

**LECTURERS' AND STUDENTS' PERCEPTION ON BLENDED
LEARNING MODEL IN EFL CLASS**

SKRIPSI

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

By

LENI MARIANI NST
NPM. 1602050044



**FACULTY OF TEACHERS' TRAINING AND EDUCATION
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MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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

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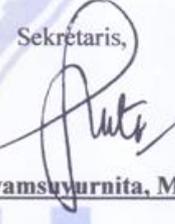
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Nama Lengkap : Leni Mariani Nst
NPM : 1602050044
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Lecturers' and Students' Perception on Blended Learning Model in EFL Class

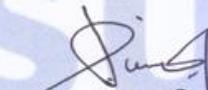
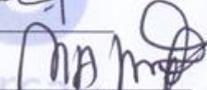
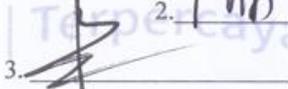
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ANGGOTA PENGUJI:

1. Dra. Diani Syahputri, M.Hum
2. Mandra Saragih, S.Pd, M.Hum
3. Rini Ekayati, SS, MA

1. 
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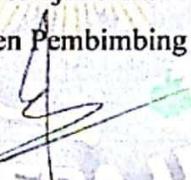
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NPM : 1602050044
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Lecturers' and Students' Perception on Blended Learning Model
in EFL Class

sudah layak disidangkan.

Medan, Oktober 2020

Disetujui oleh:
Dosen Pembimbing


Rini Ekavati, SS, MA

Diketahui oleh:

Dekan

Ketua Program Studi,


Dr. H. Elfrianto Nasution, S.Pd., M.Pd.


Mandra Saragih, S.Pd., M.Hum.



SURAT PERNYATAAN

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Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Leni Mariani Nst
N.P.M : 1602050044
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Lecturers' and Students' Perception on Blended Learning Model in EFL Class

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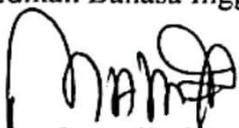
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Leni Mariani Nst

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris


Mandra Saragih, S.Pd., M.Hum

ABSTRACT

Mariani Nasution, Leni. 1602050044. *Lecturers' and Students' Perception on Blended Learning Model in EFL Class*. Skripsi. English Education Program of the Faculty of the Teachers Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2020.

This study discusses about the perceptions of lecturers and students towards blended learning in the English class of University of Muhammadiyah North Sumatra. This research design used descriptive qualitative research. Source of data of this study was collected of two lecturers and fifty students as respondents. The instrument of this study used questionnaire as data collected. In analyzing the data the researcher uses three steps, namely: data reduction, data display, and conclusion drawing / verification. From the results of data analysis, Students give a positive response to the blended learning model, blended learning made easier for them to learn but they find it difficult to use applications used in online learning. Lecturers also give a positive response to the blended learning model, blended learning made it easier for them to teach but blended learning model does not foster students' active attitudes and does not increase students' understanding in learning.

Keywords : Lecturers' and students' perception, Blended Learning

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This study entitled “ Lecturers’ and Students’ Peception on Blended Learning Model in EFL Class”. This *skripsi* written to fulfil one of requirement to degree of Sarjana Pendidikan (S.Pd) of English Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah North Sumatera. In this occasion, the writer would like to express her thanks first to her dearest parents, her sister and her brother, her beloved father Slamant Nasution, her beloved mother Parida Siregar, her sisters Nur Aisah and Nur alya, and her brother Muhammad Amin for their pray, advice, moral and material supports before, during and after her academic years in UMSU. May Allah the most almighty always bless them, thanks for their love.

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Although the researcher have tried to complete this research as well as possible, the authors realize that the research is still lacking. Therefore, the author expected constructive criticism and suggestions from the readers to improve all the deficiencies in the preparation of this research proposal. Finally, the author hope this research can give contribution to the English Education students and also further pedagogical research.

Medan, 09 November 2020

Researcher

Leni Mariani Nst

NPM.1602050044

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CHAPTER I

INTRODUCTION

A. Background of Study

Education in Indonesian is expected to be able to develop capabilities and shape the character and civilization of its nation with dignity. Then the Indonesian National Education was drafted with the aim of educating the life of the nation and developing the potential of students to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible. The establishment of the Indonesian National Education Goals then a vision is planned that is expected to be able to realize the education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into qualified human beings so that they are able and proactively respond to the challenges of the changing times. Education according to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, is defined as an effort so that humans can develop their potential through learning processes and or other ways that are known and recognized by the community. Education becomes very important for humans because it involves the ideals of human life. The development of the times became one of the challenges that certainly affected the achievement of his ideals. One of the solutions is none other than education.

Education will lead people to become better figures in responding to the challenges of the times. In order to realize the vision of the Indonesian National Education, one of the efforts is the expansion and equitable distribution of opportunities for quality education for all Indonesian people. The problem is, Indonesia is a maritime country consisting of islands separated by oceans. This is an obstacle to the achievement of the expansion and equitable distribution of quality education in Indonesia. The times are mainly in the field of technology and the internet which also influenced the development of the world of education in Indonesia.

Technology in the world of education has transformed conventional learning systems into modern learning systems, demanding to innovate in the delivery of learning. Then these challenges make changes in the learning environment and contribute to the movement of the learning process, especially in English education lessons. The development of ICT (Information and Communication Technology) is marked by the development of computer networks with internet services. The computer network system through the internet that is currently developing aims to facilitate the needs of people and organizations. This is an effort to support and facilitate the activities of human life and organizations, where teaching and learning activities in the world of education are also included.

This situation directly provides opportunities for lecturers to expand interactions with students. By utilizing ICT, lecturers can interact and communicate with students, or between and between students, or share learning

resources that can occur anytime and anywhere without being limited by time space, as long as they are interconnected in computer network systems through the internet. Plus, this is a new form of the process of delivering and presenting learning material that is more interesting and fun because it is more interactive. However, on the other hand, this also becomes a challenge for lecturers to have adequate skills to master them so that they can utilize these conditions efficiently and effectively in the learning process in accordance with the learning issues to be achieved. This is in line with the level professionalism of an educator that does not only cover abilities learn students, but also the ability to manage information and the environment (which includes place of learning, methods, media, assessment system, and facilities and infrastructure to facilitate activities learners learn so that it becomes easier (Ibrahim, et. al., 2001 quoted by I Wayan Santyasa, 2007).

One of the conveniences in the field of education that is offered by utilizing the development of ICT today is blended learning media. Bersin (2004) Blended learning is the combination of different "media" training (technologies, activities, and types of events) to create an optimum training program for specific audiences. That term "blended" means that traditional instructor-led training is being supplemented with other electronic formats. In the context of this book, blended learning programs use many different forms of e-learning, perhaps complemented with instructor-led training and other live formats. Bawaneh (2011) explains that the blended learning approach needs learning materials of

hard copy, face to face and communication via email, internet based messages, and other online resources.

Through blended learning all learning resources that can facilitate learning for people who learn are developed. Blended learning can combine face-to-face learning with computer-based learning. That is, learning is carried out with a learning technology approach, in combination with face-to-face learning resources with instructors and those published in computer media, cell phones, satellite television, video conferencing and other electronic media. Students and instructors work together to improve the quality of learning the primary objective Blended learning is providing opportunities for students to learn independently, continuously, and develop.

University of Muhammadiyah Sumatera Utara has implemented blended learning as one of the forms of learning recognized by university leaders, lecturers in English language education FKIP UMSU have implemented blended learning, both in the form of uploading documents (RPS, Lecture Material) and task collection. Based on the preliminary survey, the researcher conducted an indirect interview with the lecturer by asking about student learning outcomes after using blended learning in learning in order to support and prove the students' perceptions. In the campus environment of the University of Muhammadiyah Sumatera Utara (UMSU), especially in the Teaching and Education Faculty, English education study program, blended learning is only applied by a few lecturers in EFL class learning. Students also still do not understand how to operate the applications used during online learning. Learning with the blended

learning model also makes students difficult and does not understand how to upload documents and assignments carried out online. Even though blended learning is very easy and practical, making it easier for lecturers to interact and communicate with students, and between students, and also makes it easy to share learning resources that can occur anytime and anywhere without being limited by time space.

