



## Application of Google Meet’s Synchronous Learning and Asynchronous E-Learning on Learning Effectiveness

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**Abstract:** Application of Google Meet's Synchronous Learning and Asynchronous E-Learning to Learning Effectiveness is a scientific article of literature study within the scope of Education Management science. The purpose of this article is to build a hypothesis of the influence between variables that will be used in further research. Research objects are sourced from online libraries, Google Scholar, Mendeley and other academic online media. Library research methods, from e-books and open access e-journals. The results of this study are: 1) Google Meet Synchronous Learning has an effect on Learning Effectiveness; 2) Asynchronous Learning E-Learning influences Learning Effectiveness; and 3) Google Meet Synchronous Learning affects E-Learning Asynchronous Learning.

**Keywords:** Google Meet Synchronous Learning, Asynchronous E-Learning, Learning Effectiveness

### INTRODUCTION

Learning is a combination of two activities, namely learning and teaching. Learning activities tend to lead to students or students in tertiary institutions, while teaching is an activity carried out by an educator such as teachers and lecturers. Learning that is usually applied is direct or face-to-face interaction between students and teachers. This requires students and teachers to come to a place or educational institution to carry out their respective obligations, namely to study and teach. However, a new phenomenon has emerged, namely the outbreak of the Covid-19 virus, which is a virus that is easily transmitted between humans and has severe symptoms for those who are exposed to the virus. This affects many activities that are commonly carried out such as trading activities, education, even in other sectors. The impact of the virus is mainly on the education sector, namely eliminating learning activities where many students gather in one place. Starting to apply learning models that use technology and the internet. However, online learning is considered less effective than face-to-face learning.

Based on the background of the problem above, then determine the formulation of the problem as follows:

1. Does Google Meet Synchronous Learning affect Learning Effectiveness?
2. Does E-Learning Asynchronous Learning affect Learning Effectiveness?
3. Does Google Meet's Synchronous Learning affect E-Learning's Asynchronous Learning?

## LITERATURE REVIEW

### Effectiveness Learning

Learning effectiveness is the success of all components involved in learning that are regulated to achieve learning objectives. Learning Effectiveness is a measure in determining the success of the process of interaction between students and other students or between students and teachers with the hope of achieving learning objectives. The effectiveness of learning is a benchmark that determines the success of a learning process whether between students or students and their teacher. Indicators of learning effectiveness include: 1) Student response; 2) learning activities; and 3) communicative process (Wahyuni & Amri, 2022).

### Synchronous Learning

Synchronous learning is learning that takes place at the same time either face to face or through online learning media such as zoom cloud meetings or other platforms. Synchronous learning is learning that takes place in real time or learning that is carried out between students and teachers/lecturers and students online and can communicate in two directions directly and provide feedback. Synchronous learning indicators include: 1) Simultaneous time; 2) Using videos; 3) Visual tools (Gideon & Rahmansyah, 2021).

### Asynchronous Learning

Asynchronous learning is learning that does not occur at the same time. Asynchronous learning is learning that is not carried out simultaneously or not in real time between the teacher and students and asynchronous learning is carried out at different times between the teacher and students. Asynchronous learning is not done at the same time and students can complete learning activities at any time. Asynchronous learning indicators include: 1) Not bound by place and time; 2) Control students; and 3) Interaction (Wahyuni & Amri, 2022).

### Previous Research

**Table 1. Previous Research**

No	Author (Year)	Research Results	Similarities with this article	Difference with this article	Basic Hypothesis
1	(Rahayu et al., 2022)	Blended Learning Methods (Asynchronous and synchronous) affect the effectiveness of learning and student learning outcomes	Asynchronous and synchronous learning affect the effectiveness of learning	Asynchronous and synchronous learning affect learning outcomes	H1
2	(Wahyuni & Amri, 2022)	Asynchronous and Synchronous Online Learning Affects Student Learning Effectiveness at MTS Al-Mu'thiyah Sukabumi	Asynchronous and synchronous learning affect the effectiveness of learning	There is a research locus, namely at MTS Al-Muthiyah Sukabumi	H2
3	(Farell, Ambiyar, Simatupang, Giatman, &	Asynchronous and Synchronous Learning affect the Effectiveness of Learning in Vocational High Schools	Asynchronous and synchronous learning affect the effectiveness of learning	There is an object of research, namely in	H3

	Syahril, 2021)			Vocational High Schools	
4	(Abdillah, 2021)	Synchronous and Asynchronous Learning affect the Learning Outcomes and Effectiveness of Student Learning at UNPAM Higher Education	Asynchronous and synchronous learning affect the effectiveness of learning	Asynchronous and synchronous learning affect learning outcomes	H1
5	(Ismawati & Prasetyo, 2020)	Video Zoom Cloud Meeting learning influences the effectiveness of early childhood learning	Asynchronous learning affects the effectiveness of learning	There is a research object, namely the use of zoom cloud meetings and in early childhood	H2

**METHODS**

The research method used is descriptive qualitative method. The research was conducted by presenting previous studies that were relevant to the discussion of this research. Qualitative research methods are usually used to explore a phenomenon that occurs. Qualitative research methods are more commonly used by humanities, social and religious academics (Ali, H., & Limakrisna, 2013).

**RESULT AND DISCUSSION**

Based on the background, problem formulation and literature review above, the discussion of this research is determined as follows:

**1. The Effect of Google Meet Synchronous Learning on Learning Effectiveness**

Google meet synchronous learning affects the effectiveness of learning, so teaching staff can apply and implement: 1) Learning with the same implementation time or real time; 2) Learning using cloud video meetings; and 3) learning using visual tools so that students can understand learning well. If each teacher can apply learning in real time, learning using cloud meetings and learning using visual tools, it will affect the effectiveness of learning. Where learning can be done quickly and time-consuming preparations such as having to study at school or campus, requiring the use of complete uniforms and so on. But with google meet synchronous learning, teachers or lecturers can provide teaching to students or students anywhere without having to do it at school or campus (Abdillah, 2021).

