 6. Agree 7. Agree 8. Agree 9. Agree 10. Agree 11. Agree 12. Disagree 13. Disagree 14. Agree 15. Agree 	45	H E A	<ul style="list-style-type: none"> 1. Agree 2. Agree 3. Disagree 4. Strongly Disagree 5. Strongly Agree 6. Agree 7. Strongly Agree 8. Disagree 9. Agree 10. Agree 11. Agree 12. Agree 13. agree 14. Agree 15. Strongly Agree
21	Y I	<ul style="list-style-type: none"> 1. Agree 2. Strongly Agree 3. Agree 4. Disagree 5. Strongly Agree 6. Strongly Agree 7. Strongly Agree 8. Disagree 9. Strongly Agree 10. Disagree 11. Strongly Agree 12. Agree 13. Disagree 	46	A I S	<ul style="list-style-type: none"> 1. Strongly Agree 2. Agree 3. Strongly Disagree 4. Agree 5. Strongly Agree 6. Agree 7. Agree 8. Strongly Agree 9. Agree 10. Agree 11. Agree 12. Agree 13. Agree 14. Agree 15. Strongly Agree

		14. Strongly Agree 15. Strongly Agree			
22	K H	1. Agree 2. Disagree 3. Disagree 4. Agree 5. Strongly Agree 6. Agree 7. Disagree 8. Agree 9. Agree 10. Disagree 11. Disagree 12. Agree 13. Disagree 14. Disagree 15. Agree	47	D N	1. Disagree 2. Disagree 3. Disagree 4. Disagree 5. Agree 6. Strongly Agree 7. Strongly Agree 8. Strongly Agree 9. Strongly Agree 10. Agree 11. Disagree 12. Strongly Agree 13. Strongly Agree 14. Strongly Agree 15. Strongly Agree 16. Strongly Agree
23	M C W	1. Agree 2. Disagree 3. Disagree 4. Agree 5. Strongly Agree 6. Agree 7. Disagree 8. Agree 9. Agree 10. Disagree 11. Disagree 12. Agree 13. Disagree 14. Disagree 15. Agree	48	D R	1. Disagree 2. Disagree 3. Disagree 4. Disagree 5. Strongly Agree 6. Strongly Agree 7. Strongly Agree 8. Strongly Agree 9. Agree 10. Disagree 11. Strongly Agree 12. Strongly Agree 13. Strongly Agree 14. Strongly Agree 15. Strongly Agree
24	M R	1. Strongly Agree 2. Agree 3. Strongly Disagree 4. Strongly Disagree	49	J P H	1. Agree 2. Disagree 3. Disagree 4. Disagree 5. Strongly Agree 6. Agree 7. Disagree

		<ol style="list-style-type: none"> 5. Strongly Agree 6. Strongly Agree 7. Strongly Agree 8. Strongly Disagree 9. Strongly Agree 10. Agree 11. Strongly Agree 12. Strongly Agree 13. Strongly Agree 14. Strongly Agree 15. Strongly Agree 			<ol style="list-style-type: none"> 8. Agree 9. Agree 10. Disagree 11. Agree 12. Agree 13. Disagree 14. Agree 15. Strongly Agree
25	D N S S	<ol style="list-style-type: none"> 1. Agree 2. Disagree 3. Disagree 4. Agree 5. Agree 6. Disagree 7. Strongly Agree 8. Disagree 9. Agree 10. Disagree 11. Strongly Agree 12. Agree 13. Disagree 14. Agree 15. Strongly Agree 	50	R E N	<ol style="list-style-type: none"> 1. Strongly Agree 2. Disagree 3. Strongly Disagree 4. Strongly Agree 5. Strongly Agree 6. Strongly Agree 7. Agree 8. Strongly Agree 9. Strongly Agree 10. Disagree 11. Strongly Disagree 12. Agree 13. Strongly Disagree 14. Strongly Agree 15. Strongly Agree

QUESTION 2

No	Initial	Answer
2	M	Yes I use mobile device
	N H	Of course
	J K S	I use mobile device
	EV	I use cellphone
	TNF	Yes, I use it
	NAD	Yes
	REN	Yes
	RA	I use laptop too but I use my cellphone often
3	M	Very easy and practical to use
	N H	We can learn anywhere because it is easy to carry anywhere
	J K S	Very practical and uncomplicated.
	EV	If there is an urgent thing, it can be brought while studying
	TNF	It's easier to carry anywhere so we can learn anywhere
	NAD	Very helpful because it's practical
	REN	It's easier to carry and all learning media can also be accessed using a cellphone
	RA	It's more practical
4	M B	If you open many application your mobile device will be slow
	N H	The small screen makes it difficult for me to read the material
	J K S	If we do a zoom meeting, the screen is small so that the vision is limited, and it is difficult to share the screen so it is less helpful in online learning.