Among lecturers and students at University of Muhammdiyah Sumatera Utara, the perception of the blended learning model in learning is not yet known in depth, especially in the EFL class. The blended learning model needs to be examined by looking at the perceptions of students and lecturers on blended learning. So based on these conditions the researcher wants to conduct a study entitled "Lecturers' and Students' Perception on Blended Learning Model in EFL Class".

B. Identification of the Problems

Based on the background that has been presented by the researcher, the following problems can be identified:

1. The use of blended learning is only used by a few lecturers in English language study programs
2. Students have difficulty operating applications in online learning
3. Students do not understand how to upload and download materials and assignments online

C. Scope and Limitation

In this research, it is very important to limit the problem of the research to the field study. This study focuses on lecturers' and students' perception on blended learning model in EFL class.

D. The Formulation of the Problem

Based on the background above the researcher formulated the problem as follows:

1. How are lecturers' perceptions on blended learning model in EFL class?
2. How are students' perceptions on blended learning model in EFL class?

E. The Objectives of the Study

Based on the formulation of the problem above, the objective of the study as follows :

1. To find out how the lecturers' perception on blended learning model in EFL class.
2. To find out how the students' perception on blended learning model in EFL class.

F. The Significant of the Study

The findings of this research are related to be useful and relevant theoretically and practically.

1. Theoretically
 - a. This research can be used as a source of reference for relevant research on blended learning model.
 - b. This study can give contribution for researcher to enrich his knowledge about lecturers' and students' perception on blended learning
2. Practical Benefits
 - a. This research is expected to be useful as input for lecturers in improving their way of teaching to students by using blended learning model.
 - b. This research is expected to be useful as input for students in increase their interest in blended learning
 - c. The English Department of Muhammadiyah of North Sumatera who want to do a similar study about blended learning, this study is expectation as one of the reference to do the analysis.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

2.1. Perception

1. Description of Perception

According to Young in Adrian (2010) perception is an activity in the form of senses, integrating. As well as providing an assessment of physical or social objects. Sensing is usually dependent on physical and social stimulus that is in the environment. Sensory from this environment that will be processed together with other things that have been studied before, in the form of hopes, values, memories, attitudes, and others.

According to Thalib (2010) perception is a stimulus received by someone and then organized and interpreted, so as to obtain an impression or meaning of the stimulus received. Perception can be defined from a physical, psychological and physiological perspective. Perception is the process by which a person gives meaning to experience, that is, after someone has received certain stimuli in their sensory memories, the processing continues to be a perception. Perception is very important because it affects the information that enters the memory. Background knowledge in the form of schemes influences subsequent perceptions and learning (Adediwura & Tayo, 2007). Different life experiences, treatment patterns of different parents and society will affect different perceptions of an object in men and women (Afiatin, 1993).

Wagner and Hollenbeck (2003: 160) define perception as a process that individuals take to organize and interpret their sense impressions in order to give meaning to their environment. A number of factors that influence perception according to Robbins are perceptual actors, perceived objects or targets and situations. Among the personal characteristics of perceptual actors that are more relevant to influence perception are attitudes, motives, interests or interests, past experiences and expectations (expectations). Objects or targets can be people, objects or events. The properties of the object or target usually influence the perceptions of the viewer. Situation is the context of the object or event, which includes the elements of the environment and time.

2. Perception Theory

Perception is the process by which people sense, select, organize, and interpret information, to form subjectively meaningful picture of the world so as to identify, retrieve, and respond to the information (Broadbent, 2008). Perception is considered as a transaction in which the environment, observer and perception are interdependent. This theory makes a number of assumptions as follows:

1. Perception is multimodal
2. Perception is something active and not is a passive process.
3. Perception cannot be explained by the division of behavior into the perceiver and perceived.
4. Unexplained perceptions relating to responses conditioned to stimuli.
5. Relationships between people and the environment is something dynamic.

6. Image of the environment owned by the observer depends on past experience, present motivation and attitude.
7. Past experience is projected into the present situation in relation to one's needs.

Referring to the theory above the description of perceptions is explained, starting from the active process to the relationship of experience with the present situation. This matter occurs because the person is digesting information from the environment successfully adapts the attitudes, thoughts, or behaviors to the information based on the experience they have. Based on the above understanding it can be concluded that the act of compiling, recognizing, and interpreting sensory information to provide an overview and understanding of the environment. Perception includes all signals in the nervous system, which are the results of physical or chemical stimulation of the sensing organs.

3. Constructive Perception

Constructive perception theory is based on the assumption that during perception, we form and test hypotheses related to perceptions based on what we perceive and what we know. thus, perception is a combination effect and information received by the sensory system and the experience and knowledge we learn about the world, which we get from experience.

4. Types of Perception

Types of Perception According to Irwanto (2002), after individuals interact with perceived objects the perception results can be divided into two, namely:

1. Positive Perception, perceptions that describe all knowledge and responses that are continued with their utilization efforts.
2. Negative Perception, which describes all knowledge and responses that are not in harmony with the perceived object. It can be said that the perception both positive and negative will always affect a person in carrying out an action. And the emergence of a positive perception or negative perception all depends on how the individual describes all his knowledge of a perceived object.

5. Process of Establishment of Perception

According to Thalib (2010) the process of forming one's perception begins with observation of the situation and behavior. The formation of perception that begins with observation then continues to be the process of attribution and disposition or regulation of the things that influence the formation of these perceptions so as to form an impression of the object of perception.

Forming an impression of perception can occur in 2 ways:

1. Through the stimulus that occurs after observation, then obtains assessment, management, and interpretation in an integrated manner with all aspects that influence the formation of perception.
2. The stimulus received will give the impression directly without the process of assessment, management, and integration

2.2. Blended Learning

1. Description of Blended Learning

According to Wasis D. Dwiyoogo (2016) blended learning consists of the words blended (combination or mix) and learning (learning). Another term that is often used is hybrid course (hybrid = mixture or combination, course = course). The most common meaning of blended learning refers to learning that combines or mixes between face to face learning and computer-based learning (online and offline).

Darmawan (2014: 21) "blended learning is a combination of various learning models aimed at optimizing learning processes and services both distance, traditional, media, and even computer-based". Based on this opinion, blended learning is conceptualized as a combination of several learning models in which traditional learning is integrated with learning activities using computer-based learning media, where the integration of the learning concept aims to optimize learning activities better.

Another opinion comes from Bhonk and Graham (2006) in Rusman et al (2012: 244) who say that in general "blended learning is the combination of instruction from two historically separate models of teaching and learning: Traditional learning systems and distributed learning systems. it emphasizes the central role of computer-based technologies in blended learning ”.

This learning combines two direct learning models (face to face) or what is often referred to as conventional learning, this learning often stands alone but blended learning mix conventional learning with online learning.

Blended learning is a combination of the characteristics of traditional learning and an electronic learning environment. At first traditional face-to-face learning, then the higher the technology, the longer the learning time switches to using pure electronics in online form, a combination of the two is called blended learning.

Explanation of the concept of blended learning combining learning models also has several advantages, namely that it can take the best characteristics of direct (synchronous) learning with indirect (asynchronous) learning. As; students can motivate themselves internally and are able to control their learning ability anywhere, anytime and create student independence.

In blended learning, students become part of a study group and at the same time as individuals who are learning, from the above explanation it can be concluded that blended is a mixture and learning is learning, this learning blends conventional learning with elearning learning.

