Implementation of Blended Learning Model Based on the ICT in the English Drama Course during the Covid-19 Pandemic

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ABSTRACT

The Implementation of Blended Learning Model based on ICT in the English Drama Course is one way to overcome the problems faced by students in lecturing activities. The blended learning model is a learning model that combines face-to-face and distance learning. The ICT based Blended Learning model is applied during the lecture process by utilizing information technology in order to combine the advantages of the learning model with the media used. Namely, the use of the ICT (Information and Communication Technology) system in the form of the internet, educational administration system software, and notebooks is a need that must be met by students in order to have global competitiveness. The purpose of this study is to describe whether the Blended Learning model is effective in using English drama courses and can increase student creativity in the British Drama course during the Covid-19 pandemic.

Keywords: Implementation, Blended Learning, ICT, English Drama.

INTRODUCTION

During this pandemic period, all forms of activities and routines that are usually carried out by students are changing, namely affecting the learning system. Lecture activities that are usually carried out face-to-face are now turning towards distance learning. Which this learning uses technological developments. However, from a positive perspective, during this pandemic, the role of lecturers and students in the use of technology is very much needed. The Mastery of technology that must be faced by lecturers and students is the development of technology which is increasingly rapid, or it can be said that we are in the era of computing ubiquitous, namely, where computers are found. Players in the world of education are required to be able to use various kinds of technology in order to fulfill their needs, especially in terms of learning so that lecturers and students are able to compete globally.

Lecture activities during this pandemic period made the lecturers think hard to determine the appropriate method of teaching in each subject. In this case, the implementation of Blended Learning model based on ICT is applied to the English Drama course. The second one, which is Blended Learning, is a process of learning activities / lectures that combines face-to-face learning with distance learning. [1] Blended Learning is learning that combines or combines various web-based technologies to achieve educational goals. Judging from the situation and conditions during this pandemic and based on educational needs, especially for the needs of students of the Faculty of Letters, English Literature Study Program regarding English drama lecture activities, the researchers tried to implement the Blended Learning model of the ICT Based in this subject. This kind of situation requires students to do online lectures. The Blended Learning model helps students in developing their skills using the ICT (Information Communication and

Technology) system. In which ICT (Information Communication and Technology) is a facility or a tool that can be used by students in lecturing activities.

English drama is a course that aims to build students' skills in reading, analyzing and understanding drama elements and the opportunity to explore English drama content. Seen from the objective of the English drama course. So it is necessary to hold a learning model to support lecture needs for students of the Faculty of Letters, English Literature study program during this pandemic, namely using the Blended Learning model, and ICT as a support facility for the online lecture process. Based on the description above, researchers can conduct research entitled "Implementation of Blended Learning model of the ICT (Information & Communication Technology) Based in the English Drama Course".

METHODS

This research approach uses a quantitative research approach. [2] The quantitative approach is research based on the philosophy of positivism to examine a specific population or sample and random sampling by collecting data using instruments, data analysis is statistical in nature. And the method used is the survey method. Survey research methods are methods that generally use a population sample that aims to make descriptions, generalizations or predictions that exist in that population. [3] The survey method is an investigation that is conducted to obtain facts from existing symptoms and seek factual information, whether about the social, economic or political institutions of a group or a region.

1.1 Data Collections

Collecting data from this research is a very important stage to do because it relates to the availability of data to answer problems faced by students, so the correct conclusions can be drawn. The data collection methods used in this study are as follows;

A. Questionnaire Method (Questionnaire).

The questionnaire method plays an important role in the success of data collection in survey research. [4] The questionnaire contains a structured list of questions with available alternative answers, so that respondents only choose the available answers according to their aspirations, perceptions, attitudes, circumstances or personal opinions.

B. Test Methods (Pre-Test and Post-Test)

The method of giving tests for UMN Al Washliyah literature students is to get answers in oral and written form. The test given to students is in the form of questions. With the aim of measuring students' abilities in using applied methods. [5] The test is a technique used in carrying out measurement activities in which there are various questions or a series of tasks that must be done or answered by students to measure aspects of participant behavior students. In this study, the researcher used the results of student learning tests to measure the effectiveness and measure the level of student creativity in using the closed learning model. The questions are in the form of ten questionnaire questions to see the effectiveness of the learning model while the five rounds of the description questions are to measure or see the level of student creativity in the English drama course.

