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Arts and Culture Learning Innovation: Development of a Hybrid Learning Model at Arrozaq Rantauprapat Islamic High School

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ABSTRACT

The aim of the research is to prove that the hybrid learning model is feasible and effective to use to improve learning outcomes and interest in arts and culture lessons. In this research, the model used is the ADDIE model, namely analysis, design, development, implementation, and evaluation. This research was carried out at Arrozaq Rantauprapat Islamic High School. The research subjects were class students' responses as product users. Based on the recapitulation from the Material Validator Expert Team, an overall average score of 95.38 was obtained, learning design experts obtained an overall average score of 90.71%, and media experts obtained an overall average score of 91%, indicating very effective use based on the Sig value. (2-tailed) obtained a value of 0.007, meaning the Sig value is <0.05. Based on the research data that has been described, it can be concluded that the web-based hybrid learning model developed for arts and culture learning in the dance arts aspect of Arrozaq Rantauprapat Islamic High School is declared very suitable and valid for use.

KEYWORDS

hybrid learning; development; dance arts

INTRODUCTION

In the independent curriculum, arts and culture learning and skills include aspects such as fine arts, music, dance and theater/drama. In the fine arts aspect, learning includes knowledge and skills. At the end of the lesson, the teacher asks students to produce works of art, either two-dimensional, three-dimensional or applied arts. In the aspect of musical arts, it includes the ability to master vocals, play musical instruments, appreciate musical works. In the dance aspect, it includes movement skills based on bodywork with and without sound stimulation, appreciation of dance movements. In the dramatic arts aspect, it includes staging skills by combining music, dance and acting. The independent curriculum learning achievements that high school level students must achieve, especially in dance, are in Phase E and Phase F. At the end of Phase E, students are able to evaluate the results of creating dance works in expressing themselves by creating dance works that are based on traditional dance based on meaning. and symbols as inspiration when creating creative dance movements individually or in groups as a form of self-actualization.

Furthermore, at the end of phase F, students are expected to be able to evaluate the results of creating dance works by using the principles of production management and comparing various kinds of traditional dance performances and creations based on meaning, symbols, and aesthetic values from the perspective of various aspects of art that can be achieved. used as inspiration to create dance works individually or in groups as a form of self-actualization by influencing others (BSKAP, 2022).

Learning arts and culture in stages will provide continuous understanding, starting in class X with material on traditional concepts and practices, then in class XI with material on Indonesian concepts and practices, and in class XII with material on modern or contemporary concepts and practices. In general, by studying arts and culture at a higher level, it is hoped that the basic skills possessed by students can be used as life skills after completing school (Darmawati, 2018).

The CP that students must achieve cannot be completed by students as a whole. This is because educators tend to only teach or focus on one art discipline, students experience limited knowledge regarding arts and culture learning, and in the learning process, the materials provided are only general knowledge about art disciplines. The lack of teacher competence in teaching is related to problems with the quality of material delivery due to the incompatibility of the teacher's scientific discipline with the teaching materials to be taught and constraints on facilities and infrastructure for developing arts and culture. This will also affect student learning outcomes in the learning process (Faranengsi, 2021). In agreement with the results, what vocational arts and culture teachers often face is their ignorance because, in carrying out learning activities at school, it is caused by their feeling of marginalization among teachers in other fields. Vocational schools are vocational schools that prepare graduates ready to enter the world of work, such as in companies. Meanwhile, arts and culture is not a subject that is considered a field subject that supports their skills. As a result, it is their pressure that stands out in carrying out arts learning activities if they cannot provide new breakthroughs in their learning.

Meanwhile, according to Ihsan (2022), in his research, he explains that the most basic problem is a teacher's lack of confidence in explaining or practicing the arts of music, dance, fine arts, and literary arts because these teachers have limited themselves to not being talented in the arts. There is flexibility in creating the syllabus and RPS so that the same standardization cannot be carried out with schools in the district or in the city.

Based on the explanation above, it can be concluded that the problem with arts learning is the teacher's competence in finding effective and efficient ways to provide arts and culture learning. Meanwhile, in the primary and secondary education curriculum, as stated in Article 37 of Law Number 20, it is of course hoped that the implementation of this education will be able to produce a young generation that is able to face current challenges This means that an educator must be able to keep up with developments, so there are skills that must be learned, including critical thinking, creativity, cooperation, communication, and mastery of technology.