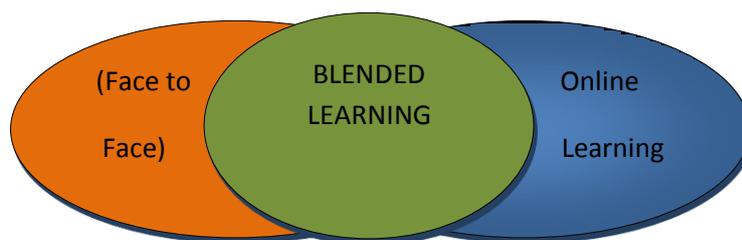


Figure 2.1 Concept of Blended Learning

Blended learning does not replace conventional learning models in the classroom, but learning models. Because learning uses blended learning on

quadrant function equation material, the results of learning media are valid and practical.

Blended learning is a new type of education prepared for certain groups by combining positive aspects of various learning approaches. Blended learning will provide great convenience for the course to achieve its targets by combining face-to-face interaction in traditional learning and the time, place and wealth of material provided by web-based learning. Yılmaz & Orhan (2010) states that the best way to overcome the lack of interaction problems faced in technology-based learning is by combining traditional learning and online learning. Throne (2003) emphasizes that the integration of these two learning approaches takes place by combining CD ROM, e-mail, conferences, online animation, audio messaging, multimedia technology and real classroom environments and he states that it must be presented to students in the traditional way. classroom management and face-to-face learning. From this point of view, Blended learning can be a good solution by offering different learning environments to students who have individual differences and approaches to learning.

In addition, blended learning is a learning approach that is formed with a combination of different learning environments and types of activities for certain groups with the addition of electronic resources for face-to-face learning (Bersin, 2004). This approach has facilities to meet the needs of our times. The fact that it is applicable and renewable, and has the technological innovations brought by our modern times stands as an evidence approach that is worthy of research.

The use of the Blended Learning model according to (Husamah, 2014: 225) is needed when the following situations and conditions occur:

1. the teaching and learning process is not only face-to-face, but increases the learning time by utilizing virtual world technology;
2. simplify and accelerate the non-stop communication process between teachers and students;
3. students and educators can be positioned as learning parties; and
4. help accelerate the teaching process.

2. Elements of Blended Learning

Wasis D. Dwiyoogo (2016) suggested that blended learning combines face-to-face and online learning that has six elements, namely:

1. Face to Face Learning

Face-to-face learning is done as it was done before the invention of print, audio-visual and computer technology, namely the instructor as the main learning source. The instructor conveys learning content, conducts questions and answers, discussions, gives guidance, assignments, and exams. Everything is done synchronously, meaning that all learners learn the contents of learning at the same time and place.

2. Independent Learning

Independent learning in face-to-face learning is done to accommodate individual differences and then develop by providing independent learning assignments

through learning using modules or Student Worksheets (LKS). The goal is so that students with different characteristics of intelligence can learn according to the speed of learning. In this learning resource for independent learning, most students need two or more textbooks as learning resources. In blended learning based learning, many learning resources must be accessed by students, because these resources are not only limited to the learning resources owned by the instructor, the library of educational institutions, but rather the learning resources available in the world library. Professional and competent teachers can design any learning resources that can be accessed to combine with books, multimedia, and learning resources.

3. Application Learning

Applications in blended learning can be done through problem based learning. Problem-based learning directs learning to find ways to solve problems from problems that have been found. The concepts of the problem must be presented because students are considered not to have the ability to solve problems or knowledge about the problem. Through problem-based application learning, learners will actively define problems, look for various alternative solutions, and track the concepts of principles and procedures needed to solve existing problems.

4. Learning Tutorial

Computer-based learning programs require face-to-face tutorial activities. In tutorial learning, students are active to convey the problems encountered, while the teacher acts as a guiding tutor. Although the application of technology can

increase the involvement of students in learning, the teacher's role is still needed as a tutor and evaluator of student work.

5. Collaborative Learning

Collaboration or collaboration is one of the important characteristics of future learning that prioritizes the ability of individuals / groups to produce products. Future products, especially computer products in the form of interdisciplinary hardware and software. Therefore, future products are products produced from collaborative activities. Collaboration skills must be an important part of blended learning. This is certainly different from conventional face-to-face learning where all students learn in the same class under the teacher's control, in complex learning, that is needed based on blended, and students work independently and collaborate.

6. Learning Evaluation

Evaluation of learning based on blended learning is different from evaluation of face-to-face learning. Evaluation must be based on the process and results that can be done through evaluating student learning performance based on portfolios. Likewise assessment needs to involve not only the teaching authority, but there needs to be a self-assessment by the learner, as well as other student evaluators.

According to Carman, there are five keys to learning with the blended learning method, namely:

1. Live event.

What is meant by live events in the context of blended learning here is face to face at a time and place such as in a classroom, it could also be at the same time but in a different place such as a virtual classroom. In other words, in learning that uses blended learning, one of the elements that cannot be ignored is direct or face-to-face learning. Synchronize face to face at the same time and place (classroom) or the same time but different places (such as virtual classrooms).

2. Self Paced Learning or learning at your own pace.

What is meant here is an effort to combine self-learning (self-paced learning) which allows participants to learn anytime, anywhere by using a variety of content (learning materials) specifically designed for independent learning, both text-based and multimedia -based (video, animation, simulation, image, audio, or a combination thereof). This learning material can now be delivered in various forms of media, including: through blogs that are online or through e-books that are posted online on the site. What is meant by learning at their own pace is learning that combines independent learning through which students get opportunities to study anytime, anywhere by using a variety of text-based and multimedia-based learning materials such as through video, animation, simulation, image, audio, or a combination of these various media. Now the learning material is posted on the website so that it is uploaded online.

3. Collaboration.

Learning is carried out by combining teacher collaboration, as well as collaboration of students across schools or campuses. Here, blended Learning

designers should welcome forms of collaboration through media such as: communication tools such as chat room, discussion forums, emails, websites / web blogs, and cellphones.

4. Assessment

When using Blended Learning, it must be realized that there is a need to compile a combination of various types of assessments, both test and non-test. Online and offline assessment systems can also be used. The facilities formed provide easy learning assessment.

5. Performance Support Materials.

Blended Learning methods require resources. It is said that because face-to-face learning in class and virtual face-to-face requires resources that enable the implementation of mixed learning which consists of three elements, namely face-to-face in class, face-to-face via online, and independent learning. Learning materials or teaching materials that make it easy for independent learning can be done through offline learning, namely materials provided via CDs, videos, MP3s, DVDs. This media allows students to access subject matter.

3. Characteristics of Blended Learning

There are several types of conventional learning, such as training, classroom learning, and mentoring, but there are also various electronic learning options, ranging from e-learning classes, online support systems, templates, decision support tools and knowledge base (Sutopo, 2012 : 167). McSparran and

King (2002) state that blended learning is a mixed method that is selected and used in carrying out various kinds of learning according to the needs of different users. Thus, blended learning means the use of two or more different learning methods, including a combination of the following:

1. The combination of face-to-face learning in class with online learning.
2. Combination of online learning with access to instructors or learning members.
3. Combination simulation with structured learning
4. Combination of on-the-job training with informal sessions
5. Combination of managerial training with e-learning activities

According to Sharpen et.al. (2006) (Rusman, 2012: 245), the characteristics of blended e-learning are:

1. Provision of supplementary resources for learning programs that are related over traditional lines largely through institutional support for virtual learning environments.
2. Transformative level of learning practice is supported by deep learning designs.
3. A comprehensive view of technology to support learning.

Based on the explanation above, the characteristics of blended e-learning are a source of supplements, with a traditional approach that also supports a virtual learning environment through an institution, deep learning designs at a

time when the level of learning practice changes and views on all technologies are used to support learning.

The characteristics of blended learning when viewed from the media used, Sutopo (2012: 172) learning media used for blended learning is not limited to technology including:

- 1) Stand-alone, Asynchronous, or Synchronous online learning / training.
- 2) Supporting software (knowledge management tools)
- 3) Traditional class, laboratory, or other teaching aids
- 4) Reading, CD-ROOM or other independent learning
- 5) Teletraining (telelearning), or other media

4. Purpose of Blended Learning

According to Husamah (2014: 226) the objectives of implementing Blended Learning are as follows:

1. To help students to develop better in the learning process in accordance with learning styles and preferences in learning;
2. Provide practical and realistic opportunities for teachers and students to learn independently, be useful and continue to develop; and
3. Increased scheduling flexibility for learners, by combining the best aspects of face-to-face and online learning. Face-to-face classes can be used to engage students in interactive experiences, whereas online classes

provide learners with rich multimedia content that is rich in knowledge at anytime and anywhere as long as students have internet access.