C. Documentation Method

The documentation method is the last research method used. With this method, researchers can obtain something accurate in the form of documents, textbooks, and other documents. By using this method, the researcher obtained a portrait image of how the implementation of blended learning model ICT based on English literature students of "UMN-AW" Medan. The benefit of this method is that

researchers can obtain documentation results with data that has been interviewed and observed.

RESULT AND DISCUSSION

Researchers validate post-test questions to experts before they are given to students who are used as research samples to determine the validity of these questions. There are two ways to test the validity of the questions, namely the first by using the empirical validity test and the expert validity test. After the validity test, the researcher conducted a test of the Post test by determining whether or not questions number one to five were valid. The question will be declared valid if rcount> rtabel. In which the researcher took 10 respondents using α = 0.05, then r table = 0.632. The conclusion is that the results of rcount> rtable = 0.993> 0.632 with α = 0.05. It can be concluded that the questions number 1 to 5 are valid, so they are suitable for use in research.

The reliability test is given to find out whether or not the questions being tested are reliable in the measurement results of student learning outcomes. Based on the above calculations, it can be concluded that the results of rcount> rtable = 0.986> 0.632 with α = 0.05. So it can be concluded that the five questions used are suitable for use in research.

The homogeneity test is also called the pre-research test. The homogeneity test in this study is class. The class which was used as the previous sample must be tested first whether the class is homogeneous or not. In the homogeneity test, the researchers used the mid-semester English Drama scores obtained from the course lecturers. From the results that have been tested, it is known that the test results can be seen that the significant value is more than 0.05, namely 0.986> 0.05, so it can be concluded that the class used as the research sample is homogeneous.

In this study, the normality test was carried out as a prerequisite for the t-test. The fact that must be distributed is normal.

If the data is not normally distributed, this research cannot be continued. It is said to be normal if the significance is> 0.05, if the significance is <0.05, then the data is considered abnormal. This research data is in the form of post test data which is analyzed by the researcher. And the conclusion from the data shows that the data is normal. The normality test and homogeneity test have been completed, then the next step is hypothesis testing, namely the t-test which is used to determine the effect of the blended learning model on the ICT based on the English drama course. In making decisions in this study, it is advisable to use a parametric statistical test, namely the independent sample t-test. This test aims to make a decision whether the hypothesis is accepted or rejected.

a) Analysis to determine the influence. The test is described in the following steps:

1) Determining the hypothesis

$H0$: $\mu1 \leq \mu2$ = There is no effect of using the blended learningedended learning model on student creativity in the English Drama course.

$H1$: $\mu1 > \mu2$ = There is an effect of using the ICT-baICT-based learning model on student creativity in the English drama subject

Determine the level of significance

(a) If the significance value or the probability <@ = 0.05, t0.05maka1 is accepted and H0 rejected.

(b) If the significance value or probability value ≥ @ = ≥ 5 the H1 is rejected and $H0$ is accepted.

Based on the results of the t-test analysis on student creativity in the English drama subject, it is known that the t-count is 3.267 with significance. The significance value indicates 0.002 <0.05 so that H0 is rejected. From the results of the above analysis, Ho is rejected and H1 is accepted so that it shows differences in learning outcomes after implementing of the blended learning based on ICT student creativity. When viewed from the average results of the post-test results after implementing the of the blended learning based on ICT in the

English drama course, it is 85, so it 85n be concluded that the of the blended learning based on ICT is considered effective and can increase student creativity in the English drama subDrama.

CONCLUSION

The online cultural blog (BOBA) is effectively used in learning the local culture of the community's economy in English for tourism lectures for English literature students of UMN Al-Washliyah. Researchers have the implementation of Blended Learning Model based on ICT is considered effective and can increase student creativity in the English drama course. This research 1. As a reading material for lecturers and students in the use of the blended learning model based on ICT. 2. As a reference material.

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