With google meet synchronous learning, of course students or students have more time than they have to do face-to-face learning which requires preparation either for departure or after learning is carried out. In addition, synchronous learning through Google Meet aims to introduce and familiarize students and students with using technology. With synchronous learning, students are required to be able to solve problems or trouble when participating in synchronous learning (Ismawati & Prasetyo, 2020).

**2. The Effect of Asynchronous E-Learning on Learning Effectiveness**

E-learning asynchronous learning affects the effectiveness of learning, so teaching staff can use learning sourced from books, scientific articles and other online media that can be accessed and studied by students or students. Asynchronous learning through e-learning students are not required to carry out real time learning with teachers or lecturers. However, teaching staff (teachers or lecturers) will provide learning materials as well as assignments that must be done by students with a predetermined time limit on the e-learning platform (Rahayu et al., 2022).

If each teacher can apply e-learning asynchronous learning properly which includes: not bound by place and time, can control students and there is interaction, then e-learning asynchronous learning affects the effectiveness of learning. This is in comparison if the teaching staff is not able to implement learning that is not bound by time and place, can control students in e-learning and there is no interaction between teachers and students (Farell, Ambiyar, Simatupang, Giatman, & Syahril, 2021).

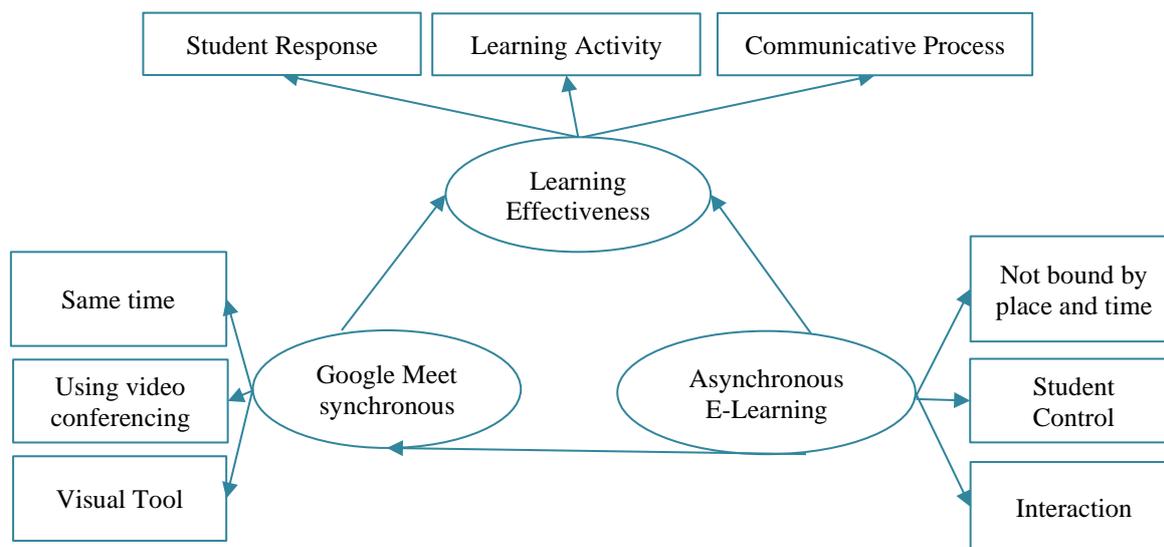
By providing material in e-learning and assignments given in accordance with the material, students will learn to understand the material to answer the training assignments. So that their mindset and reasoning will be used (Riyanto, Adila, & Ali, 2017).

### 3. The Effect of Google Meet Synchronous Learning on Asynchronous E-Learning

Google meet synchronous learning has an effect on e-learning asynchronous learning. So what the teacher has to do is determine the right learning media for their students, including: 1) Look at student responses: students who are attractive can apply Google Meet synchronous learning because they show their interest in real time learning; 2) Learning activities: adapted to the learning activities of students, because in learning there are students who are accompanied by work activities; and 3) Communicative process: showing an attractive attitude of students (Ridwan, Mulyani, & Ali, 2020a).

#### Conceptual Framework

Based on the background of the problem and the formulation of the problem, the conceptual framework is determined as follows:



Picture 1. Conceptual Framework

This study discusses the Application of Google Meet Synchronous Learning and E-Learning Asynchronous Learning on Learning Effectiveness. There are other factors related to the effectiveness of learning that can be used in further research, among others:

- 1) Learning Environment: (Ali, Hadibrata, & Buchori, 2016), (Ashshidiqy & Ali, 2019), (Fauzi & Ali, 2021), (Arif Musthofa & Ali, 2021), (Ali, Djamaluddin, & Hadibrata, 2016).
- 2) Learning Motivation: (Ridwan, Mulyani, & Ali, 2020a), (Riyanto, Adila, & Ali, 2017), (Hasyim & Ali, 2022), (Ridwan, Mulyani, & Ali, 2020b).
- 3) Study Ability: (Nofrialdi, Saputra, & Saputra, 2023), (Khaira, Saputra, & Syarief, 2022), (Saputra & Sumantyo, 2022), (Salam, Rifai, & Ali, 2021).

## CONCLUSION

Based on the problem formulation and discussion above, the conclusions of this study are as follows:

1. Google Meet Synchronous Learning affects Learning Effectiveness.
2. Asynchronous Learning E-Learning influences Learning Effectiveness.
3. Google Meet Synchronous Learning has an effect on E-Learning Asynchronous Learning.

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