5. Strengths and Weaknesses of Blended Learning

According to Wasis D. Dwiyogo (2016: 151) the benefits gained by utilizing blended-based learning for educational institutions are as follows:

1. Expanding the reach of learning
2. Ease of implementation
3. Cost efficiency
4. Optimal results
5. Adjusting various student needs
6. Increase the attractiveness of learning

The advantages of Blended Learning according to Husamah (2014, 36) are as follows:

1. Students are free to learn subject matter independently by utilizing materials available online;
2. students can have discussions with teachers or other students outside face to face hours;
3. learning activities carried out by students outside face to face hours can be managed and controlled properly by the teacher;
4. Teachers can add enrichment material through internet facilities;

5. the teacher can ask students to read the material or take tests that are done before learning;
6. the instructor can administer quizzes, provide feedback and make effective use of test results;
7. students can share files with other students;

Noer points out some of the shortcomings of blended learning as follows:

1. The media needed is very diverse, so it is difficult to apply if the facilities and infrastructure are not supportive
2. Unequal facilities owned by students, such as computers and internet access. In fact, blended learning requires adequate internet access, it will certainly make it difficult for students to participate in independent learning via online
3. Lack of knowledge of learning resources (teachers, students and parents) on the use of technology.

B. Relevance of Study

1. Students' Perceptions of the Implementation of Blended Learning in a Large English Class by Facri Ali and Eros Meilina Sofa (2018) this journal discusses the perceptions of students in English class about the implementation of edmodo-based blended learning. From the results of this study it is said that the implementation of blended learning provides satisfaction and positive effects to students in the teaching and learning

process. Blended learning also encourages them to improve their language skills, especially reading and writing. this journal only discusses student perceptions, while the research I will do discusses lecturers and student perceptions. This journal is related to the research that I will be doing because they both discuss perceptions about blended learning.

2. Learners' Perceptions of Blended Learning and the Roles and Interaction of f2f and Online Learning (2016) this journal discusses students' perceptions in mixed learning and its relationship in each of the roles of face-to-face learning and online learning. Research results from this journal say that blended learning generally has a positive influence on students by increasing student interest in learning English and they also recognize the interdependence between face to face learning and online learning. This journal is related to the research that I will be doing because they both discuss perceptions about blended learning.

C. Conceptual Framework

This study focuses on analyzing how lecturers and students' perceptions of learning on blended learning models in the EFL class, University of Muhammadiyah North Sumatra. Perception is a process of the experience of an object or event by concluding information and interpreting messages captured by the five senses. So we can perceive an event with our sensory devices or by inferring information from our experience or from other people about a particular object then we can interpret the object.

In the lecture process lecturers use blended learning as mixed learning, so that it raises perceptions from students and lecturers about the blended learning model, perceptions raised by lecturers and students are very diverse, can be positive or negative perceptions, lecturers' and students' perceptions can improve the quality of teaching and learning activities.

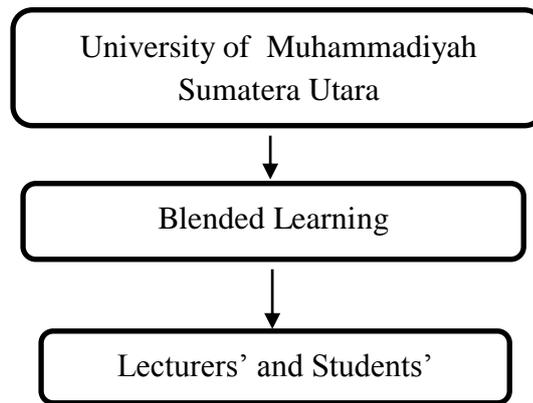


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Location and Time of Research

1. Location of Research

This research has been conducted at the University in Medan, namely the University of Muhammadiyah Sumatera Utara (UMSU) on Jl. Muchtar Basri. The reason for choosing this university because UMSU is one of the campuses that uses blended learning

2. Time of Research

The time used by researchers for this study has been carried out from the date of the issuance of the research permit within a period of three months, two months of data collection and one month of data processing which included presentation in the form of a thesis and the guidance process took place.

B. Research Design

Researchers used descriptive qualitative methods. Qualitative methods are research methods based on the philosophy of postpositivism, used to examine the conditions of natural objects. This method is called the interpretive method because the research data is more concerned with the interpretation of the data found in the field. The purpose of using a qualitative approach was so that researchers can describe the facts and data to be processed. The use of this

method can determine the perception of lecturers and students by analyzing data taken from respondents. Researchers conduct subjective research that was possible on things that has been the center of attention and support the object of research based on the data available in the blended learning model of learning in terms of lecturers' and students' perceptions.

C. Source of the Data

The data sources of this study were two lecturers who had used blended learning in the English class and fifty students from two classes, namely class A which consisted of thirty-one students and class C which consisted of nineteen students from eighth semesters who had used blended learning as respondents for data collection, at faculty of Teachers' training and Education, University of Muhammadiyah Sumatera Utara.

D. Research Instrument

The instrument for data collection is questionnaire. The research instrument is part of data collecting technique. In this study the researcher will collected the data by using questionnaire as instrument that consist of 15 questions for lecturers and 16 questions for students.

E. Technique for Collecting Data

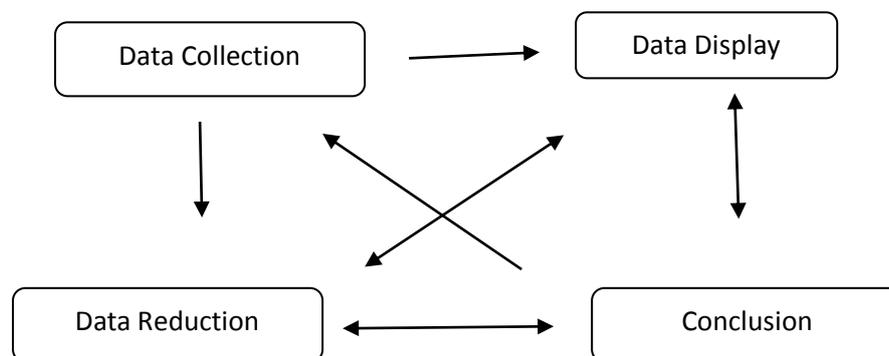
In this study, researcher used questionnaire as a data collection technique. The questionnaire is a data collection technique which is done by giving a set of written questions to the respondent to answer, namely 16 questions for students

and 15 questions for lecturers. The questionnaire is an efficient data collection technique if the researcher knows exactly which variable to measure and what to expect from the respondent. Questionnaire is suitable if the number of respondents is large enough and spread over a large area . This research questionnaire was closed questionnaire, in which each question has 5 alternative answers, which are symbolized by:

1. Strong agree
2. Agree
3. Disagree
4. Strong disagree

F. Technique for Analyzing Data

In analyzing the data researchers used the theory of Miles, Huberman & Saldana (2014), suggesting that the activity in data analysis consists of three procedures. The procedures of the data are analyzed based on the following steps:



Picture 3.1 components in data analysis (interactive model)

1. Data Reduction

In this step, the researcher summarized, selected the main points and focused on the main problems of the study. Then simplified by removing things that were not necessary so that the data that has been reduced provides a clear picture and makes it easier for researchers to find the data needed. Data that has been analyzed determines lecturers' and students' perception on blended learning.

2. Data Display

After the data is reduced, the next step is to display the data. The researcher presented data by simplifying the data in the form of narrative text. By displaying the data, it will be easier to understand what happened, plan the next work based on the data that has been obtained.