	EV	Network and storage are the main obstacles.
	TNF	The small ram of the cellphone makes it difficult for me to save a lot of files on the cellphone
	NAD	My cellphone battery runs out quickly, and the storage memory is small
	REN	Slow use of mobile devices The battery is more wasteful because the use of cellphone is not only used for studying.
	RA	wasteful because the use of cellphone is not only used for studying

QUESTION 3

No	Initial	Answer
1	M B	Google meet, because there is no time limit.
	N H	I like zoom media
	J K S	Zoom because it's easier
	E V	I prefer to zoom
	T.N.F	Google meet, because there is no time limit
	N.A.D	I like Google meet
	R E N	Zoom because it is easier to access and can display PowerPoint
2	M B	Lack of direct practice so that students feel bored and fantasize too much, besides that the network is also an obstacle because the explanations are interrupted.
	N H	It also depends on the network, if the network is smooth, there will be no problems.

	J K S	Sometimes the link to the meet goes wrong, making it difficult to join, especially if the network is down, the material will be left behind.
	E V	unstable network
	T.N.F	The problem I face when learning synchronously is when the network is not good then I will miss the material explained
	N.A.D	The problem is that if the lecturer asks me to open my camera, I can't because my network in the village doesn't exist
	R E N	My problem is quota and network Networks and cities because learning depends on it
3	M B	The problem I'm experiencing is the lack of interaction directly with the lecturer so it is difficult to ask questions.
	N H	Because of the synchronous learning mode requires fast network so that it is difficult to access for students who are constrained by the network.
	J K S	Because of there are many materials and I use mobile phones make insufficient storage memory to download material and if you collect assignments via e-mail often do not arrive because of spam messages.
	E V	Network constraints so it is difficult to access, especially if uses e-learning if too much is needed use then the server will be slow.
	T.N.F	When i using e learning, if too much use then the server will be slow.
	N.A.D	Network too then it's hard to ask the lecturer If the server is down.
	R E N	I'm often absent
4	M B	Sometimes understand sometimes not because the network is

	N H	broken, then if you use zoom or Google meet there are some students who forget to turn off the mic so it's not conducive.
	J K S	I understand because the learning mode is the same as conventional
	E V	I understand because it is explained directly
	T.N.F	I understand as long as the explanation doesn't have network problems Sometimes you understand, sometimes you don't.
	N.A.D	Depends on the situation and conditions
	R E N	It's quite understandable because it is presented directly
		Sometimes I understand sometimes not, because there are so many students that sometimes we don't get a chance because it is not conducive to interrupting and we often run out of time to ask questions because of the short learning time.
5	M B	Do not understand because it is difficult to understand the material if there is no explanation from the lecturer, and the lack of control during asynchronous learning makes students negligent in opening the learning material.
	N H	do not understand because it is difficult to ask and lack of explanation from the lecturer
	J K S	I understand the material because the lecturer also informs the things that must be done.
	E V	We are not satisfied, lack of interaction makes it difficult for us to understand the material.
	T.N.F	I don't understand the material because I don't have an explanation
	N.A.D	I don't understand due to lack of explanation
	R E N	Lack of understanding because the answers to the questions

		asked are rarely answered directly.
6	M B	Quite understand the material because the questions that are explained are immediately answered because they interact directly.
	N H	easier to understand because you can ask directly
	J K S	We can work or do activities while listening to the explanation from the lecturer.
	E V	We can understand the material because the material is explained directly and we can interact directly.
	T.N.F	The explanation is clearer because it is explained directly
	N.A.D	Quite understandable, the use of the media is not complicated
	R E N	We can access anywhere
7	M B	Easy to access the material and can access the material anytime and anywhere.
	N H	Get more references so read a lot.
	J K S	More free time to study and not in a hurry.
	E V	Material files are more neatly stored.
	T.N.F	Can be accessed anytime and anywhere More study time I read more references
	N.A.D	Complete and well organized material I have a complete material in e learning.
	R E N	
8	M B	40 minutes
	N H	the time should be adjusted more like a conventional learning mode.