The learning model is designed so that students are able to develop their potential, is not teacher-centered, and takes advantage of students' high habits regarding smartphone use. In the world of education, which is adapted to the progress of the digitalization era, a new learning model has emerged that combines learning that is usually applied with learning in the 4.0 century era, namely the hybrid learning model, or what is known as combined online and offline learning. Hybrid learning is expected to attract students' interest in learning because learning can be done face-to-face or online, and students can still learn wherever and whenever, even if the teacher is unable to attend.

According to Sulistiono (Fadhila & Hidayati, 2021), cross breed learning may be a learning demonstrate that coordinating technological advances and development through learning with a web system with interaction and participation from traditional or customary learning models, which suggests that hybrid learning could be a learning show that coordinating mechanical propels and advancement. through learning with an internet framework with interaction and support from conventional or ordinary learning models. Another thing moreover passed on by Makhin (2021) was that current learning strategies

require changes in learning techniques and models that are carried out classically face-to-face in course.

The application of the cross breed learning show is anticipated to be able to overcome the problems that have occurred so far regarding arts and culture learning outcomes because, with this learning model, teachers can provide various arts and culture materials from various online sites, which are then adapted and presented in an interesting way using various online applications for learning. conveyed by students online, so that students can get the material they need to achieve, even though the teacher does not understand the material, because the teacher's scientific discipline and the teaching material to be taught can be resolved. Apart from that, the application of the hybrid learning model can have an impact on the use of smartphones at school and at home, which is more useful for supporting students' learning processes and motivating students to be more interested in obtaining learning material via smartphones.

I agree with the results of research, which show how hybrid learning is currently very prominent. His research also stated that the results of the identification of learning problems carried out in schools in class XI IPS 1 SMAN 2 Singaraja showed that students' mathematics learning achievement was still low. One way to overcome this problem is by implementing appropriate learning models. One learning model that is appropriate to apply in class XI IPS 1 SMAN 2 Singaraja to improve students' mathematics learning achievement is the hybrid learning model assisted by Schoology.

Research by Andayani et al. (2020) regarding the advancement of a hybrid learning show with a PBL approach demonstrates that the learning show created is considered doable and compelling for making strides learning outcomes. Furthermore, Lyberty Ranum Annasty Agnes's research (2022) stated that the art and culture of dance using hybrid learning can help the learning process become more dynamic because learning dance at school does not only require theoretical material, but there is a practical competition that must be achieved. In agreement with the research results of Annisa (2022), it shows that hybrid Learning Music Craftsmanship Learning with Pear Deck Intelligently Media combines content, sound, video, and liveliness concurring to arranging, getting understudies to effectively connected with the fabric in Cross breed Learning, and 90% of their learning results increment.

According to Zaini (2018), art learning is a process of effort carried out to get a alter in behavior as a result. a person's aesthetic involvement in association with the environment to attain certain goals. Craftsmanship learning may be a handle of exertion carried out by a individual to get a alter in state of mind and behavior as a result of aesthetic encounter and collaboration with natural culture to get it certain objectives (Jazuli 2018: 139). Learning, according must develop appreciation in students towards works of art, such as dance.

Hidayat (2005: 15) states that the function of dance in arts education can be detailed into 8 domains, namely: 1) dance as a medium for introducing body mechanization functions 2) Dance as a medium for body formation. 3) Dance as a medium for self-socialization. 4) The art of dance as a medium for natural science is fundamentally natural science based on two things, namely, the value of space and time. 5) Dance as a medium for developing personality. 6) Dance as a medium for character recognition. 7) Dance as a communication medium provides opportunities for children to express the joy or feelings they experience through physical language. 8) Dance as a medium for understanding cultural values.

There are several principles that enable craftsmanship instructing to require put well through an grateful approach, specifically: (1) understudies can openly show their reactions and responses; (2) understudies have the opportunity to personalize and crystallize their personal feelings towards the image of a work of art; (3) teachers can find examples of

examples among students' opinions; and (4) teachers can encourage explanations made by students based on inherent influences. Learning results are the foremost imperative portion of learning. Understudy learning results are basically changes in behavior as a result of learning in a broader sense, counting the cognitive, full of feeling, and psychomotor areas (Sudjana, 2016: 3).

Students are expected to be able to produce works and learn arts, culture, and skills. So these two things must be balanced by students. In this case, the teaching and learning process must be adjusted by the teacher. There must be a balance in the knowledge obtained by students, both in theory and practice. In this balance, arts and culture lessons and skills have an important role in increasing students' creativity in creating work.