3. Conclusion Drawing / verification

The final step in analyzing data was drawing conclusions and verification. The researcher made conclusions and main points from all the data that has been collected so that it becomes clear. The conclusion answered the problem formulation which was formulated from the beginning.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

As stated at the chapter 3 in collecting the data, the instrument used in this study was a questionnaire consisting of fifteen statements for lecturers and sixteen statements for students. The reason the writer used questionnaire in this study is to find out how lectures' and students' perceptions on blended learning and researcher can get picture accordance with what happened through the answers. Below are the lists of lecturers' questionnaire used of the research;

1. Blended learning is learning that combines face-to-face and online learning
2. Blended learning is learning that utilizes internet networks as a learning tool
3. Blended learning can make it easier for lecturers and students to interact and communicate with each other anytime and anywhere
4. Make it easy for lecturers to provide material online
5. The learning process is more fun with blended learning
6. Teaching is easier with blended learning
7. Foster student motivation in learning
8. Cultivate students' active attitudes in the learning process
9. Making the learning process more effective
10. Improve student understanding
11. Make it easier for me to provide an assessment to students
12. Increase student interest in learning

13. Save time with blended learning
14. Blended learning wastes internet data
15. Blended learning is complicated to be applied in learning

Those are the fifteen statements that will be filled in by the teacher based on each statement having four answer options such as strong agree, agree, disagree, and strong disagree.

Below are the lists of lecturers' questionnaire used of the research;

1. Blended learning is learning that combines face-to-face and online learning
2. Blended learning is learning that utilizes internet networks as a learning tool
3. Blended learning can make it easier for lecturers and students to interact and communicate with each other anytime and anywhere
4. Make it easy for students to get material online
5. Facilitate students in gathering assignments
6. The learning process is more fun with blended learning
7. Learning through blended learning can foster an attitude of independent learning
8. Cultivate motivation in the learning process
9. Cultivate an active attitude in the learning process
10. Making the learning process more effective
11. Improve understanding
12. Increase learning interest

13. Save time with blended learning
14. I have difficulty operating applications that are used in online learning
15. Blended learning wastes internet data
16. Blended learning is complicated to be applied in learning

Those are the sixteen statements that will be filled in by the students based on each statement having four answer options such as strong agree, agree, disagree, and strong disagree.

B. Data Analysis

a. Lecturers Perception

Based on existing data, it can be analyzed that the lecturers' perceptions of the blended learning model in the EFL class can be seen from statements 1 to 15

1. Blended learning is learning that combines face-to-face and online learning

From the above statement, the lecturers have the perception that they strongly agreed with this statement. Which is the statement above is a little explanation about blended learning. From the respondents' answers, it shows that they know what blended learning is and it also shows that they have applied blended learning in learning.

2. Blended learning is learning that utilizes internet networks as a learning tool

From the above statement, the lecturers have the perception that they strongly agreed with this statement. Which is the statement above is a little description of blended learning. From the respondents' answers, it shows that they know what blended learning is and it also shows that they have used blended learning in learning.

3. Blended learning can make it easier for lecturers and students to interact with each other anytime and anywhere

From the above statement, the lecturers have the perception that they agree with the statement, this shows that they know what blended learning is and have applied blended learning in the learning process.

4. Make it easy for lecturers to provide material online

From the above statement, respondents strongly agree that blended learning makes it easier for them to provide material online. This is acted upon that the development of ICT (Information and Communication Technology) in the form of blended learning has provided various benefits to lecturers and students, in which learning materials or resources can be provided anytime and anywhere without being limited by time space, as long as they are still connected by Internet Network.

5. The learning process is more fun with blended learning

From the above statement, respondents agree that learning is more fun with blended learning. This learning model is learning that combines face-to-face

and online learning which makes students more fun and not easily bored so that the learning process is more enjoyable.

6. Teaching is easier with blended learning

From the above statement, the respondents agree that blended learning makes it easier for them to teach. This is indicated because blended learning provides a platform for sending material in the form of documents that can be done anytime and anywhere and students can study the material that has been given online before learning takes place so that when the learning process starts it will make it easier for students to understand the material presented by the lecturer.

7. Foster student motivation in learning

From the above statement, respondents agree that blended learning can foster motivation in learning ... this has also been mentioned in the advantages of blended learning, blended learning has a unique or distinctive characteristic, namely by combining online and face-to-face learning which is different from ordinary learning so that make students more motivated in learning. Learning materials have also been provided by lecturers in an online learning platform that can be accessed by students and can be studied before the learning process begins.

8. Fostering an active attitude of students in the learning process

From the above statement, the respondents agree that blended learning can foster an active attitude of students in learning. It is indicated that before the

learning process takes place the lecturer has asked students to understand the material that has been given by the lecturer in the online learning platform so that students will easily understand the material presented by the lecturer and will generate a response from students during the learning process.

9. Making the learning process is more effective

One respondent said he agreed that learning was more effective using blended learning and other respondents said they were disagreed with the statement. From the answers given, it was found that this was influenced by the way the lecturers taught in the learning process. An interesting way of teaching will make the learning process more effective.

10. Increase student understanding

One respondent said that he strongly disagreed that blended learning could improve students' understanding, and other respondents said they agreed with the statement. From the answers given, it was found that this was influenced by the way the lecturers taught.

11. Make it easy for lecturers to provide assessment to students

From the above statement, one respondent agrees and one respondent strongly agrees that blended learning makes it easier for lecturers to provide assessments to students. This is one of the advantages of blended learning. Blended learning provides a platform for submitting assignments that lecturers can give direct assessments on the platform.

12. Increase student interest in learning

From the above statement, the respondents agreed that blended learning could increase students' interest in learning. This is one of the advantages of blended learning. Blended learning has a unique or distinctive characteristic, namely by combining online and face-to-face learning which is different from ordinary learning so that it makes students more interested in learning.

13. Save time with blended learning

From the above statement, one respondent strongly agrees and one respondent agrees that blended learning can save time. Blended learning combined with online learning can be done anytime and anywhere. Lecturers can share material and send assignments online and can also communicate with students anytime and anywhere.

14. Blended learning is wasteful of internet data

From the above statement, one lecturer said that he was strongly disagreed and one lecturer said he did not agree that blended learning was wasteful of internet data. Online learning that is carried out in the blended learning model is not carried out in full time and is only used for uploading, uploading documents and communicating between students and lecturers who only need a small amount of internet data.

15. Blended learning is complicated to apply in learning

From the above statement, one lecturer said that he strongly disagreed and one lecturer said he did not agree. This shows that lecturers have the ability to master technology and are able to design attractive learning according to the learning issues to be achieved so that it makes it easier for them to apply blended learning in learning.

b. Students' perception

Based on existing data, it can be analyzed that students' perceptions of the blended learning model in the EFL class can be seen from statements 1 to 16

1. Blended learning is learning that combines face-to-face and online learning

From the above statement, respondents have the perception that they strongly agreed with this statement. Which is the statement above is a little explanation about blended learning. From the respondents' answers, it shows that they know what blended learning is and it also shows that they have used blended learning in learning.

2. Blended learning is learning that utilizes internet networks as a learning tool

From the above statement, the students have the perception that they strongly agreed with this statement. Which is the statement above is a little description of blended learning. From the respondents' answers, it shows that they know what

blended learning is and it also shows that they have used blended learning in learning.

3. Blended learning can make it easier for lecturers and students to interact with each other anytime and anywhere

From the above statement, most of the students perceive that they strongly agree with this statement, this shows that they know what blended learning is and have used blended learning in the learning process.

4. Make it easy for students to get material online

From the above statement, respondents agree that blended learning makes it easier for them to get material online. This is acted upon that the development of ICT (Information and Communication Technology) in the form of blended learning has provided various benefits to lecturers and students, where learning materials or resources can be downloaded directly on the online learning platform that can be done anytime and anywhere without being limited by space-time, as long as it is still connected by the internet network.

5. Make it easy for students to collect assignments online

From the above statement, most respondents strongly agree that mixed learning makes it easier for them to collect assignments online. Blended learning provides a platform for organizing assignments that can be done anywhere without having to bother coming to campus to collect assignments in person.