	J K S	30 minutes is enough Elvira :
	E V	20 minutes only
	T.N.F	Just 30 minutes
	N.A.D	30 minutes
	R E N	30 minutes
9	M B	The lack of direct interaction, the difficulty of understanding the material so that it decreases in value during online learning.
	N H	the study hours have changed from what should have started at 7.30 so it started later, and learning also ended quickly, unlike usual
	J K S	I can study at home without having to go to campus again.
	E V	Learning must depend on quota and network.
	T.N.F	I find it difficult to discuss directly with friends
	N.A.D	Less interaction and less discipline
	R E N	More time at home, but difficult to understand the material or just meet with the lecturer.

Documentation

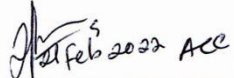




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 Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Nama : Zahro Taini
 NPM : 1802050081
 Program Studi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
Students Perception Toward Using Mobile Device in Synchronous and Asynchronous Learning Modes	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 21 Februari 2022

Disetujui oleh
 Dosen Pembimbing



(ALFITRIANI SIREGAR, S.Pd.,M.Ed)

Hormat Pemohon



(Zahro Taini)



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Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Zahro Taini
NPM : 1802050081
Program Studi : Pendidikan Bahasa Inggris
IPK Kumulatif : 3,57

IPK = 3,57

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
<i>01/02/2022</i> 	Students' Perception Toward Using Mobile Device in Synchronous and Asynchronous Learning Modes	<i>01/02/22</i>
	Students Perception of Using Movies and Songs to Improve Student Speaking Skill at UMSU	
	An Analysis of Student Motivation Towards English Learning as a Foreign Language at UMSU	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 21 Februari 2022

Hormat Pemohon,

(Zahro Taini)

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



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 Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Zahro Taini
 NPM : 1802050081
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Students Perception Toward Using Mobile Device in Synchronous and Asynchronous Learning Modes

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : ALFITRIANI SIREGAR, S.Pd.,M.Ed

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi Saya

Demikianlah permohonan ini Saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu Saya ucapkan terima kasih.

Medan, 21 Februari 2022
 Hormat Pemohon,

(Zahro Taini)

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**

Jl. Mukthar Basri BA No. 3 Telp 6622400 Medan 20217 Form K3

Nomor : 558 /II.3-AU/UMSU-02/F/2022
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatuullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Zahro Taini
NPM : 1802050081
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Students' Perception Towards Using Mobile Device in Synchronous and Asynchronous Learning Modes

Dosen Pembimbing : Alfitriani Siregar, S.Pd, M.Ed

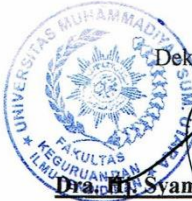

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa Perpanjangan tanggal : 4 Maret 2023

Wa'alaikumsalam Warahmatullahi Wabarakatuh.

Medan, 01 Sya'ban 1443 H
04 Maret 2022 M




 Dekan

Dra. Hg. Svamsuurnita, M.Pd
 NIP : 19670604 199303 2 002

Dibuat rangkap 4 (empat)

1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing
 4. Mahasiswa yang bersangkutan
- WAJIB MENGKUTI SEMINAR



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Zahro Taini
 N.P.M : 1802050081
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Students' Perception Towards Using Mobile Device In Synchronous And Asynchronous Learning Modes

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
01/march 22	Pay attention to grammar, and added more Backgrounds (chapter 1)	
14/July 2022	Pay attention to theoretical framework (chapter 2) and use spss to measure Perception.	
01 August 22	Pay attention to the technique of data Analyzing.	
01 August 22	Acc Seminar	

Diketahui oleh:
 Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Medan, Agustus 2022

Dosen Pembimbing

(Alfitijani Siregar, S.Pd, M.Ed)



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 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA SEMINAR PROPOSAL SKRIPSI

Pada hari ini Selasa, Tanggal 16 Agustus 2022 telah diselenggarakan seminar proposal skripsi atas nama mahasiswa di bawah ini.

