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> By: Aurelia Areetha Chiandra 175020307141001

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UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA awiiava awijaya ACKNOWLEDGEMENT Universitas Brawijaya Universitas Brawijaya First and foremost, the author praises God for letting author complete this minor thesis titled "THE MORE EFFECTIVENESS ACCOUNTING LEARNING METHOD BETWEEN TRADITIONAL, WEB-BASED, AND BLENDED". This thesis is required to complete Sarjana Ekonomi (S-1) of the awijaya awijaya Faculty of Economics and Business. awijaya Universitas Brawijaya Universitas Dowijaya Universitas Brawijaya awijaya awijaya Universitas The author realize that the completion of this minor thesis will not be awijaya possible without the help of several parties. That is why in this chance the author awijaya would like to present their thanks to the parties that have helped the completion of awijaya awijaya this thesis: awijaya awijaya 1. Dr. Syaiful Iqbal, Ak., CA., CPMA., as the supervisor and respected lecturer, awijaya who has guided me throughout my minor thesis with his patience and awijaya knowledge. Without him this minor thesis would not have been completed 2 Drs. Imam Subekti, Ak., M.Si, Ph.D., as the Head of International awijaya awijaya Accounting Department, who has supported the author to immediately resolve this minor thesis. Mrs. Ainun Hikmah, S.Pd., Mrs. Rahma Ayu Puspita A.Md., and Ms. Amal awijaya in the international office for being very helpful during the completion of this awijaya awijaya minor thesis and the study of the author. awijaya awijaya I certainly could not accomplish without my family's unconditional support, awijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya 5. Rosilawati, my grandmother who believed me and support me since I was awijaya child until my university years. ijaya Universitas Brawijaya 6. I would like to thank you to Aldo Renaldi for the continuous help and support in any condition during my university years. Naida Giraw, Gina Levina, Gracyella Natalie, and Shafa Alika always willing awijaya awijaya to help me out, listen, and give me a lot of advices whenever I need during awijaya awijaya the struggle of this research and during my university years. awijaya awijaya Nixie Elvaretta Liono for always help me out, listen, and give me a lot of awijaya awijaya advice since author in Junior High School until finish this research. awijaya awijaya 9. Muhammad Adityo Pratama, Muhammad Ardy Kukuh Wilangga, Hayisa awijaya awijaya Mulya, and Yollanda Arsyati Putri who supported me in my worst times and awijaya awijaya in my overseas studies until now. awijaya awijaya The author realizes that this minor thesis has a lot of weaknesses. Therefore, awijaya constructive criticism and suggestion are much to improve out knowledge in the awijaya awijaya future. Finally, the write hopes that this minor thesis can be of much help for awijaya

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Universitas Brawijaya Universitas Brawijaya THE EFFECTIVENESS OF TRADITIONAL, WEB-BASED, AND **BLENDED ACCOUNTING LEARNING METHODS** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Aurelia Areetha Chiandra Universitas B175020307141001as Brawijaya Universitas Devilaya Universitas Brawijaya Supervisor: Dr. Syaiful Iqbal, Ak., CA., CPMA Universitas Brawijaya

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This study aims to determine the most effective accounting learning Unive methods among face-to-face learning methods, web-based learning, and blended learning at universities throughout Indonesia, especially on the island of Java. The sample used in this study were 385 active students of accounting study programs throughout Indonesia who have learned accounting in both offline and online.

Data collection method in this study used a survey method. The technique used to test the hypothesis is analysis of variance. The results of this study sitas Brawijaya indicate that online accounting learning method has not been able to replace traditional face-to-face learning on campus. However, online learning that can Universitas Brawijaya Unive continue to be developed and applied is blended online learning.

