Blended Teaching Online According to the Super Star Learning Pass model on Basic Computer Application for Shunde Technical Vocational College

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ABSTRACT
The objectives of this study were to (1) investigate the efficiency of blended teaching online according to the Super Star Learning Pass model on Basic computer application for Shunde Technical Vocational College, (2) compare students' achievements before and after learning through blended teaching online according to the Super Star Learning Pass model on Basic computer application, and (3) examine students' satisfaction with of using blended teaching online according to the Super Star Learning Pass model on Basic computer application. The sample comprised 30 students at Shunde Technical Vocational College in China, derived through purposive sampling. The instruments used to collect the data were (1) blended teaching online according to the Super Star Learning Pass model on Basic computer application for enhancing learning achievement, a student's pretest and a posttest, and a teacher's satisfaction form. The data analysis statistics were percentage, mean, standard deviation, and the t-test for the dependent sample. The research findings revealed that applying blended teaching online according to the Super Star Learning Pass model on Basic computer applications for enhanced learning achievement was efficient by E1/E2 (81.40/81.23). The evaluation of content blended teaching online according to the Super Star Learning Pass model on Basic computer application teaching by the experts was appropriate at the excellent level ($\bar{x}$=4.78, SD. = .58). The evaluation of students' satisfaction with blended teaching online according to the Super Star Learning Pass model on Basic computer applications in China by 30 students. The overall students' satisfaction was a strongly agreeing level ($\bar{x}$=4.51, SD. = .50). When considering each item, it was found that blended teaching online according to the Super Star Learning Pass model on Basic computer application methods was strongly agreeing level ($\bar{x}$ =4.67, SD. = .48) and combined teaching online according to the Super Star Learning Pass model on Basic computer application was strongly agree level ($\bar{x}$= 4.60, SD. = .50), respectively. According to Shunde Technical Vocational College, teachers' satisfaction with blended teaching online according to the Super Star Learning Pass model on Basic computer applications for enhanced learning achievement was high, with a mean of 4.51.
Keywords: Blended Teaching Online, Super Star Learning Pass model, Basic Computer Application

INTRODUCTION

This study explores blended Learning, mixed Learning, self-directed Learning, and education by conducting a comprehensive literature review using reputable sources such as China Knowledge Network and school libraries. In addition, a thorough search of the university library's collection was conducted to identify pertinent literature and materials about constructivism, basic learning theory, and the memory pyramid. Engaging in reading, summarizing, and organizing scholarly literature on blended education facilitates. This framework is based on using a learning platform and its practical application in real-world teaching scenarios. With its dedication to education, Shunde Technical Vocational College has successfully implemented the Super Star Learning Pass system. A novel approach blends classic teaching methods with cutting-edge internet tools to make Basic Computer Applications learning lively. This paradigm proposes a new way to redefine education. This method combines synchronous and asynchronous features. Shunde Technical Vocational College prepares students for the changing digital landscape by combining technology and traditional pedagogy. Basic Computer Applications at Shunde Technical Vocational College have transformed student learning. The Super Star Learning Pass helps kids thrive academically in our tech-driven era. The results show that educators used asynchronous and synchronous digital technology and instructional methods to help students learn, measure their progress, and communicate with parents remotely. The results imply that asynchronous and synchronous modalities work best for online student learning. The idea suggests ways for educators to use asynchronous and synchronous digital technologies and instructional methods in a structured learning sequence (Moorhouse et al.; K., 2021).

The advantages of Blended Learning Teaching have changed from traditional to innovative, and it will become the norm. Colleges and universities will deeply integrate information technology and teaching in the "Internet" era to promote AI and other new technologies to empower education. Teaching in intelligent classrooms will become standard. "Artificial Intelligence Education" changed the smart classroom's teaching and learning goals to introduce a new education paradigm. Learning prioritizes higher-order problem-solving, reflection, and evaluation over literacy, comprehension, and other surface abilities. Deeper Learning using intelligent classroom technology is essential for talent training now and in the future. Faculty are exploring online and offline blended teaching models, encouraging teaching interaction, improving relevance and adaptability, and using big data, learning analytics, and other technologies to enhance students' mastery of the course's knowledge, skill, and attitude goals. Blended Learning blends online and classroom instruction. The Super Star Learning Channel, a blended learning portal, combines online and offline learning approaches for better results. This unique technique has changed teaching approaches to meet student demands. Blended Learning in primary education may benefit from teacher-led and digital instruction. A charter school network sample of 2217 pupils showed significant reading proficiency gains compared to a control group. In primary school, blended Learning can teach reading, even with initial variations between cohorts. This suggests that blended Learning can increase reading skills across grade levels and ethnicities (Macaruso et al.; J., 2020).

The Super Star learning channel merges Super Star's massive digital library of books, magazines, and high-quality course resources into a professional mobile learning platform for smartphones, tablet PCs, and other mobile terminals. Mobile Learning from study links is faster and easier than PC learning. The Super Star lets teachers create courses, invite qualified students, design and manage class activities, and more. Instead of tracking learning data and statistics, The Super Star Learning Channel produces and provides learning resources. The mobile library section offers many books, periodicals, newspapers, open courses, and other learning resources; the mobile museum section recommends domestic museums, national treasures, and exhibitions; small programmers, school recruitment and employment, creative tools, interactive tools, and other columns provide diverse consulting information; and the cloud disc, notes, and collection functions of learning at Shunde Technical Vocational College has achieved success in Basic. The Super Star Learning Pass is a blended teaching method used at Shunde Technical Vocational College, combining traditional face-to-face teaching with online platforms. This approach enhances student involvement and academic achievements by fostering critical thinking skills and problem-solving abilities. The Super Star Learning Pass caters to individual learning styles and growth rates, allowing for personalized educational classes and adaptive assessments. This approach has increased student engagement and enthusiasm towards knowledge pursuit, fostering self-confidence and academic achievement. Using a vocational course in teaching English focuses on the effectiveness of a flipped classroom model in enhancing critical thinking skills (Karapetian, A., 2020).

In general, implementing the Blended Teaching Online model, under the guidance of the Super Star Learning Pass framework, has significantly impacted Basic Computer Application education at Shunde Technical Vocational College. The model's potential to revolutionize the educational experience in the digital age is underscored by the good outcomes in student engagement, performance, and overall satisfaction.

LITERATURE REVIEW

Incorporating technology within education has revolutionized how pupils attain knowledge and develop their talents. Blended teaching, characterized by integrating traditional classroom instruction with online Learning, has evolved as a potent educational methodology. This literature analysis examines utilizing the Super Star Learning Pass concept in introductory computer application courses at Shunde Technical Vocational College. The model emphasizes a pedagogical approach that combines several teaching methods to improve students' comprehension and mastery of essential computer skills.