Nama Lengkap : Zahro Taini
 N.P.M : 1802050081
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Students' Perception Towards Using Mobile Device in Synchronous and Asynchronous Learning Modes

No.	Masukan dan Saran
Judul	✓
Bab I	<i>Background of the Study</i>
Bab II	<i>Previous studies</i>
Bab III	<i>Sampling techniques</i>
Lainnya	<i>Time and Location</i>
Kesimpulan	<input type="checkbox"/> Disetujui <input type="checkbox"/> Ditolak <input type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

[Signature]
 Dr. Bambang Panca Syahputra, S.Pd., M.Hum

Dosen Pembimbing

[Signature]
 Alfitriani Siregar, S.Pd., M.Pd

Panitia Pelaksana,

Ketua

[Signature]
 Pirman Ginting, S.Pd., M.Hum

Sekretaris

[Signature]
 Rita Harisma, S.Pd., M.Hum



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 Website :<http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

NamaMahasiswa : Zahro Taini
 NPM : 1802050081
 Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari : Selasa
 Tanggal : 16 Agustus 2022
 Dengan Judul Proposal : Students' Perceptions Towards Using Mobile Device
 in Synchronous and Asynchronous Learning Modes

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan,semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terimakasih. Akhirnya selamat sejahteralah kita semuanya Amin.

Unggul | Cerdas | Terpercaya

Dikeluarkan di : Medan
 Pada Tanggal : 25 Agustus 2022

Wassalam
 Ketua Program Studi
 Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

PENGESAHAN PROPOSAL


Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata – 1 bagi :

Nama Lengkap	: Zahro Taini
NPM	: 1802050081
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Students' Perceptions Towards Using Mobile Device in Synchronous and Asynchronous Learning Modes

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

UMSU
 Diketahui oleh :
 Unggul | Cerdas | Terpercaya

Diketahui/Disetujui Oleh
 Ketua Program Studi


 Pirman Ginting, S.Pd., M.Hum.

Dosen Pembimbing


 Alfitriani Siregar S.Pd., M.Ed.

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Zahro Taini
 N.P.M : 1802050081
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Students' Perception Towards Using Mobile Device in Synchronous and Asynchronous Learning Modes

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Agustus 2022
 Hormat saya
 Yang membuat pernyataan,

Zahro Taini

Diketahui oleh Ketua Program Studi
 Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum



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Unggul | Cerdas | Terpercaya

Bila menjawab surat ini, agar disebutkan nomor dan Tanggal

**MAJELIS PENDIDIKAN TINGGI, PENELITIAN & PENGEMBANGAN
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061 6622400

Website : <http://www.umsu.ac.id> E-mail : rektor@umsu.ac.id

Bankir : Bank Syariah Mandiri, Bank Bukopin, Bank Mandiri, Bank BNI 1946, Bank Sumut

SURAT KETERANGAN

Nomor : 2066/KET/II.3/UMSU-02/D/2022

*Bismillahirrahmanirrahim
Assalamu'alaiikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara,
menerangkan bahwa :

Nama : Zahro Taini
NPM : 1802050081
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan penelitian di Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, mulai tanggal 5 September 2022.

Demikianlah surat keterangan ini dikeluarkan untuk dipergunakan seperlunya, dan agar yang berkepentingan mengetahui.

Ditetapkan di : Medan
Pada Tanggal : 26 September 2022

Dekan,


Dra. Hj. Svamsuurnita, M.Pd

Cc. Peringgal.





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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Zahro Taini
 N.P.M : 1802050081
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Students' Perception Towards Using Mobile Device in Synchronous and Asynchronous Learning Modes

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
26 Sep / 2022	Pay attention with your Discussion	
27 Sep / 2022	Pay attention with your Data analysis	
28 Sep / 2022	Pay attention with your Abstract	
05 Oct / 2022	Acc.	

Medan, Oktober 2022

Diketahui oleh:
 Ketua Prodi

Pirman Ginting S.Pd., M.Hum.

Dosen Pembimbing

Alfitriani Siregar, S.Pd., M.Ed.

Unggul | Cerdas | Terpercaya

Curriculum Vitae

1. Bioata pribadi

Nama : Zahro Taini
Jenis Klamin : Perempuan
Tempat/Tanggal Lahir : Rengat/13 Februari 2000
Kebangsaan : Indonesia
Status : Belum Menikah
Agama : Islam
Nama Ibu : Sri Ana
Nama Ayah : Bani Amin
Alamat : Gang Bunga No.6 Gelugur Darat II
No.Hp : 0822-1423-6656
Email : Zahrotaini167@Gmail.Com

2. Riwayat Pendidikan

SD : SDN 007 Kota Lama
SMP : MTsN Pekan Heran
SMA : MAN 01 Rengat Barat