Keywords: Effectiveness of the Learning Process, Traditional Learning Method, Web-based Learning Method, Blended Learning Method, Online Universitas Braw Learning, Accounting Education. versitas Brawijaya Universitas Rrawijava^{XIII}niversitas Rrawijava

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Universitas Brawijaya Universitas Brawijaya EFEKTIVITAS METODE PEMBELAJARAN AKUNTANSI SECARA TRADISIONAL, WEB-BASED, DAN BLENDED Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Aurelia Areetha Chiandra Universitas B175020307141001as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Devijava Universitas Brawijava Dosen Pembimbing: Dr. Syaiful Iqbal, Ak., CA., CPMA Brawijaya

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Penelitian ini bertujuan untuk mengetahui metode pembelajaran akuntansi University of the second diagram of the seco pembelajaran daring secara web-based, dan pembelajaran daring secara blended pada perguruan tinggi di seluruh Indonesia terkhusunya di pulau Jawa. Sampel yang digunakan dalam penelitian ini adalah 385 mahasiswa Aktif Strata Satu Jurusan Akuntansi di seluruh Indonesia yang telah menempul pembelajaran akuntansi baik secara daring maupun luring.

Pengumpulan data dalam penelitian ini menggunakan metode survei. Teknik yang digunakan untuk menguji hipotesis adalah analisis varians. Hasil unive penelitian ini menunjukkan bahwa pembelajaran akuntansi secara daring belum dapat menggantikkan pembelajaran traditional secara tatap muka di kampus. Unive Namun, pembelajaran daring yang dapat terus dikembangkan dan diterapkan jaya adalah pembelajaran daring secara blended. Kata kunci: Efektivitas Proses Pembelajaran, Metode Pembelajaran Tradisional, Metode Pembelajaran Web-based, Metode Pembelajaran Blended, Universitas Brawijaya Universitas Brawi Pembelajaran Daring, Pendidikan Akuntansi. Jaya Universitas Brawijaya Universitas Brawijaya Universitas Rrawijava^{Xi}Mniversitas Rrawijava Universitas Rrawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Bravelanter I awijaya awijava Universitas INTRODUCTION 1.1. Research Background The degree to which learning outcomes have been or the achieved. awijaya consistency theory that guarantees that online learning outcomes are at least equal awijaya awijaya to learning outcomes in other distribution modes, is referred as learning awijaya awijaya effectiveness. The efficacy of instructional approaches and the level of student awijaya awijaya participation differ depending on the delivery style. Student engagement is awijaya awijaya defined as the amount of time, and effort students devote to activities that are awijaya awijaya experimentally related to the desired outcome. (Koh, 2009, p. 683). Greater awijaya awijaya student involvement in learning has been associated with higher quality learning awijaya awijaya outcomes in higher education studies (Krause and Coates, 2008). awijaya awijaya In Indonesia, one of higher education's key performance indicators is the awijaya awijaya creation of collaborative and participatory classrooms to improve the education awijaya awijaya quality. Quality here mentions as being outstanding, reaching excellence, and awijaya awijaya efficiency. There are five possible definitions of quality in higher education, are: awijava awijaya (1) Quality, as under renovation, refers to a change in status to a much better University status; (2) The quality, as in monetary terms, whether the student, parent, or awijaya -----Unive government financing education is satisfied with the level of education offered; java awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive (3) Quality, according to stakeholder needs; (4) Quality, namely perfection, that awijaya awijaya all parties with interest in the performance of an academic institution are awijaya awijaya satisfactory; and (5) Quality, such as excellence and efficiency (Hamad & Hamadi, Univer2011)Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava However, the efficacy of teaching experience and the extent of student participation differ depending on the delivery method. When planning learning activities that will assist students in developing the skills, knowledge, and understanding needed to achieve the desired learning outcomes (ILOS), which are assessed by an assessment on any topic, the medium of delivery is a critical awijaya consideration. In Indonesia, there are three kinds of teaching that are carried out at awiiava this time. Among them are traditional learning or conventional learning, mixed method learning or blended learning, and online learning or e-learning. In Kamus Besar Bahasa Indonesia (1995: 523), it is stated that awijaya awijaya "conventional means traditional." So, the lecture technique, or also known as awijaya awijava conventional learning technique, is a classical learning approach traditionally used awijava awijaya as a medium of oral communication between lecturers and students in the teaching awijava and learning process (Djamarah, 2010). In the traditional learning model, the awijaya teacher plays a major role in determining the content and sequence of steps in delivering material. It results in the conventional learning method being passive. awiiava Unive Students participate in learning activities by listening to lectures from the teacher, awijava Unive taking notes, and doing assignments administered by the teacher. Learning with a lave Unive conventional approach places the teacher as a single source (Subaryana, 2005, p. java Univer9)tas Brawijaya Unive awijaya Universities B Along with the times, technology has an important role in all aspects of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya human life. One of them is the field of education. The practice of using awiiava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya technology in education is also called technology-enhancement learning or e-Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya learning, which is called digital education. Educators can obtain critical and versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya timely feedback from students about the effectiveness of the teaching and learning versitas Brawijaya . Universitas Brawijaya Universitas Brawijaya . Universitas Brawijaya awijaya techniques used to deliver the curriculum when they use technology in the classroom (Race, 2005; Mihret et al., 2017). However, a significant criticism of this type of learning is the absence of a relationship between students and teachers (Laurillad, 2003). The lack of an effective learning process resulting from the rapid switch to e-learning may have unintended implications that could jeopardize students' future career opportunities (Aguguom et al., 2020). awijaya awiiava In Indonesia, from 2012 to 2014, the Directorate of Learning and Student Affairs, Directorate General of Higher Education established the Indonesia Open and Integrated Online Learning (PDITT) initiative, which is based on Law awijaya Number 12 article 31 of 2012 concerning Higher Education, which was launched awijaya awijava on October 15, 2014, by vice President of Indonesia at that time, Boediono, which awijava awiiava changed its name to Online Learning System (SPADA) on September 18, 2016. However, many universities thought it was not necessary at that time. awijaya Therefore, until now, almost all tertiary institutions, especially in Indonesia, are universities not ready to undertake an online learning system which has not all universities Unive joining to become part of SPADA. In other words, only a few universities have Unive begun to adapt to change the face-to-face learning system directly into an online lave Unive learning system. In 2020, all sectors of life changed due to the coronavirus disease 2019 (COVID-19). COVID-19 pandemic has had a significant impact on higher Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive education systems worldwide, with marked changes in online instruction as a way awiiava to limit the spread of the virus. Therefore, since April 2020, especially in Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Indonesia, the implementation of work from home and learning from home is Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** stated in the Circular of the Ministry of Education and Culture (Kemendikbud) versitas Brawijaya – Universitas Brawijaya Universitas Brawijaya – Universitas Brawijaya