Dance learning is about forming a sensitive creative attitude and adding an appreciative attitude to children through the experience of expressing and communicating elements of movement, space, time, and energy by observing and creating directly according to the level of development of the child's mind. Learning content: (a) movement and expression; (b) expressing the elements of movement; (c) making various movements; (d) composition of movements; (e) making basic movements with song accompaniment. Dance learning in the educational dimension will give color and direction to the formation of knowledge, attitudes, and movement skills. This is because learning dance does not only develop motor competence but also affective and cognitive competence.

According to Chirino-Barceló (2011), hybrid learning is a prepare of information and aptitudes securing (learner-centered) that's cultivated by directions plan that coordinating advanced (web and portable), printed, recorded, and conventional face-to-face classroom exercises in a arranged way. It is profitable educational since it encourages understudies to coordinate their possess learning handle by selecting accessible learning strategies and materials that best suit their person characteristics and needs and are situated towards accomplishing educational modules learning objectives.

Concurring to O'Byrne and Pytash (2015), hybrid learning may be a academic approach that combines face-to-face instruction with online-based computer-mediated instruction. Hybrid learning could be a learning demonstrate that coordinating development and innovative progresses through a learning framework that can be done online with interaction and support from conventional learning models such as face-to-face (Kaye, 2003). In the past, learning elements had boundaries, or distances, because they used various media for different purposes and for different students. But currently, there is no longer a distance between learning elements in the learning process; face-to-face learning requires media to support the learning process in order to achieve learning goals.

The hybrid learning model is a learning demonstrate that combines face-to-face educating strategies with computer-assisted educating strategies both offline and online to make an coordinates learning approach. Within the past, digital-based materials have been practiced, but inside the limits of a supporting part, to be specific to support face-to-face teaching. The objective of half breed learning is to supply the foremost compelling and proficient learning involvement. Mixed learning is additionally frequently characterized as a learning framework that's carried out by combining face-to-face learning with technology-mediated learning (Bonk & Graham, 2016).

The formulation of the problem from the background and limitations of the problem above can be stated, among others: (1) Is the web-based hybrid learning model developed for cultural arts learning in the dance arts aspect of Arrozaq Rantauprapat Islamic High School suitable for use; and (2) Is the web-based hybrid learning model developed for arts and culture learning in the dance arts aspect of Arrozaq Rantauprapat Islamic High School effective in use?

RESEARCH METHODS

The type of research used in this research is development research (research and development). Research and development is a process used to develop or validate products used in learning. The choice of this show was based on the thought that it was created efficiently and based on the hypothetical premise of learning plan. This show is organized programmatically with precise groupings of exercises in an exertion to illuminate learning issues related to learning assets that suit the requirements and characteristics of understudies. In this investigate, the demonstrate utilized is the ADDIE demonstrate, so the advancement plan alludes to the stages, to be specific: (1) investigation, (2) plan, (3) improvement, (4) usage, and (5) assessment.

This research was carried out at Arrozaq Rantauprapa Islamic High School. The implementation time for the development of the web-based hybrid learning model and research will be carried out in July 2023, in the first semester of the 2023–2024 academic year. Research subjects are individuals who take part in research. The subjects of this research were students of Arrozaq Rantauprapat Islamic High School.

The research method used to produce hybrid learning tools is the ADDIE Model Development Model, which is a systematic learning design model. Romiszowski (Tegeh et al. 2015) recommends that at the level of learning fabric plan and advancement, systematicity as a procedural perspective of the frameworks approach has been realized in numerous methodological hones for the plan and advancement of writings, audio-visual materials, and computer-based learning materials.

The data collection techniques used include expert validation questionnaires by design experts, media experts, and material experts, as well as questionnaires by educational practitioners, where the educational practitioners are class X teachers at Arrozaq Rantauprapat Islamic High School, and response questionnaires from class products. Some time recently deciding the comes about of the learning assessment, it is fundamental to degree it by regulating a learning comes about test. This learning outcomes test was carried out using two data collection techniques. Therefore, in this research, the data collection techniques that will be used will be described.

Collecting the data required for research uses research instruments or tools according to the chosen research method. In this research, the instrument used was a questionnaire given to students and teachers regarding the development of learning content on the school website.