The Implementation of Blended Teaching in Higher Education

Blended instruction is an educational approach that capitalizes on the merits of conventional in-person teaching and digital learning platforms. The proposed methodology facilitates a heightened level of adaptability and individualization in the educational process, accommodating a wide range of learning preferences and rates of progress. Research has indicated that integrating in-person and online training can yield several benefits, including increased student engagement, excellent retention rates, and enhanced learning outcomes. The study explores the perceived efficacy of Personalized Learning (PL) activities in supporting students' psychological need satisfaction and intrinsic motivation in online courses. Self-determination theory reveals the potential of PL principles in meeting students' needs and interests, demonstrating their engagement and effectiveness (Alamri et al.; S., 2020).

The model is known as the Super Star Learning Pass.

Blended Learning, an instructional approach integrating traditional face-to-face instruction and online learning components, has garnered significant traction in higher education. This study aimed to assess educators'

pedagogical and instructional design approaches in blended learning environments and their influence on student's ability to engage in self-directed Learning. A survey was conducted on a sample of 294 participants from a French institution, with data collection being carried out by administering questionnaires and observations. The findings indicate that blended learning courses only sometimes foster a student-centered atmosphere. Additionally, Self-Directed Learning experienced a significant improvement in three of the seven lessons designed to be student-centered. Additional research is required to validate the association between educational endeavors and the development of Self-Directed Learning (Adinda, D., & Mohib, N., 2020).

Instruction in Primitive Software Applications for Computers

Including fundamental computer application courses is highly significant in equipping students with essential digital literacy skills. The curriculum includes various subjects, including word processing, spreadsheet management, presentation software, and internet navigation. Students must excel in their academic pursuits and future career paths for effective instruction in these areas. The structural structure of digital media programs in Arab institutions centers around integrating multimedia and technology courses within their academic curriculum. The primary objective of these courses is to provide students with fundamental digital literacy skills crucial for success in the contemporary job market. The organizational framework encompasses a range of essential competencies, such as computer literacy, fluency in multimedia applications, graphic design expertise, and software utilization. The study utilizes a mixed-methods methodology to examine many aspects, including the composition of study plans, the proportion of Information Technology (IT) courses compared to other classes, and the specific material covered in IT courses. This study aims to assess the appropriateness of these courses for students pursuing postgraduate Education (Aissani et al.; M., 2022).

Implementation at Shunde Technical Vocational College

Integrating the Super Star Learning Pass model in introductory computer application courses at Shunde Technical Vocational College represents a forward-thinking approach to teaching and Learning. By combining the strengths of traditional classroom instruction with the flexibility and interactivity of online platforms, the model caters to the diverse needs of students. Preliminary studies have shown positive outcomes, including increased student engagement, higher retention rates, and improved assessment scores (Institutional Research Office, Shunde Technical Vocational College, 2022).

Concerns and Things to Consider

Although the Super Star Learning Pass model exhibits potential, it is imperative to note the potential obstacles that may arise during its implementation. These topics encompass concerns about the accessibility of technology, the levels of digital literacy among pupils, and the necessity for continuous professional development for instructors. Furthermore, it is imperative to prioritize the scalability and sustainability of the model within the institutional framework to achieve long-term success. The use of the Super Star Learning Pass model in introductory computer application courses at Shunde Technical Vocational College signifies a forward-thinking approach aimed at improving educational standards by integrating blended teaching methods. This literature evaluation elucidates the possible advantages of the paradigm, encompassing heightened student engagement and enhanced learning outcomes. Nevertheless, it is crucial to acknowledge and tackle the obstacles that may arise and to prioritize continuous professional growth to guarantee the long-term effectiveness of this pioneering methodology (Purba et al., 2020).

Incorporating the Super Star Learning Pass model into the fundamental computer application classes offered by Shunde Technical Vocational College is a significant step forward in improving the educational experience for students through the use of blended methods of instruction. This evaluation of the relevant literature illustrates the potential benefits of this strategy, including increased student engagement and enhanced learning outcomes. Nevertheless, to ensure the continued success of this creative method, it is necessary to solve obstacles and consider ongoing professional development.

METHODOLOGY

These research were to (1) assess the effectiveness of implementing the Super Star Learning Pass model for blended online teaching in the context of Basic computer application at Shunde Technical Vocational College, (2) compare the academic performance of students before and after engaging in blended online teaching using the Super Star Learning Pass model for Basic computer application, and (3) evaluate students' satisfaction with the utilization of the Super Star Learning Pass model for blended online teaching in the context of Basic computer application. The study included 30 students from Shunde Technical Vocational College in China, selected using purposive sampling. The data collection instruments employed in this study consisted of three components: (1) the implementation of blended teaching online, using the Super Star Learning pass paradigm, to enhance students' learning achievement in basic computer application; (2) a pretest and posttest administered to the students; and (3) a satisfaction form completed by the teachers.

Research Questions and Hypothesis

1) How does implementing the Super Star Learning Pass model impact student engagement in introductory computer application courses at Shunde Technical Vocational College?
2) What are the effects of blended teaching on student retention rates in introductory computer application courses compared to traditional face-to-face instruction?
3) Students in the Super Star Learning Pass model group will exhibit higher proficiency levels and understanding of fundamental computer skills than those in the traditional instruction group.

Conceptual Framework

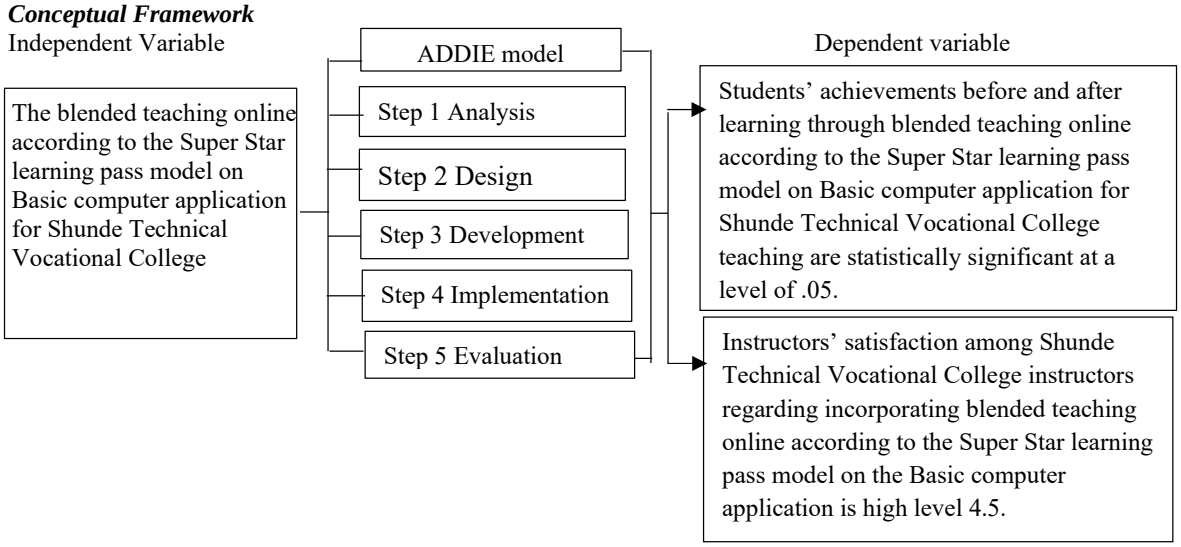

Figure 1. Conceptual framework of the effect of using blended teaching online according to the Super Star Learning Pass model on Basic computer application achievement of Shunde Technical Vocational College students in China.