Students can also collect assignments at any time according to the schedule and assignments made by the lecturer.

6. Learning is more fun with blended learning

From the above statement, respondents agree that learning is more fun with blended learning. This learning model is learning that combines face-to-face and online learning which makes students more fun and not easily bored so that the learning process is more enjoyable.

7. Learning through blended learning can foster an independent learning attitude

From the above statement, most of the respondents agree that blended learning can foster students' independent learning attitudes because they find it easier to get material online so that they can study the material provided by the lecturer before the learning process begins. This is the advantage of blended learning according to Husamah (2014) that students are free to study learning material independently by utilizing materials available online and lecturers can also ask students to read material or take tests before learning.

8. Fostering student motivation in learning

From the above statement, respondents agree that blended learning can foster motivation in learning. This has also been mentioned in the advantages of blended learning, blended learning has a unique or distinctive characteristic, namely by combining online and face-to-face learning which is different from ordinary

learning so that make students more motivated in learning. Learning materials have also been provided by lecturers in an online learning platform that can be accessed by students and can be studied before the learning process begins.

9. Cultivate an active attitude in the learning process

From the above statement, the respondents agree that blended learning can foster an active attitude of students in learning. It is indicated that before the learning process takes place the lecturer has asked students to understand the material that has been given by the lecturer in the online learning platform so that students will easily understand the material presented by the lecturer and will generate a response from students during the learning process.

10. Make the learning process more effective

From the above statement, most of the respondents agreed that the blended learning made the learning process more effective. From the answers given, it was found that this was influenced by the way the lecturers taught in the learning process. An interesting way of teaching will make the learning process more effective.

11. Improve understanding

From the above statement, most of the respondents agreed that blended learning could improve understanding. From the answers given, it was found that this was influenced by the way the lecturers taught in the learning process. An attractive teaching method will make it easier for students to understand the

material provided by the lecturer. Learning material can also be accessed through an online learning platform so that students learn learning material first and will increase their understanding in learning.

12. Increase interest in learning

From the above statement, most of the respondents agreed that blended learning could increase interest in learning. This has also been mentioned in the advantages of blended learning according to Wasis D. Dwiyogo (2016), blended learning has a uniqueness or characteristic, namely by combining online and face-to-face learning which is different from ordinary learning so that it makes students are more interested in learning.

13. Save time with blended learning

From the above statement, most of the respondents agreed that mixed learning could give time. Blended learning that is combined with online learning can be done anytime and anywhere. Lecturers can share material and share assignments online and can also communicate with students anytime and anywhere. With blended learning, students also don't have to bother coming to campus to collect assignments directly because blended learning has provided an online assignment platform so they can give their time

14. I have difficulty operating the applications used in online learning

From the above statement, the respondent said they did not agree that the respondent had difficulty operating the application used in online learning. Some of the students also perceive that they have difficulty operating the applications used in online learning and blended learning is complicated to apply in learning. For students who understand and easily master technology, it will be easier for them to operate the applications used in online learning and blended learning will be suitable to be applied in learning. Likewise, students who do not master technology will find it difficult for them to operate the applications used in online learning so that they perceive that blended learning is complicated to apply in learning.

15. Blended learning is wasteful of internet data

From the above statement, respondents said they did not agree that blended learning was wasteful of internet data. Online learning which is carried out in the blended learning model is not carried out in full time and is only used for uploading, uploading documents and communicating between students and lecturers who only need a small amount of internet data. But most of the students also perceive that blended learning is wasteful of internet data, from this perception it shows that there is no available wifi in their class and there is also no internet subsidy that can be used to support the learning process.

16. Blended learning is complicated to apply in learning

From the above statement, respondents said they did not agree that blended learning was complicated to be applied in learning. This shows that students who understand and easily master technology will find it easier for them to use applications in online learning and consider blended learning suitable and not complicated to apply in learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of chapter iv, it was obtained some conclusions as follow:

1. Lecturers' Perception

The lecturers have a positive perception of the blended learning model, blended learning made it easier for them to teach and blended learning made learning process more fun but blended learning model does not foster students' active attitudes and does not increase students' understanding in learning.

2. Students' Perception

Students give a positive responses on blended learning model, blended learning made easier for them to learn and blended learning made them more interested to learn but they find it difficult to use applications used in online learning.

B. Suggestion

There are several points suggested as the following:

1. For Lecturers, this research suggested for lecturers to improve their way of teaching to students by using blended learning model and

suggested for lecturers to explain why the way using online application before learning.

2. For students, this research can make students more interest with blended learning model.
3. For English Department of Muhammadiyah of North Sumatera, this study can be one of the reference to do the analysis who want to do a similar study about blended learning.

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Appendix A

Questionnaire

Questionnaire was answered by Lecturers

NO	Statement	Answer Choices			
		Strong Agree	Agree	Disagree	Strong Disagree
1	Blended learning is learning that combines face-to-face and online learning	2	-	-	-
2	Blended learning is learning that utilizes internet networks as a learning tool	1	1	-	-
3	Blended learning can make it easier for lecturers and students to interact and communicate with each other anytime and anywhere	1	1	-	-
4	Make it easy for lecturers to provide material online	2			
5	The learning process is more fun with blended learning		2		
6	Teaching is easier with blended learning	1	1		
7	Foster student motivation in learning		2		

8	Cultivate students' active attitudes in the learning process		2		
9	Making the learning process more effective		1	1	
10	Improve student understanding		1		1
11	Make it easier for me to provide an assessment to students	1	1		
12	Increase student interest in learning	2			
13	Save time with blended learning	1	1		
14	Blended learning wastes internet data			1	1
15	Blended learning is complicated to be applied in learning			1	1

Questionnaire was answered by students

NO	Statement	Answer Choices			
		Strong Agree	Agree	Disagree	Strong Disagree
1	Blended learning is learning that combines face-to-face and online learning	34	14	2	-
2	Blended learning is learning that utilizes internet networks as a learning tool	26	23	-	1
3	Blended learning can make it easier for lecturers and students to interact and communicate with each other anytime and anywhere	16	30	3	1
4	Make it easy for students to get material online	20	25	3	2
5	Facilitate students in gathering assignments	26	21	3	-
6	The learning process is more fun with blended learning	9	31	9	1
7	Learning through blended learning can foster an attitude of independent learning	10	35	4	1
8	Cultivate motivation in the	2	40	7	1

	learning process				
9	Cultivate an active attitude in the learning process	4	26	19	1
10	Making the learning process more effective	2	34	13	1
11	Improve understanding	3	32	14	1
12	Increase learning interest	7	29	12	2
13	Save time with blended learning	15	32	1	2
14	I have difficulty operating applications that are used in online learning	5	19	24	2
15	Blended learning wastes internet data	17	9	20	4
16	Blended learning is complicated to be applied in learning	5	19	20	6

Kuesioner Dosen

Nama : *PE*

NO	PERNYAHTAAN	PILIHAN JAWABAN			
		SS	S	TS	STS
1	Blended learning adalah pembelajaran yang mengombinasikan antara pembelajaran tatap muka dan online	✓			
2	Blended learning merupakan pembelajaran yang memanfaatkan jaringan internet sebagai sarana belajar		✓		
3	Blended learning dapat memudahkan dosen dan mahasiswa untuk saling berinteraksi dan berkomunikasi kapan saja dan dimana saja	✓			
4	Memudahkan dosen untuk memberikan materi secara online	✓			
5	Proses pembelajaran lebih menyenangkan dengan blended learning		✓		
6	Mengajar lebih mudah dengan blended learning		✓		
7	Menumbuhkan motivasi mahasiswa dalam belajar				
8	Menumbuhkan sikap aktif mahasiswa dalam proses pembelajaran		✓		
9	Menjadikan proses pembelajaran lebih efektif		✓		
10	Meningkatkan pemahaman mahasiswa		✓		
11	Memudahkan dosen dalam memberikan penilaian kepada mahasiswa	✓			
12	Meningkatkan ketertarikan mahasiswa dalam belajar		✓		
13	Waktu lebih hemat dengan blended learning	✓			
14	Blended learning boros data internet			✓	
15	Blended learning rumit untuk diaplikasikan dalam pembelajaran			✓	