The scoring or grades in the questionnaire when using a Likert scale are as follows:

SS	: Strongly Agree	Score 5
S	: Agree	Score 4
KS	: Disagree	Score 3
TS	: Disagree	Score 2
STS	: Strongly Disagree	Score 1

The assessment carried out on the Hybrid Learning model refers to a research grid that makes it easier for researchers to find the truth or correct the developments carried out.

Tabel 1. Material Expert Validation Grid and Instrument

No	Aspect	Indicator	No. Item
1.	Self Instruction Aspect	- Learning objectives are in accordance with Learning Outcomes	1
		- The material on the website is developed in accordance with Learning Outcome	2
		- The material is presented coherently.	3

No	Aspect	Indicator	No. Item
		- The material displayed can be caught on effortlessly by students.	4
		- Outlines are displayed in understanding with the substance of the fabric on the site	5
		- The problems presented can be related to the context of the task and the student's environment..	6
		- The language used on the website is easy for students to understand	7
		- Suitability of website material with Learning Outcomes	8
2.	Self-Contained Competency Aspect	- The material presented contains Learning Achievement unit	9
		- Website material can be considered without the assistance of other modules	10
3.	Stand Alone Aspect	- Website material can be considered without the assistance of other media.	11
		- The material on the website is in accordance with developments in science and technology.	12
4	Adaptive Aspects	- Website material can be studied anywhere and at any time.	13
5.	User Friendly Aspect		

Source: Adapted from the Directorate of Educational Personnel, Directorate General of Improving the Quality of Educators and Educational Personnel, Department of National Education (2008)

Table 2. Media Validation Instrument Grid

No.	Aspect	Indicator	No Item
1	Media Efficiency	- Easy to access by users	1
		- There are tools that can easily direct users	2
		- Use does not require special treatment	3
		- The attractiveness of the design or selection of web media templates	4
2	Media Accuracy	- Appropriate color design	5
		- The use of language used in the media is easy to understand	6
		- Appropriate use of the type of font used	7
		- Consistent use of letters, pictures, spaces and learning videos	8
3	Creativity	- Developing material on the web using links that are friendly for users aged	9
		- There is creativity and innovation that users can develop	10

Table 3. Design Validation Instrument Grid

No.	Aspect	Indicator	No. Item
1	Curriculum	- Clarity of subject identity	1
		- Conformity of indicators with basic competencies	2
		- Conformity of objectives with indicator	3
		- Suitability of material to learning objectives	4
2	Syntax Method	- Clarity of learning design	5
		- Clarity of study instructions	6
		- Appropriate order of presentation of teaching material	7
		- Interactive learning media helps students learn	8
		- Accuracy of implementing learning strategies	9
		- Adequate support for teaching materials in interactive learning	10

No.	Aspect	Indicator	No. Item
		media	
3	Evaluation	- the availability of assessments presented in interactive learning media	11
		- Clarity of instructions for completing assignments/tests	12
		- Clarity of research on learning outcomes	13
		- Relevance of questions to learning objectives	14

The technique used to analyze validation results is descriptive-qualitative, namely by looking at the feasibility assessment of the study results. The quality of the feasibility of developing the product being developed is seen from the assessment of the validator team of experts regarding the product being developed. Validators, material experts, and media and learning design experts will answer questions by marking a check list (v) on a scale score of 1–5. The validation instrument answer criteria can be seen in the following Table 4.

Table 4. Criteria for Answering Validation Instrument Items

No	Answer	Score
1	Excellent	5
2	Good	4
3	Poor	3
4	Bad	2
5	Bad	1

Then the data was analyzed by calculating the percentage score of the learning product developed using the formula (Sumarna, 2014). Based on the calculations above, the percentage range and qualitative criteria for the feasibility test are presented in Table 5 below:

Table 5. Percentage Range and Feasibility Test

Levels of Qualification Achievement	Qualification Criteria
81,26% < P ≤ 100%	Very Eligible
62,26% < P ≤ 81,25%	Eligible
43,76% < P ≤ 62,25%	Less Eligible
25% < P ≤ 43,75%	Not Eligible

Source: Adaptation from Sanjaya, et al (2018)

The F test could be a test of the relapse coefficients at the same time. This test is carried out to decide the effect of all autonomous factors contained within the show together (at the same time) on the subordinate variable. To test centrality, utilize the F test. The relapse coefficient F test is utilized to test the influence of autonomous factors at the same time on the subordinate variable contained within the demonstrate. The genuine level is Î± = 5%, df = (k-1) (n-1). The basis for the F factual test is that Ho is acknowledged in case F_{count} â‰¤ F_{table}, on the other hand Ho is rejected in case $F_{count} > F_{table}$.