Theoretical Perspective

The ADDIE method is being utilized in the Conceptual framework of the effect of using blended teaching online according to the Super Star Learning Pass model on Basic computer application achievement of Shunde Technical Vocational College students in China, aiming to enhance Learning through theoretical considerations. Basic computer applications implement the ADDIE model to promote active Learning through interactive activities and critical thinking. According to the Super Star Learning Pass model on Basic computer applications and resources online, the model encourages students to use blended teaching online, collaborate on digital projects, and solve problems using technology. The ADDIE model also promotes cognitive load theory, allowing teachers to use multimedia presentations, interactive simulations, and online quizzes to improve student learning outcomes and motivation. The ADDIE model also integrates content, pedagogy, and technology, linking technology use to learning objectives and adapting pedagogical methodologies to leverage IT. Collectivism emphasizes networks and digital links in Learning, promoting the learning effect and personal development of students. Ubiquitous Learning, facilitated by mobile devices, can be enhanced on Basic computers in China. The ADDIE model also promotes inclusive and accessible education by accommodating varied learning styles and demands.

Research of Methodology

This study explores the application of information technology in blended teaching online according to the Super Star Learning Pass model on Basic computer application for Shunde Technical Vocational College. The research involved 120 majors selected through purposive sampling. The study used literature analysis, observation, interview, and field research to analyze the impact of technology on blended teaching online according to the Super Star Learning Pass model on Basic computer application achievement. The ADDIE model assessed content and media quality, learning achievement, and satisfaction. Based on the Super Star Learning Pass model of Basic computer application, the findings emphasize the significance of integrating technology in online blended teaching. It helps enhance theoretical frameworks and drive further development. The study aims to identify critical issues in current teaching methods and explore blended teaching according to the Super Star Learning Pass model of Basic computer application theory within the context of blended teaching online according to the Super Star Learning Pass model. Ultimately, this will improve scores and performance in blended teaching online according to the Super Star Learning Pass model of Basic computer application. Data The researcher experimented with a group pretest and posttest test scores design; the population was selected by purposive sampling. The measure and

statistics and assessment are the blended teaching online according to the Super Star Learning Pass model on Basic computer application in teaching on Basic computer application, pretest-posttest test scores, questionnaire of satisfying data were E1/E2, mean, standard definition, t-tests the dependent sample Statistics. Amassment statistics data after the experiment and calculate (O1) and (O2) for the mean ($\bar{x}$)and also compared, arrangement for the experimental model by blended teaching online according to Super Star Learning Pass model on Basic computer application to learn by themselves. (1)A request for cooperation with 120 students from Shunde Technical Vocational College in China. (2) Plan to use blended teaching online according to the Super Star Learning Pass model on Basic computer applications in China. (3) Process learning by using blended teaching online according to the Super Star Learning Pass model on Basic computer application; there are three steps: Learning, creative thinking, construction knowledge; pretest; posttest; assess students' satisfaction; and check pretest and posttest.

Data analysis

The statistics used to analyze data.

1) To The efficiency of using blended teaching online according to the Super Star Learning Pass model on Basic computer applications according to criteria experiment by E1/E2.

2) Compare students' learning achievement using blended teaching online according to the Super Star Learning Pass model on Basic computer application between pretest and posttest by t-test.

3) To assess the students' satisfaction through the blended teaching online according to the Super Star Learning Pass model on Basic computer application teaching by mean and standard deviation.

Definition Perspective

The study highlights the Super Star Learning Pass model blended online Education on Basic computer application for Shunde Technical Vocational College and student acceptability. Shunde Technical Vocational College assessed 30 Guangdong students. August–July 2023 Shunde Technical Vocational College evaluation. Computer networks and software store, transfer and use data. Compiling and analyzing current research outputs and accomplishments in a sector or field determines domestic and international research standing. Theory guides field study and practice. It includes numerous theoretical perspectives and models developed by researchers and practitioners via extensive investigation. Super Star Learning Pass model on Basic computer application achievement defines information technology (IT) as the technologies and tools used to process, store, transmit, and manage information by blended Learning online. Among these technologies are computing, software development, hardware, network connections, and technological applications related to blended Learning online according to the Super Star Learning Pass model on Basic computer applications. Integrated teaching online according to the Super Star Learning Pass model on Basic computer applications is crucial in modern culture. It spans many sectors, including Programming, algorithm design, data structure, AI, and computer graphics, all part of computer science. It focuses on improving computer software and hardware. Network communication involves creating, managing, and maintaining computer networks like the Internet, LANs, and WANs. Its main goal is to help devices share data. Database management involves organizing, storing, and managing large amounts of data to protect its integrity and make it easy to retrieve. Software development creates mobile apps and websites to meet the needs of people in different industries. Information security focuses on preventing unauthorized access, modification, and destruction. This includes network security, data encryption, and more. Hardware technology involves developing, manufacturing, and maintaining computer hardware such as CPUs, memory modules, and storage devices. Human-computer interaction (HCI) involves designing user-friendly interfaces for computer systems and applications. Companies and enterprises use information technology to improve corporate operations and efficiency, meeting modern digitalization expectations.

The Analysis, Design, Development, Implementation, and Evaluation (ADDIE) Model is one of the more widespread instructional design frameworks. Its acronym stands for "analysis," "design," "development," "implementation," and "evaluation." The framework offers a systematic strategy for developing functional educational materials and programs, such as courses and resources. The ADDIE blended online and offline instruction method should be utilized when teaching fundamental computer application courses to teachers at Shunde Technical Vocational College in China. The Super Star Learning Pass concept should also be used. The analysis of the data is the next phase. This study looked at the requirements and objectives of Shunde Technical Vocational College teachers for incorporating essential computer applications. Recognize any previous abilities. This inquiry aims to determine which tools, technologies, and information technology resources are the most useful for basic computer application instruction. (2) Constructing Develop an all-encompassing educational strategy for using information technology on basic computer applications. This paper outlines the subject matter, educational goals, and anticipated outcomes. Determine which instructional strategies, methods, and courses will best suit the requirements and objectives of the teachers. Construct a course outline or syllabus that specifies the topics to be covered and the order in which they will be covered. (3) Educational Development entails producing and utilizing various educational resources and assets. The process includes producing many forms of multimedia material, such as presentations, videos, interactive events, online courses, and more. It is essential to select the appropriate

information technology tools and platforms for transmitting ideas, such as learning management systems. Tools and platforms are necessary for successful communication and collaboration in various settings. People can collaborate on shared goals and share knowledge with access to interactive tools and platforms. People and organizations both have the potential to improve using these tools. (4) The Putting into Action During deployment, professors at Shunde Technical Vocational College have access to online webinars, seminars, and training sessions to gain direction regarding IT on basic computer application instruction can benefit significantly from the utilization of the various tools and technologies made available through online resources, which include help and advice. (5) The Evaluation of how information technology instruction influences the technological integration of primary computer application teachers. Examine and hone your skills. You can assist teachers in personalizing the curriculum at Shunde Technical Vocational College. Training that is based on technology helps teachers increase their confidence as well as their IT skills.