Kuesioner Dosen

Nama : M p

NO	PERNYAANTAN	PILIHAN JAWABAN			
		SS	S	TS	STS
1	Blended learning adalah pembelajaran yang mengombinasikan antara pembelajaran tatap muka dan online	✓			
2	Blended learning merupakan pembelajaran yang memanfaatkan jaringan internet sebagai sarana belajar	✓			
3	Blended learning dapat memudahkan dosen dan mahasiswa untuk saling berinteraksi dan berkomunikasi kapan saja dan dimana saja		✓		
4	Memudahkan dosen untuk memberikan materi secara online	✓			
5	Proses pembelajaran lebih menyenangkan dengan blended learning		✓		
6	Mengajar lebih mudah dengan blended learning	✓			
7	Menumbuhkan motivasi mahasiswa dalam belajar		✓		
8	Menumbuhkan sikap aktif mahasiswa dalam proses pembelajaran		✓		
9	Menjadikan proses pembelajaran lebih efektif			✓	
10	Meningkatkan pemahaman mahasiswa				✓
11	Memudahkan dosen dalam memberikan penilaian kepada mahasiswa		✓		
12	Meningkatkan ketertarikan mahasiswa dalam belajar		✓		
13	Waktu lebih hemat dengan blended learning		✓		
14	Blended learning boros data internet				✓
15	Blended learning rumit untuk diaplikasikan dalam pembelajaran				✓

Nama : JS

NO	PERNYANTAAAN	PILIHAN JAWABAN			
		SS	S	TS	STS
1	Blended learning adalah pembelajaran yang mengombinasikan antara tatap muka dan online		✓		
2	Blended learning merupakan pembelajaran yang memanfaatkan jaringan internet sebagai sarana belajar		✓		
3	Blended learning dapat memudahkan dosen dan mahasiswa untuk saling berinteraksi dan berkomunikasi kapan saja dan dimana saja		✓		
4	Memudahkan mahasiswa untuk mendapatkan materi secara online		✓		
5	Memudahkan mahasiswa dalam pengumpulan tugas secara online		✓		
6	Pembelajaran lebih menyenangkan dengan blended learning		✓		
7	Pembelajaran melalui blended learning dapat menumbuhkan sikap belajar mandiri			✓	
8	Menumbuhkan motivasi dalam proses pembelajaran		✓		
9	Menumbuhkan sikap aktif dalam proses pembelajaran		✓		
10	Menjadikan proses pembelajaran lebih efektif		✓		
11	Meningkatkan pemahaman			✓	
12	Meningkatkan ketertarikan belajar		✓		
13	Waktu lebih hemat dengan blended learning		✓		
14	Saya kesulitan dalam mengoperasikan aplikasi yang digunakan dalam pembelajaran online			✓	
15	Blended learning boros data internet		✓		
16	Blended learning rumit untuk diaplikasikan dalam pembelajaran			✓	

Nama : SI

NO	PERNYANTAAN	PILIHAN JAWABAN			
		SS	S	TS	STS
1	Blended learning adalah pembelajaran yang mengombinasikan antara tatap muka dan online			✓	
2	Blended learning merupakan pembelajaran yang memanfaatkan jaringan internet sebagai sarana belajar		✓		
3	Blended learning dapat memudahkan dosen dan mahasiswa untuk saling berinteraksi dan berkomunikasi kapan saja dan dimana saja			✓	
4	Memudahkan mahasiswa untuk mendapatkan materi secara online	✓			
5	Memudahkan mahasiswa dalam pengumpulan tugas secara online	✓			
6	Pembelajaran lebih menyenangkan dengan blended learning			✓	
7	Pembelajaran melalui blended learning dapat menumbuhkan sikap belajar mandiri		✓		
8	Menumbuhkan motivasi dalam proses pembelajaran			✓	
9	Menumbuhkan sikap aktif dalam proses pembelajaran			✓	
10	Menjadikan proses pembelajaran lebih efektif			✓	
11	Meningkatkan pemahaman			✓	
12	Meningkatkan ketertarikan belajar			✓	
13	Waktu lebih hemat dengan blended learning				✓
14	Saya kesulitan dalam mengoperasikan aplikasi yang digunakan dalam pembelajaran online	✓			
15	Blended learning boros data internet		✓		
16	Blended learning rumit untuk diaplikasikan dalam pembelajaran		✓		

Nama : I

NO	PERNYANTAAN	PILIHAN JAWABAN			
		SS	S	TS	STS
1	Blended learning adalah pembelajaran yang mengombinasikan antara tatap muka dan online	●			
2	Blended learning merupakan pembelajaran yang memanfaatkan jaringan internet sebagai sarana belajar	●			
3	Blended learning dapat memudahkan dosen dan mahasiswa untuk saling berinteraksi dan berkomunikasi kapan saja dan dimana saja		●		
4	Memudahkan mahasiswa untuk mendapatkan materi secara online	●			
5	Memudahkan mahasiswa dalam pengumpulan tugas secara online		●		
6	Pembelajaran lebih menyenangkan dengan blended learning	●			
7	Pembelajaran melalui blended learning dapat menumbuhkan sikap belajar mandiri	●			
8	Menumbuhkan motivasi dalam proses pembelajaran		●		
9	Menumbuhkan sikap aktif dalam proses pembelajaran	●			
10	Menjadikan proses pembelajaran lebih efektif		●		
11	Meningkatkan pemahaman	●			
12	Meningkatkan ketertarikan belajar			●	
13	Waktu lebih hemat dengan blended learning	●			
14	Saya kesulitan dalam mengoperasikan aplikasi yang digunakan dalam pembelajaran online		●		
15	Blended learning boros data internet	●			
16	Blended learning rumit untuk diaplikasikan dalam pembelajaran		●		

Nama : MA

NO	PERNYANTAN	PILIHAN JAWABAN			
		SS	S	TS	STS
1	Blended learning adalah pembelajaran yang mengombinasikan antara tatap muka dan online		●		
2	Blended learning merupakan pembelajaran yang memanfaatkan jaringan internet sebagai sarana belajar		●		
3	Blended learning dapat memudahkan dosen dan mahasiswa untuk saling berinteraksi dan berkomunikasi kapan saja dan dimana saja		●		
4	Memudahkan mahasiswa untuk mendapatkan materi secara online	●			
5	Memudahkan mahasiswa dalam pengumpulan tugas secara online	●			
6	Pembelajaran lebih menyenangkan dengan blended learning		●		
7	Pembelajaran melalui blended learning dapat menumbuhkan sikap belajar mandiri		●		
8	Menumbuhkan motivasi dalam proses pembelajaran		●		
9	Menumbuhkan sikap aktif dalam proses pembelajaran		●		
10	Menjadikan proses pembelajaran lebih efektif			●	
11	Meningkatkan pemahaman		●		
12	Meningkatkan ketertarikan belajar		●		
13	Waktu lebih hemat dengan blended learning		●		
14	Saya kesulitan dalam mengoperasikan aplikasi yang digunakan dalam pembelajaran online			●	
15	Blended learning boros data internet			●	
16	Blended learning rumit untuk diaplikasikan dalam pembelajaran			●	