The t-testtests the relapse coefficient in part. This test is carried out to decide the halfway noteworthiness of the part between the autonomous variable and the subordinate variable by accepting that the other free factors are considered consistent. The t statistical test is to see the independent influence on the dependent variable with the assumption that the other variables are considered constant. The real level used is $\alpha = 5\%$, df = (n-k). The criteria for the t test are that H0 is accepted if $t_{count} \leq t_{table}$, and conversely, H0 is rejected if $t_{count} \geq t_{table}$.

RESULTS AND DISCUSSION

Results

The taking after could be a depiction of the comes about of the possibility test by deciding item approval by fabric specialists, media specialists, and plan specialists:

Table 6. Material Validation Assessment Results

No	Aspect	Indicator	Expert Material 1	Expert Material 2	Ave-rage	%
1.	Self Instruction Aspect	- Learning destinations in agreement with Learning Achievements	5	5	5	100%
		- The material on the website is developed in accordance with Learning Outcomes	5	5	5	100%
		- The material is presented coherently.	4	5	4,5	90%
		- The material displayed can be caught on effortlessly by understudies.	5	5	5	100%
		- Illustrations are presented in accordance with the content of the material on the website.	5	5	5	100%
		- The issues displayed can be related to the setting of the errand and the student's environment.	5	4	4,5	90%
		- The language utilized on the site is simple for understudies to get it	5	4	4,5	90%
Assessment Score			**34**	**33**		**95,71 %**
2.	Self Contained Aspect	- Suitability of website material with Learning Outcomes	5	5	5	100%
		- Competency material presented includes Learning Outcomes units	4	5	4,5	90%
Assessment Score			**9**	**10**		**95%**
3.	Aspect Stand Alone	- Website material can be studied without the help of other modules	4	5	4,5	90%
		- Website material can be studied without the help of other media.	4	5	4,5	90%
Assessment Score			**8**	**10**		**90%**
4	Adaptive Aspects	- The material on the website is in accordance with developments in science and technology	5	4	4,5	90%
Assessment Score			**5**	**4**		**90%**
5.	User Friendly Aspect	- Website material can be studied anywhere and at any time	5	4	4,5	90%
Assessment Score			**5**	**4**		**90%**
Total			61	63	62	
Percentage Value			93,8%	96,9%		**95,38%**

Table 7. Results of Design Expert Validation Assessment

No.	Aspect	Indicator	Expert Designer 1	Expert Designer 2	Averages	%
1	Curriculum	- Identity clarity of subjects	4	4	4	80%
		- Indicator compatibility with basic competence	5	5	5	100%
		- Target compatibility with indicators	5	5	5	100%
		- Material compatibility with learning objectives	4	5	4,5	90%
Assessment Score			**18**	**19**		**92,5%**
2	Methods Syntax	- Clarity of learning design	5	4	4,5	90%
		- Clarity of study instructions	5	4	4,5	90%
		- Appropriateness of the order of presentation of teaching materials	5	5	5	100%
		- Interactive learning media helps students learn	5	5	5	100%
		- Accuracy of implementing learning strategies	4	4	4	80%
		- Adequate support for teaching materials in interactive learning media	4	4	4	80%
Assessment Score			**28**	**26**		**90%**
3	Evaluation	- The availability of assessments presented in interactive learning media	4	5	4,5	90%
		- Clarity of assignment/test instructions	4	5	4,5	90%
		- Clarity of research learning outcomes	5	4	4,5	90%
		- Relevance of questions to learning objectives	5	4	4,5	90%
Assessment Score			**18**	**18**		**90%**
Total Number			64	63		
Percentage Value			91,42%	90%		90,71%

Table 8. Media Expert Validation Assessment Results

No.	Aspect	Indicator	Expert Media 1	Expert Media 2	Average	%
1	Efficiency Media	- Easy to access by users	4	4	4	80%
		- There are tools that can easily direct users	5	5	5	100%
		- Use does not require special treatment	5	5	5	100%
		- The attractiveness of the design or web media template selection	4	5	4,5	90%
Assessment Score			**18**	**19**		**92.5%**
2	Media Accuracy	- Correct color design	5	4	4,5	90%
		- The use of language used in the media is easy to understand	5	4	4,5	90%
		- Appropriateness of the type of font used	5	4	4,5	90%
		- Consistent use of letters, images, spaces and videos learning	4	5	4,5	90%
Assessment Score			**19**	**17**		**90%**
3	Creativity	- Developing material on the web using user-friendly links	4	5	4,5	90%