Blended teaching online according to the Super Star Learning Pass model on Basic computer applications, with the lesson's focus on Basic computer application and their associated goals. In most cases, the topic of study includes listening to fundamental computer applications and communication skills. This activity aims to improve students' English language skills, including vocabulary, grammar, and pronunciation. The Basic computer application is taught continuing through high school, with the learning objectives and subject matter shifting according to the students' ages and stages of development. There are also blended teaching online relevant classes offered at the university level for students to take to increase their competency in intercultural communication and professional combined teaching online.

In China, the Shunde Technical Vocational College is an undergraduate institution in Foshan City's Shunde District in Guangdong Province, China. The Shunde Technical Vocational College is a prominent university that has been around for a long time and has good educational resources. In addition, the Shunde Technical Vocational College faculty are all highly trained and experienced educators. The faculty comprises professors, associate professors, lecturers, and other full-time teachers with excellent teaching experience and considerable knowledge in different academic areas. In most cases, they have earned master's or doctoral degrees from illustrious educational institutions and have distinguished themselves both in the classroom and the professional world. The faculty members are committed to giving excellent instruction and are actively involved in intellectual interchange and scientific research. They are highly respected in the academic world, take part in conferences consistently, publish papers, and make essential contributions to the field through innovative research. In addition, faculty personnel at the Shunde Technical Vocational College are involved in active roles in the school's management and community service. They take on leadership roles within colleges and departments, arrange various educational events, take on social obligations, and significantly contribute to the school's growth and the community's well-being.

Significance of the Study

The research focuses on the following: (1) This study outlines a teaching approach through blended teaching online according to the Super Star Learning Pass model on Basic computer application for Shunde Technical Vocational College. Currently, the field of Basic computer application education is experiencing a period of significant progress. To obtain large-scale, high-quality data and construct the optimal framework, we must gain theoretical grounding on foreign language instruction using Basic computer applications and extensive data analysis. To this end, we need to utilize the Basic computer application, continually update and improve the Basic computer application, enhance teaching efficacy and overall quality, address various issues encountered during foreign language education, and enhance learning achievement by students. (2) In the Basic computer application, teachers with their students recognize its formidable advantages. Not only does it provide a fitting framework to learn and apply Basic computer applications, but it also effectively reinforces teachers' proficiency. By utilizing blended teaching online according to the Super Star Learning Pass model on Basic computer applications sensitively and appropriately, teachers and students can make the most of the burgeoning benefits of modern science and technology to enhance student's learning achievement. (3) The effect of blended teaching online, according to the Super Star Learning Pass model on Basic computer applications, can enhance students' learning achievement, change studying methods and methods, and strengthen students' Learning. The use of blended teaching online, according to the Super Star Learning Pass model on Basic computer applications, includes access to learning resources, language learning tools, online collaboration and communication, multimedia learning, online assessment and feedback, and virtual practical experience, which is closely related to English subject learning. In the classroom, we need to take the development of information technology as an opportunity to deal with problems in time. Blended teaching online according to the Super Star Learning Pass model on Basic computer application makes a comprehensive analysis of the overall situation of students by using data processing ability, evaluates the overall condition and individual performance of students, and provides teaching reference for teachers. Teachers can make full use of blended teaching online according to the Super Star Learning Pass model on Basic computer application, combined with intelligent computers based on data analysis collected by big data, fully grasp each student's personality characteristics and learning ability, formulate targeted teaching plans, teach

students according to their aptitude based on overall teaching, combine differences and similarities, and effectively fill the links that traditional teaching cannot load. Finally, achieve enhanced learning achievement for students.

Research Design

The research design was structured by the following objective and progressed systematically in the next steps. The study was conducted using a quantitative experimental design approach. The data was collected in a quantitative or numerical form derived from the test, and the researcher used a one-group pretest-posttest design. This design involved a pretest of a single group, followed by a posttest effect. The design diagram outlines One Group pretest-posttest designs:

O1 x O2

(O1=Measurement of the pretest score, X = on Basic computer application for enhance learning achievement, O2=Measurement of the accomplishment of the post-test score)

Population and sample

1) The population: The population of this study was 120 students on Basic computer applications in China.
2) The sample of this study was 30 students blended teaching online according to the Super Star Learning Pass model on Basic computer application at Shunde Technical Vocational College students in China during the school year 2023. They were selected using purposive sampling as they were the students of the researcher's Counselor.

Research Instrument

The blended teaching online according to the Super Star Learning Pass model on Basic computer application at Shunde Technical Vocational College students in China. Information technology, often called IT, refers to using computer systems and communication equipment to process, store, transmit, and manage digital information and data. It encompasses various software, hardware, and network infrastructures for effectively collecting, storing, analyzing, and sharing information. In addition to introducing the basic concepts of information technology, this field also involves addressing common problems and providing solutions, such as seeking expert technical support. To access assistance, one can contact the technical support team of their school or educational institution, consult online technical support communities and documentation, or refer to the help documents and video tutorials available on the associated teaching platform. In Basic computer application subject teaching for Information Technology Design, the ADDIE model is a popular system for instructional design and development of educational media. The instruction involves using the design process. In the current study, the researcher created blended teaching online according to the Super Star Learning Pass model on Basic computer applications to enhance the learning achievement of Shunde Technical Vocational College students in China. The details are provided below:

1) Analysis

Using blended teaching online according to the Super Star Learning Pass model on Basic computer applications, it is necessary to analyze it first. Research needs to explore students' backgrounds, ability levels, learning needs, and expected goals for blended teaching according to the ADDIE model on combined education online according to the Super Star Learning Pass model on Basic computer applications; learners need to have specific integrated instruction online according to Super Star Learning Pass model on Basic computer application, as well as reading comprehension ability.

2) Design

After analyzing the background and needs of the students, we can start to design the curriculum. Using blended teaching online according to the Super Star Learning Pass model on Basic computer applications, it is necessary to analyze it first. Research must explore students' backgrounds, ability levels, learning needs, and expected goals blended teaching according to the Super Star Learning Pass model on Basic computer applications. According to the ADDIE model of combined education according to the Super Star Learning Pass model on Basic computer applications, learners need to have specific blended teaching online according to Super Star Learning Pass model on Basic computer application, as well as reading comprehension ability. Therefore, we need to design combined instruction according to the Super Star Learning Pass model on Basic computer applications according to the ADDIE model on blended teaching online according to the Super Star Learning Pass model on Basic computer application. We need to set clear course objectives and teaching strategies. Course objectives should be measurable and closely related to students' career and learning needs. Teaching strategies can include using multimedia resources, introducing examples and visual data, etc., to improve students' vocabulary and reading comprehension.