awijaya Number 4 of 2020, which regulates the implementation of educational initiatives in times of emergency. The spread of the COVID-19 has been strengthened by the Circular of the Secretary General Number 15 of 2020, which outlines the guidelines for studying from home during the school year. This sudden change to online learning sparked concern in elementary school, middle to senior high school, until higher education especially among many teachers and students because of the changes from traditional to online learning method and a large segment of the population which does not have access to internet connection and limited electronic devices. Learning from home implemented with distance learning, Pembelajaran awijaya awijava Jarak Jauh (PJJ), is divided into two methods, namely: online distance learning awijava awijaya (daring) and offline distance learning (luring). Therefore, the learning process, which is usually carried out face-to-face cannot be done. Face-to-face learning or awijaya traditional learning or conventional learning is a learning method when lecturer universand students are in the same time and in the same place. Based on these Unive circumstances, learning from home has different learning strategies. This requires Unive the lecturers and teachers to think creatively and adapt quickly to changing and ilava Universitas Brawijaya Unive teaching and learning strategies. In Indonesia, learning from home mostly uses the laya combination of traditional learning and online learning, namely blended learning. But there are three types of online learning that used in Indonesia, there are online Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive distance learning, offline distance learning method, and combination. ersites Brawlaya awiiava Universitas Br Online distance learning is learning that used video conference platform Java Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya as a place for students and lecturer interact each other. In the video conference ersitas Brawijava lecturer explained the material and discuss about example of question. versitas Brawijaya – Universitas Brawijaya Universitas Brawijaya – Universitas Brawijaya