No.	Aspect	Indicator	Expert Media 1	Expert Media 2	Average	%
		- There is creativity and innovation that can be developed users	5	4	4,5	90%
Assessment Score			**9**	**9**		**90%**
Total Number			46	45		91%
Percentage Value			92%	90%		

The implementation stage of this development research is evaluating the effectiveness of the product being developed. This stage is carried out by reviewing teacher responses regarding the product being developed. There is also an instrument used in this application step in the form of a teacher response questionnaire. Furthermore, the results of the summary of teacher responses regarding the product are:

Table 9. Recapitulation of Teacher Response Questionnaire

No	Statement	Rating result
1	Learning objectives in accordance with Learning Outcomes	5
2	The material on the website is developed in accordance with Learning Outcomes	5
3	The material is presented coherently.	5
4	The material displayed can be caught on effectively by students	5
5	Illustrations are presented in accordance with the content of the material on the website	5
6	The issues displayed can be related to the setting of the errand & the student's environmen	4
7	The language used on the website is easy for students to understand	4
8	Suitability of website material with Learning Outcomes	4
9	Competency material presented includes Learning Achievement unit	5
10	Website material can be studied without the help of other modules	5
11	Website material can be studied without the help of other media.	5
12	The material on the website is in accordance with developments in science & technology	5
13	Website material can be studied anywhere and at any time.	5
	Average	**4,76**
	Percentage	**95,38%**

The following is a recapitulation of the pre-test scores for class student learning outcomes as shown in Table 10. as follows:

Table 10. Class pretest results data

			Statistic	Std. Error
Pretes	Mean		47.78	2.976
	95% Confidence Interval for Mean	Lower Bound	41.66	
		Upper Bound	53.89	
	5% Trimmed Mean		48.09	
	Median		50.00	
	Variance		239.103	
	Std. Deviation		15.463	
	Minimum		20	
	Maximum		70	
	Range		50	
	Intrquartile Range		25	
	Skewness		-.298	.448
	Kurtosis		-.798	.872

Based on the pretest comes about over, it is known that the normal understudy learning result is 47.78 with a least score of 20 and a greatest score of 70. Another, the information is tried for normality:

Table 11. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.150	27	.124	.939	27	.117

From the table over, it appears that the importance esteem data for the data normality test results obtained is that the value for the initial test (pretest) in the Kolmogorov-Smirnova test is 0.125 and the Shapiro-Wilk test is 0.117. These results are more prominent than the noteworthiness level esteem of 0.05, so it can be concluded that the pretest information includes a ordinary conveyance of information.

The following is a recapitulation of post-test scores on student learning outcomes as shown in Table 12 as follows:

Table 12. Student Post-Test Assessment Results

			Statistic	Std. Error
Pretes	Mean		78.89	2.633
	95% Confidence Interval for Mean	Lower Bound	73.48	
		Upper Bound	84.30	
	5% Trimmed Mean		79.18	
	Median		80.00	
	Variance		187.179	
	Std. Deviation		13.681	
	Minimum		50	
	Maximum		100	
	Range		50	
	Intrquartile Range		20	
	Skewness		-.077	.448
	Kurtosis		-.624	.872

Based on the post-test results above, it is known that the average student learning outcome is 78.89 with a minimum score of 50 and a maximum score of 100. Next, the data was tested for normality.

Table 13. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Postest	.149	27	.125	.938	27	.112

From the table over, it appears that the importance esteem information for the information ordinariness test comes about gotten is that the esteem for the ultimate test (post test) for the Kolmogorov-Smirnova test is 0.125 and the Shapiro-Wilk test is 0.112. These comes about are more prominent than the noteworthiness level esteem of 0.05, so it can be concluded that the post-test data in the class has a normal distribution of data. Hypothesis Testing Based on Post-Test Results

Tabel 14. Independent Samples Test Berdasarkan Hasil Postes

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2tailed)	Mean Diffe-rence	Std. Error Difference	lower	upper
Poste Equal variances assumed	194	661	.799	8	.007	10.628	3. 797	.993	8.263
Equal variances not assumed			.810	7.379	.007	10.628	3. 782	.021	8.235

Based on the Sig value. (2-tailed) obtained a value of 0.007, meaning the Sig value < 0.05, thus stating that there is a significant difference between learning outcomes based on the posttest scores obtained by students regarding the application of the web-based hybrid learning model.