3) Development

By the ADDIE paradigm, it is essential to conduct an initial analysis of basic computer applications within information technology. To perform a comprehensive examination, researchers must examine several aspects of

students' profiles, including their educational background, proficiency level, specific learning requirements, and anticipated educational objectives. A preliminary analysis is essential to implement blended teaching online, specifically with the Super Star Learning Pass methodology for teaching introductory computer applications. A preliminary examination is necessary to implement blended instruction online, specifically with the Super Star Learning Pass model for Basic computer applications. To conduct a thorough analysis, researchers must consider students' educational backgrounds, proficiency levels, learning needs, and goals. As per the Super Star Learning Pass model, blended teaching online is implemented using the ADDIE model. To effectively engage with the Basic computer application curriculum, learners must possess specific skills in blended instruction online, as prescribed by the Super Star Learning Pass model, and a proficient reading comprehension level. Hence, researchers must develop a blended teaching online approach based on the Super Star Learning Pass model for basic computer applications. This approach should be designed following the ADDIE model for blended teaching online while also considering the learners' proficiency in combined teaching online as per the Super Star Learning Pass model for basic computer application and their aptitude in reading comprehension. Hence, researchers must develop a blended online teaching approach based on the Super Star Learning Pass model for basic computer applications. This approach should adhere to the ADDIE model for combined online teaching while considering the learners' proficiency in blended online education and reading comprehension skills. Hence, researchers must devise an integrated online teaching approach based on the Super Star Learning Pass model for basic computer applications, following the ADDIE model for blended online teaching.

Consequently, the subsequent step involves the development of the curriculum. Developing a curriculum involves implementing teaching practices derived from the analysis and design phases and utilizing instructional materials. When implementing the Super Star Learning Pass approach for basic computer applications through blended education online, it is essential to conduct a thorough analysis beforehand. To carry out a comprehensive study, researchers must investigate several aspects of students, including their educational history, proficiency level, individual learning requirements, and expected objectives. According to the Super Star Learning Pass model, blended teaching online is implemented using the ADDIE model. To effectively engage with the primary computer application curriculum, learners must possess specific skills in combined education online, as prescribed by the Super Star Learning Pass model, and a proficient reading comprehension level. Therefore, developing a blended online teaching approach based on the Super Star Learning Pass model for instructing basic computer applications is crucial. This instructional design should adhere to the ADDIE model for blended online teaching, which aligns with the Super Star Learning Pass model for basic computer application instruction. In this context, educators can incorporate various teaching resources such as news articles, magazines, and industry reports to enhance the learning experience. Simultaneously, integrating the Internet, video, animation, and other multimedia resources can be employed to enhance the efficacy of student learning.

4) Implementation

The next step is implementing the lesson plan after developing the blended teaching according to the ADDIE model of combined education online Based on the Super Star Learning Pass model for Basic computer applications at Shunde Technical Vocational College. During this phase, it is essential to make necessary adjustments to the curriculum to meet the specific needs and goals of the students. It is also crucial to ensure that the teaching methods and resources are adaptable to variations while continuously improving the teaching process.

5) Evaluation

Following the implementation phase, it is imperative to thoroughly evaluate blended teaching online according to the Super Star Learning Pass model on Basic computer applications at Shunde Technical Vocational College. This assessment should encompass both student learning outcomes and the quality of the instructional process. Various methods can be used to assess student learning outcomes, including exams, questionnaires, and gathering feedback from students. Additionally, the teaching process can be evaluated through reflective meetings and other measures to gain insights for future course improvements. Utilizing the Super Star Learning Pass and ADDIE models for blended online teaching of Basic computer applications at Shunde Technical Vocational College can enhance students' learning achievements, leading to more effective course design and improved teaching quality. By following the five steps of analysis, design, development, implementation, and evaluation, we can achieve our curriculum objectives and provide better teaching services to our students.

6) Procedure

In the initial phase, the researcher examined existing ideas on online blended teaching, explicitly focusing on the Super Star Learning Pass model. This examination formulated questions for the pretest, posttest, and questionnaire to assess knowledge and understanding of basic computer measuring. In *the second step* of the study process, the researcher, adviser, and other specialists in the field conducted a thorough assessment of the pretest, posttest, and questionnaire. In *Step 3* of the study, the pretest, posttest, and questionnaire were administered to a sample of 30 English majors who were enrolled in a blended teaching online course on Basic computer application at Shunde

Technical Vocational College. It is important to note that these students were not part of the study's participant group. In *Step 4*, a cohort of 30 students from Shunde Technical Vocational College in China, who were enrolled in a course on blended teaching online using the Super Star Learning Pass paradigm, were tasked with completing a pretest. The duration of the test was around one hour. In Step 5, the researcher developed a teaching plan utilizing the ADDIE model, explicitly focusing on the instruction of basic computer applications in information technology. The teaching plan was created for the blended teaching online according to the Super Star Learning Pass model on Basic computer application at Shunde Technical Vocational College students. The researcher's advisor and specialists in the field formulated the project. With the established teaching plan, the researcher proceeded to conduct the class. English reading instruction was provided to the Shunde Technical Vocational College students using the ADDIE methodology, explicitly focusing on basic computer applications. Subsequently, participants were tasked with completing both the posttest and questionnaire. The duration of the test was around one hour.

This study aims to assess the effectiveness of blended online teaching using the Super Star Learning Pass model on essential computer devices. The evaluation will follow the ADDIE model to improve students' academic performance at Shunde Technical Vocational College in China. (1) This study aims to ascertain the utilization of information technology within the framework of the ADDIE model to enhance the academic achievement of students enrolled at Shunde Technical Vocational College in China, with a specific focus on Basic computer application instruction. The study will be guided by achieving a balanced ratio of E1/E2 = 80/80. According to Chaiyong Brahm Awong (2009), (E1) refers to the percentage derived from the average or mean of all student scores in various activities and assignments, including drills, exercises, project work, and other forms of formative evaluation. The variable denoted as E2 represents the proportion, expressed as a percentage, of the average or mean of all scores achieved by students on their posttest, final examinations, and other summative assessments. The present study evaluates the implementation of blended online education, specifically utilizing the Super Star Learning Pass model, for teaching fundamental computer applications at Shunde Technical Vocational College in China. The evaluation was conducted by a panel of three subject matter experts and three media experts. The present study aims to evaluate the quality of content features in blended online education, specifically focusing on the Basic Computer Application course at Shunde Technical Vocational College in China. The assessment will be conducted using the Super Star Learning Pass methodology, with a particular emphasis on the perspectives of content specialists. The content specialists at Shunde Technical Vocational College, who specialize in Basic computer applications, were asked to assess the suitability of the content used in the online, blended teaching approach, specifically about the Super Star Learning Pass model for Basic computers. The present study examines the assessment of online combined teaching according to the Super Star Learning Pass model on Basic computer applications at Shunde Technical Vocational College students in China. The evaluation targets media experts. A request was made for media professionals specializing in information technology, computer technology, education technology, or related fields to evaluate the suitability of media utilized in online blended Learning, specifically about the Super Star Learning Pass model for Basic computer skills. The researcher conducted the activities enumerated below.