Nama : A

NO	PERNYAANTAN	PILIHAN JAWABAN			
		SS	S	TS	STS
1	Blended learning adalah pembelajaran yang mengombinasikan antara tatap muka dan online	●			
2	Blended learning merupakan pembelajaran yang memanfaatkan jaringan internet sebagai sarana belajar		●		
3	Blended learning dapat memudahkan dosen dan mahasiswa untuk saling berinteraksi dan berkomunikasi kapan saja dan dimana saja	●			
4	Memudahkan mahasiswa untuk mendapatkan materi secara online	●			
5	Memudahkan mahasiswa dalam pengumpulan tugas secara online	●			
6	Pembelajaran lebih menyenangkan dengan blended learning		●		
7	Pembelajaran melalui blended learning dapat menumbuhkan sikap belajar mandiri		●		
8	Menumbuhkan motivasi dalam proses pembelajaran		●		
9	Menumbuhkan sikap aktif dalam proses pembelajaran		●		
10	Menjadikan proses pembelajaran lebih efektif		●		
11	Meningkatkan pemahaman		●		
12	Meningkatkan ketertarikan belajar			●	
13	Waktu lebih hemat dengan blended learning		●		
14	Saya kesulitan dalam mengoperasikan aplikasi yang digunakan dalam pembelajaran online			●	
15	Blended learning boros data internet		●		
16	Blended learning rumit untuk diaplikasikan dalam pembelajaran			●	



MAJELIS PENDIDIKAN TINGGI
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

Form : K - 1

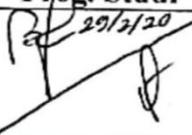
Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Leni Mariani Nst
NPM : 1602050044
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 135 SKS

IPK= 3,53

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
 29/2/20	Lecturers' and Students' Perception on Blended Learning Model in EFL Class	 29/2/20
	Analysis Factors Causing the Low Students Interest in Learning English at the Senior High School	
	The Implementation of Suggestopedia Method on Students' Achievement in Vocabulary	

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

Medan, 25 Februari 2020
Hormat Pemohon,


Leni Mariani Nst

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JL. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238
 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 Mahasiswa : Leni Mariani Nst
 NPM : 1602050044
 Program Studi : Pendidikan Bahasa Inggris

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

Lecturers' and Students' Perception on Blended Learning Model in EFL Class

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Rini Ekayati, SS, MA

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, 24 April 2020
 Hormat Pemohon,

Leni Mariani Nst

Dibuat Rangkap 3 :

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



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 Jl. Kapten Mukhtar Basri No.3 Telp.(061) 6619056 Medan 20238
 Website : fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Nomor : 636/II.3/UMSU-02/F/2020
 Lamp. : ---
 Hal : **Pengesahan Proposal dan**
Dosen Pembimbing

Bismillahirrahmanirrahim
 Assalalamu'alaikumWr. Wb.

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proposal skripsi dan Dosen Pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Leni Mariani Nst**
 N P M : 1602050044
 Progam Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : Lecturers' and Students' Perception on Blended Learning Model in EFL Class

Pembimbing : **Rini Ekayati SS., MA.**

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

1. Penulisan berpedoman kepada ketentuan atau buku *Panduan Penulisan Skripsi* yang telah ditetapkan oleh Dekan
2. Proposal Skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditetapkan.
3. Masa Daluarsa tangan : **25 April 2021**

Medan, 02 Ramadhan 1441 H
 25 April 2020 M
 Wassalam
 Dekan


Dr. H. Elfrianto, S.Pd.,M.Pd.

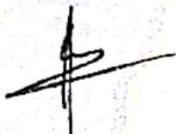
Dibuat Rangkap 4 :

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

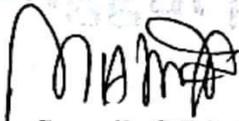


BERITA ACARA BIMBINGAN PROPOSAL

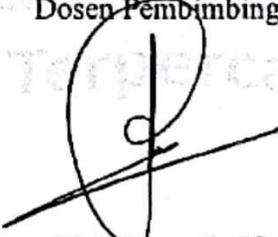
Nama : Leni Mariani Nst
NPM : 1602050044
Program Studi : Pendidikan Bahasa Inggris
: Lecturers' and Students' Perception on Blended Learning
Judul Skripsi : Model in EFL Class

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
1 Mei 2020	Chapter I : Background of the Study, Identification of the Problem, Scope and Limitation, The Formulation of the Study, The Objectives of the Study, The Significant of the Study Chapter II : Theoretical Framework Chapter III : Research Location, Research Instrument Reference	
14 Mei 2020	Chapter I: Scope and Limitation Chapter III: Source of the Data, Research Instruments	
19 Mei 2020	ACC	

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris


Mandra Saragih, S.Pd., M.Hum

Medan, 19 Mei 2020
Dosen Pembimbing


Rini Ekavati, SS., MA



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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama : Leni Mariani Nst
N P M : 1602050044
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Lecturers' and Students' Perception on Blended Learning Model
in EFL Class

Pada hari Kamis tanggal 11 bulan Juni tahun 2020 sudah layak menjadi proposal skripsi

Medan, 11 Juni 2020

Disetujui oleh :

Dosen Pembahas

Mandra Saragih, S.Pd, M.Hum

Dosen Pembimbing

Rini Ekayati, SS, MA

Diketahui oleh
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum



UMSU

Bina Pendidikan, Sempurnakan Diklat, Pertinggi Moral dan Integritas

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://fkp.umsu.ac.id> E-mail: fkp@yahoo.co.id

Nomor : 1027/II.3/UMSU-02/F2020
Lamp. : --
Hal : Mohon Izin Riset

Medan, 05 Dzulqa'idah 1441 H
27 Juni 2020 M

Kepada Yth.:
Bapak/Ibu Dekan FKIP UMSU
Di
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat yang Bapak/Ibu Pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Leni Mariani Nst
NPM : 1602050044
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Lecturers' and Students' Perception on Blended Learning Model in EFL Class

Demikianlah hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Akhirnya selamat sejahteralah kita semuanya, Amin.
Wassalamu'alikum Warahmatullahi Barakatuh


Dekan
Dr. H. Elfrianto S.Pd., M.Pd.
NIDN : 0115057302

Tembusan :
- Peringgal

Catatan : WDI Juti 18/6/2020
Diproses sesuai ketentuan
yang berlaku



Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan R. M. Yamin No. 1 Medan 20238 Telp. (061) 6622400
Website : <http://fkip.umsu.ac.id> Email : fkip@umsu.ac.id

SURAT KETERANGAN

Nomor : 2427 /KET/II.3/UMSU-02/F/2020

Assalamu'alaikum Warahmatullahi Wabarakaatuh

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

Nama Mahasiswa : Leni Mariani Nst
N P M : 1602050044
Program Studi : Pendidikan Bahasa Inggris

Benar telah mengadakan Riset di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara mulai tanggal:
29 Juni 2020 s/d 2 September 2020 dengan judul :

Lecturers' and Students' Perception on Blended Learning Model in EFL Class

Demikianlah surat keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya. Selamat sejahteralah kita semuanya. Amin

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada tanggal :
Medan, 26 Muharram 1442 H
14 September 2020 M

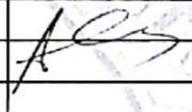
Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
0115057302

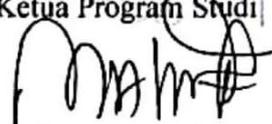
**** Pertinggal ****

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Leni Mariani Nst
NPM : 1602050044
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Lecturers' and Students' Perception on Blended Learning Model in EFL Class

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
20 - 07 - 2020	Questionnaire		L
29 - 08 - 2020	Acknowledgment chapter III chapter IV		L
31 10 8 2020	Data Analysis		L
15 - 09 - 2020	Abstract : Review Discussion : Review		L
21 - 09 - 2020	Final check all item		L
20 - 10 - 2020			L

Diketahui oleh :
Ketua Program Studi


Mandra Saragih, S.Pd., M.Hum.

Medan, Oktober 2020

Dosen Pembimbing


Rini Ekayati, SS, MA

Curriculum Vitae

Name : Leni Mariani Nst
Register Number : 1602050044
Place / Data of Birth : Hajoran, 03 November 1997
Sex : Female
Religion : Moslem
Nationality : Indonesia
Partial Status : Single
Hobbies : Listening to music, Travelling and Shopping
Father's name : Slamant Nasution
Mother's name : Parida Siregar
Address : Jl. Gunung Mas No. 05
Mobile phone : 081269005762
E-mail : lenimarianinst03@gmail.com