Discussion

The advancement of science and innovation energizes all viewpoints of change, counting the educating and learning handle. The advancement of science and innovation implies that the learning prepare within the classroom is now not monopolized by the nearness of the educator within the classroom. A educator is required to be able to plan learning by utilizing different sorts of media and suitable learning assets so that the learning handle takes put viably and effectively. Learning arts and culture is actually something that is fun and liked by students, but sometimes this will turn into something unpleasant, tedious, or even boring if it turns out that the learning objectives are not achieved. The learning outcomes in arts and culture subjects that must be completed are the learning competencies that students must achieve in each phase, starting from Phase A (Class I–II) and ending in Phase F (Class XI–XII).

However, in reality, the CP that students must achieve cannot be completed by students as a whole. This is because educators tend to only teach or focus on one art discipline, students experience limited knowledge regarding arts and culture learning, and in the learning process, the materials provided are only general knowledge about art disciplines. The lack of teacher competence in teaching is related to problems with the quality of material delivery due to the incompatibility of the teacher's scientific discipline with the teaching materials to be taught and constraints on facilities and infrastructure for developing arts and culture.

The results of observations regarding the problems of learning arts and culture, especially aspects of dance, the high use of smartphones, and the lack of teacher creativity mean that by developing learning combined with technology, teachers must choose an appropriate learning model to support their learning. The learning model is designed so that students are able to develop their potential, is not teacher-centered, and takes advantage of students' high habits regarding smartphone use. In the world of education, which is adapted to the progress of the digitalization era, a new learning model has emerged that combines learning that is usually applied with learning in the 4.0 century era, namely the hybrid learning model, or what is known as combined online and offline learning. Hybrid learning is expected to attract students' interest in learning because

learning can be done face-to-face or online, and students can still learn wherever and whenever, even if the teacher is unable to attend.

According to Sulistiono (Fadhila & Hidayati, 2021), hybrid learning is a learning show that coordinating innovative propels and development through learning with a web framework with interaction and interest from traditional or routine learning models, which implies that half breed learning could be a learning demonstrate that coordinating innovative propels and development. through learning with a web framework with interaction and cooperation from conventional or routine learning models. Another thing too passed on by Makhin (2021) was that current learning strategies require changes in learning procedures and models that are carried out classically face-to-face in lesson.

Proving that the web-based hybrid learning model is feasible and effective for developing arts and culture material in the Dance Arts aspect can be seen in the results of the validation data analysis of the Material, Media, and Design Validation expert team as well as teacher responses and student learning outcomes tests. The feasibility of the product being developed was analyzed based on the validation results of media experts, material experts, and design experts, totaling six expert lecturers. The results of the assessment of two (2) material validation expert lecturers received by researchers when carrying out trial activities with material experts gave an assessment of 95.38%. Based on the feasibility value range, the product developed was declared very feasible and valid based on material aspects. Furthermore, the results of the assessment from the design expert team received from two (2) design validation expert lecturers received by the researchers gave an assessment of 90.71%. Based on the range of feasibility values, the product developed was declared very feasible and valid based on design aspects. Finally, the assessment from the media expert team received by two (2) media validation expert lecturers received by the researchers gave an assessment of 91%. Based on the feasibility value range, the product developed was declared very feasible and valid based on the media aspect. The results of the assessments provided by the material, design, and media validation expert team mean that overall, the product developed is declared very valid and very suitable for use as a material.

CONCLUSION

Based on the information from the inquire about comes about and discourses that have been portrayed, the taking after conclusions can be drawn: (1) The feasibility of the web-based hybrid learning model developed for arts and culture learning in the dance arts aspect of Arrozaq Rantauprapat Islamic High School is declared very feasible and valid for use. Based on the recapitulation from the Material Validator Expert Team, an in general normal score of 95.38 was gotten, learning plan specialists gotten an in general normal score of 90.71%, and media specialists gotten an by and large normal score of 91%. (2) The effectiveness of the web-based hybrid learning model developed for arts and culture learning in the dance arts aspect of Arrozaq Rantauprapat Islamic High School was stated to be very effective in use based on the Sig value. (2-tailed) obtained a value of 0.007, meaning the Sig value is <0.05.

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