awijaya Meanwhile, student can access the material which presented by lecturer like the learning happened in university. On the other hand, Blended learning combines traditional and interactive classroom teaching with educational technology (Bielawski & Metclaf, 2003). Blended learning is computer-based learning (online and offline) with various communication options used by the the lecturers awijaya and scholars. awiiava awijaya Blended learning uses several delivery media to facilitate learning and the application of learned behaviors. Virtual/real-time collaborative software, independent web-based courses, integrated electronic performance support awijaya systems (EPSS) in work environments, and knowledge management systems are awijaya awijaya examples of learning technologies used in mixed learning programs. According to awijava awijaya Setvawati (2015), self-directed learning is defined as the ability to take awijava responsibility for one's learning, either with or without the help of others, and awijaya includes features such as awareness, learning techniques, learning activities, assessment, and interpersonal skills. awijaya A fundamental benefit of mixed learning, according to Davies and Graff awijava Unive (2005, p. 657), is that it "promotes student-centered learning [and] encourages Univergreater student engagement." Abraham (2007) finds a final benefit, reporting that lava Unive engineering students in mixed learning accounting courses participated more in lava awijaya awijaya University non-compulsory learning assignments than students in traditional accounting Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya courses. Dickfos et al. (2014) demonstrate the extent to which blended learning awiiava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya facilitates evaluation flexibility for both students and instructors. Students and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya instructors can discuss how video technology was used in a corporate law class versitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** for accounting students. Blended learning also allows students to experiment with versitas Brawijaya . Universitas Brawijaya Universitas Brawijaya . Universitas Brawijaya

awijaya technology, develop their technical skills, use interactive classes with hands-on feedback, and simulate multimedia scenarios with real-time visualizations through Universitas Brawijaya online collaboration (Akhras, 2012). Brawija In the education system, existing and developing e-learning technologies undergo intensive, direct, and disruptive changes (Archer, Garrison & Anderson, 1999); which has a significant impact on practitioners. The online learning system is a distance learning technique via internet telecommunications, which requires information system tools that by both teachers and students must own. The information system equipments include laptops/computers/smartphone as well as a good internet connection. awijaya awijava In Indonesia, the problem arising from distance learning is the various awijava assignments considered heavy and take a lot of internet data. In facing the problems that arise, the Ministry of Culture and Education continue to think about awijaya what steps should be prepared to create an effective online learning system while still maintaining the superior quality of graduates. One of the quick steps that the Unive Ministry of Education has taken in supporting online learning in Indonesia is the Unive creation of cooperation between governments and communication services such lava University as the brand of communication services in providing internet data subsidies for Inive teachers, lecturers, students, and scholars. Inversitas Brawijaya Universitas Brawijaya Universities B Almost all tertiary institutions are indicated to experience an impact in laya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive the teaching and learning process in research conducted by the International awiiava Association of Universities (IAU). The IAU sent a global survey to 9,670 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya universities, and the results show that the epidemic has touched all of them. Universitas Brawijaya Universitas Brawijaya Nowadays, accounting education still become a popular subject of study for versitas Brawijaya – Universitas Brawijaya – Universitas Brawijaya – Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya young students around the world. These global changes are an important step in the development of professional and competent accountants. Since disruptive innovation is an important issue for accountant profession in the future. As a result, if higher education is badly affected, especially in accounting education, the accounting profession will be adversely affected. Therefore, undergraduate awijaya accounting student in Indonesia have to adapt quickly to deal with technology environment. This challenge allows students to optimize the use of technology to become competent in the 21st century. In the 21st century, an important skill to awijaya have is self-directed learning or independent learning as an outcome of education. awijaya awijava In other words, this pandemic changed the learning habits of students from faceawijava awijaya to-face interaction to combination self-directed learning (SDL) and face-to-face. Although most accounting courses use technology to engage students, awijaya conventional methods of student interaction appear to be more comfortable (Stone et al., 2014). Those methods are called blended learning or mixed method. Not Unive only problems arise, opportunities are also given during this pandemic period for University students to compete globally where the Indonesia Ministry of Education and lava Unive Culture created the policy of Kampus Merdeka, Merdeka Belajar (MB-KM), java which in literal English translation says Independent Campus – Freedom to Learn. Through this policy, students are given the opportunity to gain broader learning awijaya Unive experience and new competencies outside of their study program. In other words, awiiava every student is given the same opportunity to gain a broader learning experience Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya and new competencies outside of their study program and explore deeper career-Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya versitas Brawijaya ^{ve} supporting competencies that will be needed in the future. as Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya (Gagne and Shepherd, 2001; Arbaugh and Stelzer, 2003) conducted a awijaya comparison between the student's performance in e-learning and traditional learning, the results indicated no significant difference between the student's performance in both types of learning. However, the lack of human interaction between learners and instructor was the main criticism for this type of learning awijaya (Laurillard, 2003). The lack of an effective learning process because of the sudden awijaya awijaya transition to e-learning might lead to unexpected consequence that might affect awijaya awijaya the student's future professional prospects (Aguguom et al. 2020). awijaya awijaya Based on existing research and conditions, there are pros and cons awijaya awijaya between the three learning methods, which can be observed which teaching awijaya awijaya techniques are the most effective that can be used in the future following awijaya awijaya technological developments. It is hoped that education in Indonesia is ready to awijaya awijaya follow the changes in the digitalization era and still produce quality graduates, awijaya awijaya especially in the field of accounting. Since in the other country student already awijaya awijaya prepare to face and adapt in technology environment and face the disruptive awijaya awijaya Unive innovation that can give impact to accounting profession in the future. awijaya awijaya Based on the explanation above and the problems that arise in the online awijaya Univelearning system in Indonesia, the author is interested in conducting a study available awijaya awijaya entitled "The Effectiveness of Traditional, Web-based, and Blended Accounting awijaya UniverLearning Method. Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya awijaya awijaya **Hniversitas Brawijava**