Step 1: The assessment in this study has been developed to fit the study hypothesis. Consequently, it was developed based on both theories utilized in this study. The study shows that using the blended teaching online according to the Super Star Learning Pass model on Basic computer application at Shunde Technical Vocational College enhances the learning achievement of Shunde Technical Vocational College students in China. The aim of the questionnaire has two main sections,

- ***Part 1****:* The primary objective of this part is to survey industry professionals about their experiences with blended teaching online according to the Super Star Learning Pass model on Basic computer application at Shunde Technical Vocational College students in China. This section consisted of a closed-ended questionnaire structured along a Likert-type scale and included five (5) points. It was requested of the participants that they indicate, on a scale from 1 to 5, how much they agreed with each statement. The meanings of each number are as follows: 5 = excellent, 4 = good, 3 = average, 2 = poor, and 1 = very poor.
- ***Part 2****:* This section consisted of a questionnaire with open-ended questions. The participants requested that they use blended teaching online according to the Super Star Learning Pass model on Basic computer applications at Shunde Technical Vocational College students in China.

Step 2: Before trying out the assessment, three measurement and evaluation experts who work in the field of measurement and Evaluation or Education were asked to check the appropriateness of the language used in the questionnaire. The data obtained were used to calculate the Item Objective Congruence Index (IOC). The results of the evaluation assessment with content quality of item objective congruence index (IOC) by measurement and evaluation experts found that the value of item objective congruence index (IOC) was .93. Then the assessment to content experts for further evaluation and results of evaluation assessment with media quality of item objective

congruence index (IOC) by measurement and evaluation experts found that the value of item objective congruence index (IOC) was .93 then take the assessment to media experts for further evaluation. Thus, the total mean score of the Item Objective Congruence (IOC) Index is supposed to be higher than .5 for acceptable data. The evaluation criteria were used for checking the congruence between objectives and items of the test as follows: the value of item objective congruence index (IOC) and verbal interpretation (+1item is considered congruent with the goals, 0item is considered neutral in terms of whether it was congruent with the objectives, 1item is considered not congruent with the objectives. The total mean score of the Item-Objective Congruence (IOC) Index is supposed to be higher than .5 for acceptable data.

Step 3: Experts will use the assessment. In the Evaluation of content quality aspects of information technology according to the ADDIE model Basic computer application teaching for enhance learning achievement of Shunde Technical Vocational College students in China for content experts and the assessment of media quality aspects of blended instruction online according to Super Star Learning Pass model on Basic computer application at Shunde Technical Vocational College students for media experts.

The pretest-posttest assessments evaluated students' comprehension of blended teaching online using the Super Star Learning Pass model for basic computer applications at Shunde Technical Vocational College. The following questions focused on reading comprehension in basic computer applications and used a more traditional educational style. According to the ADDIE model on Basic computer application topic instruction, students must take a pretest before starting their studies. After Basic Computer Application, students took a posttest before moving on. Next, the researcher describes how to complete each phase. Early on, the researcher chose experiments. They chose multiple-choice questions for their investigation. The second part involves creating a questionnaire to assess students' academic performance in Basic computer applications using the ADDIE paradigm for instructional design. In step three, measurement and assessment, educational professionals must check the test's objectives and items. The data was used to calculate the IOC. The evaluation criteria used to assess the test's goals and questions are explained in this section. In particular, the Index of Consistency (IOC) and achievement test verbal interpretation were examined. Consistency occurs when exam items match objectives. When assessing test item-learning objective alignment, item 0a is usually considered neutral. An exam item with a -1 score does not meet the goals. The aggregate mean IOC Index score must surpass .5 for data to be acceptable.

Detailed data analysis is the fourth phase. 30 undergraduates in 22nd-grade Basic Computer Application classes took the pre-and post-tests. Despite not being the study's sample, the kids enthusiastically participated in testing. The accomplishment test indices are calculated from the results after administration and evaluation. It includes the difficulty, discrimination, and dependability indexes. According to Kuder-Richardson's K-R=20 formula, the difficulty index should be between .2 and .8. The discriminant index should be .2 or higher, and reliability .8 or higher. The study examined student satisfaction with technology integration in basic computer applications training at Shunde Technical Vocational College in China. An ADDIE instructional design paradigm study measured students' satisfaction with online learning platforms and their attitudes toward using IT for Education. Based on the study hypothesis, three measurement and evaluation specialists created and administered the questionnaire to evaluate teaching basic computer applications. Researchers assessed data alignment with aims using the IOC. Using questionnaire data, ADDIE will determine student satisfaction with IT-based Learning.

RESEARCH RESULT

This study offers a comprehensive examination of information technology based on the ADDIE paradigm, employing a descriptive analysis approach. The findings are briefly presented in the subsequent table. This report consists of three sections: Analysis Results, Descriptive Data Statistics, and Descriptive Data Statistics. (1) This study examines the effectiveness of utilizing information technology, namely the ADDIE model, in teaching basic computer applications to students at Shunde Technical Vocational College in China. The study will be conducted by individuals E1 and E2 to enhance students' learning outcomes. This study will compare students' learning achievement by analyzing the pretest and posttest scores utilizing information technology. The instructional approach employed in this study is based on the ADDIE paradigm, specifically focusing on teaching basic computer applications. To assess the statistical significance of the observed differences, we will utilize the t-test. This study aims to examine the level of satisfaction among students who utilize information technology in the context of fundamental computer application training, utilizing the ADDIE paradigm. Mean and standard deviation calculations will measure the satisfaction levels. The present discourse aims to conduct a comprehensive analysis of the subject matter at hand. The findings of the study indicate that. This study examines the effectiveness of information technology in enhancing students' learning outcomes at Shunde Technical Vocational College in China, using the ADDIE model as a framework for basic computer application instruction. The present study investigates the impact of incorporating basic computer application training using the ADDIE model on the learning success of students at Shunde Technical Vocational College in China. Specifically, the study focuses on using information technology to increase the learning outcomes of these students.

Table 1: The report on the efficiency of blended teaching online according to the Super Star Learning Pass model on Basic computer application for Shunde Technical Vocational College

n=30

Items	score	score	Standard	Percentage	E1/E2
Ongoing	100	85.10	80	81.40	82.40/81.33
Posttest	20	14.22	80	81.23	

From Table 1, The study found that the average mean score of ongoing assessments was 82.40, while the mean score of posttests was 81.23. These results suggest a significant improvement in learning outcomes through implementing blended teaching online, explicitly using the Super Star Learning Pass model. The study focused on applying the ADDIE model in teaching Basic computer applications to enhance students' learning achievement at Shunde Technical Vocational College in China. The findings indicate that the efficiency ratio of E1 to E2 was determined to be 81.40 to 81.23. In summary, this study focuses on developing an online learning program based on the ADDIE model, specifically designed to boost students' learning achievement at Shunde Technical Vocational College in China. The program adheres to the standard criterion of 80/80 as established.

Table 2: The evaluation report of blended teaching online according to the Super Star Learning Pass model on Basic computer application for Shunde Technical Vocational College in China from three content experts.

