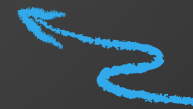# Pandemic Transformation: Synchronous and Asynchronous Learning In Indonesian Higher Education

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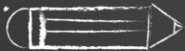vegahesmatantya@fkip.um-surabaya.ac.id

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Introduction

During this pandemic, an online learning model is seen to be the best option for preserving students' right to study.

The shifting from face to face into online learning using network technology is definitely one of the effective solutions to the growing demand for education.

Synchronous and Asynchronous Learning is an option in the context of implementing learning activities during the Covid-19 pandemic.

This study investigates how Synchronous and Asynchronous learning is applied to replace face-to-face learning during the Covid-19 pandemic.

Literature Review

Synchronous learning is described as a live, instructor-led online learning activity in which all participants join together at the same time and communicate immediately with one another (S. W. Gilbert, 2000)

Example : Live Webinar, Instant messaging, Video Conferencing, Virtual Classrooms

Asynchronous learning is described as learning in which instructors and students communicate with one other infrequently and with a temporal delay (D. R. Garrison, and T, Henderson, 2003)

Example : Self paced courses via internet/CD ROM, Videotaped classes, Recorded presentation, Q and A mentoring

Cognitive and Personal Dimensions of E-Learning

Asynchronous E-Learning   Synchronous E-Learning
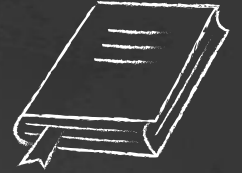
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Cognitive Participation   **Personal Participation**

Enhanced capacity for   Increased engagement,
reflection and information   motivation, and
processing.   meaningful convergence

Source : Hrastinski, S, 2008

Methodology

A systematic literature review is chosen as the research design.
The rational is to investigate deeper on the previous studies related to the implementation of online learning, both Syncronous and Asyncronous during Pandemic Covid -19.

Four Phases of Conducting Literature Review
1. Designing the Review
2. Conducting the Review
3. Analysis
4. Writing the Review

Source : Liberati et al., 2009; Tranfield et al., 2003; Wong et al., 2013.

Discussion

The emergency remote teaching (Hodges et al., 2020) relied heavily on improvisation and arbitrary strategies, which should be compared with well-planned online learning situations (Rapanta et al., 2020).

In the occurrence of a pandemic, higher education institutions must be able to combine proven beneficial virtual techniques into carefully organized online or blended learning, while avoiding or removing ineffective methods. (Curtin, 2021)

Synchronous e-learning is aided instruction and learning-oriented engagement that takes place in real time (and is generally planned) (Upline and Shahabadi, 2015)

The learning experiences in this style of learning are live and in real time. Three key forces influenced the development of synchronous e-learning: the classroom, the media, and the conference (Clark et al., 2007).

Interactions and time are the main two factors in Synchronous e-learning.

Asynchronous e-learning, is a learner-centered method that employs online learning materials to promote knowledge exchange across a network of individuals independent of time and location limitations (Upline and Shahabadi, 2015)

Using asynchronous online conversations, asynchronous e-learning achieves the promises of learning "anytime and anywhere" through computer-mediated communication (CMC).

in Asynchronous e-learning, it's not dictated by time and place.

Conclusion
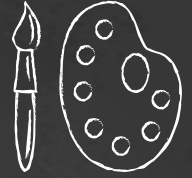
When considering the distinctions between synchronous and asynchronous learning, there is no need to make a more general comparison.

It is preferable to modify the proper online learning mode between synchronous and asynchronous to the objectives, context of the situation, and needs in order for learning activities to continue smoothly.

Since online learning offers both synchronous and asynchronous possibilities, merging the two into blended learning can contribute more on achieving learning outcomes.

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Thank you