Universitas Brawijaya awijaya 1.2. Research Questions Brawijaya Universitas Brawijaya awijaya awijaya Based in the background above, there are several things that concern the author to be researched. Therefore, the problem formulations made by the authors namely: Universitas Brawila Universitas Brawijava Universitas Brav as Brawijaya 1. Is traditional learning method more effective than web-based learning awijaya awijaya Universitas Brawijaya Universitas Brawijaya method? awijaya awijaya Universitas B 2. Is traditional learning method more effective than blended-learning awijaya awijaya method? awijaya awijaya 3. Is web-based learning method more effective than blended-learning awijaya awijaya WIJAI method? awijaya awijaya Iniversitas Brawijaya awijaya awijaya 1.3. Research Objective awijaya awijaya This study aims to compare the learning effectiveness of the three awijaya awijaya learning methods especially in the field of accounting. So, teachers and lectures in awijaya awijaya Indonesia can find out which learning methods are most effective and relevant in awijaya awijaya pandemic COVID-19 situations and deal with the changing times where awijaya Universita awijava Unive everything will become completely digital. Three learning methods in this available awijaya awijaya Universearch are Traditional Learning Method, Mixed Learning Method, and Online awijaya awijaya Universitas Brav Unive Learning Method, Universitas Brawijaya awijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Univer1.4. Research Contribution Brawijaya Universitas Brawijaya awijaya awijaya awijaya Universitiantian B The benefits that are expected to be obtained through this research are as lave

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Univer 1.4.1.^B Theoretical Contribution Java Universitas Brawijaya