Evaluation Items	$\bar{x}$	SD.	Result Interpretation
1. Content-learning objective consistency.	5	.00	Excellent
2. Content is intriguing.	4.5	.00	Excellent
3. Content and activities are learner-friendly.	4.67	.58	Excellent
4. Content is appropriate for each activity.	4.55	.58	Excellent
5. Content sorting is appropriate.	4.38	.58	Excellent
6. Content accuracy.	5.00	.00	Excellent
7. Content reading is appropriate for learners.	5.00	.00	Excellent
8. Activities are consistent with the content.	5.00	.00	Excellent
9. A presenting approach engages students.	4.67	.58	Excellent
10. The overview of the content is complete.	5.00	.00	Excellent
Total	4.78	.23	Excellent

Table 2, blended teaching online according to the Super Star Learning Pass model on Basic computer application for Shunde Technical Vocational College from three content experts. The evaluation comprises a set of ten items, which have been developed and approved by three subject matter experts. This section represents the content experts' opinions using a 5-point rating scale. Each criterion rating is specified as depicted in the table provided below. The experts examined the quality evaluation of Basic computer application instruction for Shunde Technical Vocational College students in China. Quality was consistently high ($\bar{x}$= 4.78, SD =.23). Findings indicate excellent content consistency, interest, accuracy, appropriate English subject teaching, consistent activities, and complete overview ($\bar{x}$ = 5.00, SD. =.00).

Table 3: Results of Evaluation of blended teaching online according to the Super Star Learning Pass model on Basic computer application for Shunde Technical Vocational College by three media experts.

Evaluation Items	$\bar{x}$	SD.	Result Interpretation
1. Learning through blended teaching online according to the Super Star Learning Pass model on Basic computer application for Shunde Technical Vocational College	4.85	.58	Excellent
2. The sequence of activities and content is appropriate.	4.53	.58	Good
3. Easy to use, uncomplicated.	4.67	.58	Excellent
4. The images are consistent with the content.	4.33	.58	Good
5. The images convey the meaning.	4.42	.58	Good
6. The activities are appropriate for the learners.	4.00	.00	Good
7. Interesting content.	4.64	.58	Good
8. Interest in Learning.	4.33	.58	Good
9. Makes it possible to understand the content more.	4.33	.58	Good
10. The details are clear and easy to understand.	4.85	.58	Excellent
Total	4.50	.58	Good

Table 3: Basic computer application for Shunde Technical Vocational College evaluation in China Three media specialists help Shunde Technical Vocational College students master fundamental computer applications. The 10-item evaluation form is from three media experts. This section assesses media professionals' thoughts on a 5-point scale. The table below rates each criterion. Three media specialists analyzed the media quality assessment of information technology according to the ADDIE model Basic computer application instruction to improve the learning accomplishment of Shunde Technical Vocational College students in China. Overall, quality was outstanding ($\bar{x}$= 4.50, SD. = .58). According to the ADDIE model, learning by information technology is exceptional when the primary computer application is straightforward to comprehend, utilize, and has precise details ($\bar{x}$=4.85, SD. =.58).

Table 4: Compare students' achievements before and after learning through blended teaching online according to the Super Star Learning Pass model on Basic computer application

Items	n	$\bar{x}$	SD.	*df*	t-test	Sig. (2-tailed)
Pretest	30	8.80	2.33	29	20.86	.05
Posttest	30	16.27	1.48			

**p< .05

Table 4 presents the learning achievement of information technology according to the ADDIE model Basic computer application teaching for enhanced learning achievement of Shunde Technical Vocational College students in China. The mean score of pretests was 8.80, and the standard deviation (SD.) score was 2.33. The result after using the information technology according to the ADDIE model Basic computer application teaching constituted a substantial improvement in students, which translated into a high posttest of 16.27 and standard deviation (SD.) of 14.8 and t-test analysis before and after the treatment of 20.86 which demonstrated a considerable difference was statistically significant at the .05 level.

Table 5 Examine students' satisfaction with blended teaching online according to the Super Star Learning Pass model on Basic computer applications.

Evaluation Items	$\bar{x}$	SD.	Result Interpretation
1. Super Star Learning Pass model on basic computer application may tailor online blended Learning.	4.40	.51	Strongly Agree
2. Rich learning resources are available for blended online teaching using Super Star Learning Pass on basic computers.	4.60	.50	Strongly Agree
3. Computer use benefits from computer application knowledge.	4.50	.51	Strongly Agree
4. Basic IT applications can collaborate and communicate.	4.37	.51	Agree
5. Basic computer application allows for immediate feedback and evaluation.	4.53	.51	Strongly Agree
6. blended teaching online according to the Super Star Learning Pass model on Basic computer applications can get multimedia teaching tools.	4.50	.51	Strongly Agree
7. Teaching blended teaching online according to the Super Star Learning Pass model on Basic computer applications can have to learn management and tracking.	4.53	.51	Strongly Agree
8. according to the Super Star Learning Pass model on Basic computer applications, blended teaching online can be an innovative teaching method.	4.67	.48	Strongly Agree
9. according to the Super Star Learning Pass model on Basic computer applications, blended online teaching can be intercultural.	4.43	.50	Agree
10. blended teaching online, according to the Super Star Learning Pass model on Basic computer applications, can be rethought and improved.	4.57	.50	Strongly Agree
Total	**4.51**	**.50**	**Strongly Agree**

Table 5 shows the results of the evaluation of students' satisfaction with blended teaching online according to the Super Star Learning Pass model on Basic computer applications in China by 30 students. The overall students' satisfaction was a strongly agreeing level ($\bar{x}$=4.51, SD. = .50). When considering each item, it was found that blended teaching online according to the Super Star Learning Pass model on Basic computer application methods was strongly agreeing level ($\bar{x}$= 4.67, SD. = .48) and. combined teaching online according to Super Star Learning Pass model on Basic computer application was strongly agree level ($\bar{x}$= 4.60, SD. = .50), respectively.

CONCLUSION AND DISCUSSION

There are three primary objectives in the study of the effect of blended teaching online according to the Super Star Learning Pass model on Basic computer applications in China. The research instruments consisted of (1) investigating the efficiency of blended teaching online according to the Super Star Learning Pass model on Basic computer applications in China, (2) comparing students' achievements before and after learning through blended teaching online according to Super Star Learning Pass model on Basic computer application in China, and (3) examine students' satisfaction with blended teaching online according to Super Star Learning Pass model on Basic computer application in China. The conclusion, discussion, and suggestion of the research are the discussion of the study on the information technology according to the ADDIE model Basic computer application teaching for enhance learning achievement to Shunde Technical Vocational College students in China is as follows (1) Study the efficiency of using blended teaching online according to Super Star Learning Pass model on Basic computer application. (2) Results of evaluation efficiency of blended teaching online according to Super Star Learning Pass model on Basic computer application. The average mean score of the ongoing score was 81.40, and the mean score of posttests was 81.23, which indicated a substantial improvement upon blended teaching online according to the Super Star Learning Pass model on Basic computer applications. The result revealed that the value of efficiency of E1/E2 was 81.40/81.23. To summarize, this online Learning based on blended teaching according to the Super Star Learning Pass model on Basic computer application is developed according to the standard criteria 80/80 defined because there is a process for finding the effectiveness of lessons that are consistent with the research process that is accurate and clear. Results of Evaluation of blended teaching online according to Super Star Learning Pass model on Basic computer application for enhance learning achievement of Shunde Technical Vocational College students in China by three content experts and three media experts. The results of the content quality assessment of We must meet all indices. The fifth stage is a pre-and post-test to assess vocabulary proficiency before and after a Basic computer applications program, part of blended teaching online according to the Super Star Learning Pass model on Basic computer application paradigm study measured students' satisfaction with online learning platforms and their attitudes on using IT for Education. Based on the study hypothesis, three measurement and evaluation specialists created and administered the questionnaire to evaluate teaching basic computer applications. Researchers assessed data alignment with aims using blended teaching online according to the Super Star Learning Pass model on Basic computer applications in China evaluated by three content experts. The overall quality was excellent level ($\bar{x}$=4.78, SD. = .23). When considering each item, it was found that consistency between content and learning objectives, the content is interesting, content accuracy, the language used in the range is appropriate for the learners, activities are consistent with the content and the overview of the content is complete were excellent level ($\bar{x}$= 5.00, SD. = .00), respectively. The results of the media quality assessment of the blended teaching online according to the Super Star Learning Pass model on Basic computer applications in China were evaluated by three media experts. The overall quality was excellent level ($\bar{x}$=4.50, SD. = .58). When considering each item, it was found that learning through blended teaching online according to the Super Star Learning Pass model on Basic computer application teaching is easy to understand, easy to use, uncomplicated and the details are clear and easy to understand were excellent level ($\bar{x}$= 4.85, SD. = .58), respectively. This may be due to the quality assessment process of We must meet all indices. The fifth stage is a pretest and posttest to assess vocabulary proficiency before and after blended teaching online according to the Super Star Learning Pass model on Basic computer applications. The study examined student satisfaction with technology integration in basic computer applications training at Shunde Technical Vocational College in China. There are the correct procedures and processes systematically through quality assessment from experts with actual specific knowledge.

Compare students 'achievements before and after learning through blended teaching online according to the Super Star Learning Pass model on Basic computer applications in China. They presented the learning achievement of blended instruction online according to the Super Star Learning Pass model on Basic computer applications to enhance the learning achievement of Shunde Technical Vocational College students in China. The mean score of pretests was 8.80, and the standard deviation (SD.) score was 2.33. The result after using the blended teaching online according to the Super Star Learning Pass model on Basic computer application translated into a high posttest of 16.27 and standard deviation (SD.) of 14.8 and t-test analysis before and after the treatment of 20.68, which demonstrated a considerable difference was statistically significant at the .05 level. This may be due to blended teaching online according to the Super Star Learning Pass model on Basic computer applications that enable participants to learn at their own pace and help learning achievement goals. Study the satisfaction of teachers who use blended teaching online according to the Super Star Learning Pass model on Basic computer application to enhance the learning achievement of Shunde Technical Vocational College students in China. The results of the student's satisfaction with blended teaching online according to the Super Star Learning Pass model on Basic computer applications in China by 30 students. The overall students' satisfaction was a strongly agreed level ($\bar{x}$=4.51, SD. = .50). When considering each item, it was found that blended teaching online according to the Super Star Learning Pass model on Basic computer application methods was a strongly agree level ($\bar{x}$= 4.67, SD.

= 0.48) The fifth stage is a pre-and posttest to assess vocabulary proficiency before and after blended teaching online according to Super Star Learning Pass model on Basic computer application. The study examined student satisfaction with technology integration in basic computer applications training at Shunde Technical Vocational College in China. An ADDIE instructional design paradigm study measured students' satisfaction with online learning platforms and their attitudes toward using IT for Education. Based on the study hypothesis, three measurement and evaluation specialists created and administered the questionnaire to evaluate teaching basic computer applications. Researchers assessed data alignment with aims using the IOC. Using questionnaire data, ADDIE will determine whether student satisfaction with IT-based Learning can get rich learning resources was strongly agreed on level ($\bar{x}$= 4.60, SD. = .50), respectively.

CONCLUSION

The analysis result of the above information answers the research objectives as follows: study the efficiency of using blended teaching online according to the Super Star Learning Pass model on Basic computer applications in China. (1) Results of evaluation efficiency of blended teaching online according to Super Star Learning Pass model on Basic computer application in China. The average mean score of the ongoing score was 81.40, and the mean score of posttests was 81.23, which indicated a substantial improvement in blended teaching online according to the Super Star Learning Pass model on Basic computer applications in China. The result revealed that the value of efficiency of E1/E2 was 81.40/81.23. To summarize, this online Learning based on blended teaching according to the Super Star Learning Pass model on Basic computer applications in China is developed according to the standard criteria 80/80 defined. (2) Results of Evaluation of blended teaching online according to the Super Star Learning Pass model on Basic computer applications in China by three content experts. The results of the content quality assessment of the blended teaching online according to the Super Star Learning Pass model on Basic computer applications in China were evaluated by three content experts. The overall quality was excellent level ($\bar{x}$= 4.78, SD. = .23). When considering each item, it was found that consistency between content and learning objectives, the content is interesting, content accuracy, the language used in the range is appropriate for the learners, activities are consistent with the content and the overview of the content is complete were excellent level ($\bar{x}$= 5.00, SD. = .00), respectively. (3) Results of Evaluating blended teaching online according to three media experts' Super Star Learning Pass model on Basic computer applications in China. The results of the media quality assessment of the blended teaching online according to the Super Star Learning Pass model on Basic computer applications in China were evaluated by three media experts. The overall quality was excellent level ($\bar{x}$=4.50, SD. = .58). When considering each item, it was found that learning through blended teaching online according to the Super Star Learning Pass model on Basic computer application is easy to understand, easy to use, uncomplicated and the details are clear and easy to understand were excellent level ($\bar{x}$= 4.85, SD. = .58), respectively. (4) Comparison of average scores before and after of the teachers using the blended teaching online according to the Super Star Learning Pass model on Basic computer application for enhance learning achievement of Shunde Technical Vocational College students in China. The mean score of pretests was 8.80, and the standard deviation (SD.) score was 2.33. The result after using the blended teaching online according to the Super Star Learning Pass model on Basic computer application translated into a high post-test of 16.27 and standard deviation (SD.) of 14.8 and t-test analysis before and after the treatment .20, .68, .08, which demonstrated a considerable difference was statistically significant at the .05 level. (5) Study students' satisfaction using blended teaching online according to the Super Star Learning Pass model on Basic computer applications. The results of the evaluation of students' satisfaction with blended teaching online according to the Super Star Learning Pass model on Basic computer application in China by 30 students. The overall teachers' satisfaction was strongly agree level ($\bar{x}$=4.51, SD. = .50). When considering each item, it was found that blended teaching online according to Super Star Learning Pass model on Basic computer application can be innovative teaching methods was strongly agree level ($\bar{x}$= 4.67, SD. = .48) and, blended teaching online according to Super Star Learning Pass model on Basic computer application can get rich learning resources was strongly agree level ($\bar{x}$= 4.60, SD. = .50), respectively.

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