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accounting, especially in learning methods and can contribute to the academic world and the general public. It can also be used as additional knowledge and references for researchers who study learning methods that continue to adapt to the times. awijaya awiiava **Practical Contribution** 1.4.2. For academics, this research can be used as a source of information Universitas Brawiia awijaya for further research. awijaya awijaya For lecturers, this research can be used as information regarding awijaya awijaya student opinion which learning system is the most effective and Brawleye awijava awijaya relevant following the times awijaya **1.5. Research Outline** awijaya The systematics of writing in this thesis are organized as follows: Universitas Brawlava awijaya awijaya Unive CHAPTER I: **INTRODUCTION** awijava This chapter describes the phenomena behind the selection of research topics, the objectives, and the benefits of the research Universitian Brawijaya conducted by the author. In this section, the author also describes awijaya awijaya Universities Brawley the problem formulations and goals of the phenomena that the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya author adopts Brawijaya Universitas Brawijaya awijaya Unive CHAPTER II: Univ THEORETICAL FRAMEWORK ava Universitas Brawijaya This section describes the theories obtained through literature laya Universitas Brawijaya Universitas Brawijaya studies, s both previous Uresearch, national and vinternational Jaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universities B This study can add and expand knowledge in the field of educational

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development of research hypotheses. CHAPTER III: RESEARCH METHOD This chapter contains the population and samples in research, awijaya awijaya research data consisting of types, sources, and data collection awijaya awijaya techniques, as well as definitions of data analysis methods used. awijaya CHAPTER IV: FINDINGS AND DISCUSSION awijaya awijaya awijaya This chapter presents the results of the tests carried out and awijaya awijaya explains the analysis of the results of the data testing. ersitas Brawijaya awijaya awijaya **CHAPTER V: CONCLUSION AND RECOMMENDATION** awijaya awijaya This chapter is the closing chapter of this thesis. This chapter awijaya awijaya contains conclusions from the results of the research conducted, awijaya awijaya the limitations faced by the authors, and suggestions that can be awijaya awijaya applied in future research. awijaya awijaya awijaya awijaya awijaya Universitas Brav awijaya awijaya awijaya awijaya awijaya awijaya awijaya

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journals, and books. In addition, this chapter also describes

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awijaya Universitas Brawij CHAPTER IIs Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas LITERATURE REVIEW Universitas I **Literature Review** 2.1. 2.1.1. **Behaviourism Theory** awijaya The behavioristic theory is a theory that studies human behavior. The awiiava behavioral perspective focuses on the role of learning in explaining human behavior and occurs through stimuli based (stimuli), which give rise to reactive behavioral relationships (responses) to mechanistic laws (Atkins, 1993). In awijaya unive relation to behaviorist classes, four facets of implementing online coursework are awijaya awijaya highlighted: awijaya awijaya 1. Learning resources can be broken down into small instructional measures and given in a sequential way, using positive examples to reinforce information awijaya and negative examples to explain conceptual limits, starting with a regulation, group, theory, formula, or meaning. The course designer shall allocate a series of directives to additional Univer2. University instructional units using conditional or absolute repercussions, and evaluate lava Universitathe course selection. Activities are usually arranged in an order of increasing lava Universite difficulty or complexity. The order in which content is presented and the awijaya awijaya University speed at which it is presented are often beyond the control of learners. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Univer 3. To increase learning quality, learners can be directed to miss or repeat those lava awijaya Universita parts depending on their success on diagnostic tests or tests in a sequence of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya learning activities. However, an instructional designer can allow a student to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava¹²Iniversitas Brawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya choose the next activity from a list of options, giving the student more control Brawijaya Universitas Brawijaya over the learning process. 4. The behavioristic approach to learning argues that before students are expected to duplicate the desired behavior, it is necessary to demonstrate the operations, techniques, or skills required and break them down into their awijaya components with sufficient explanation. Learners are expected to develop awiiava their abilities by repeated practice with guidance, routine review or correction, or tests placed at suitable times. The use of remedial loops back through content where necessary is emphasized in instructional design. In awijaya awijaya addition, reinforcement messages should be used to keep people motivated. awijaya awijaya

2.1.2. Cognitivism Theory

awijaya Learning. according to cognitivist, is memory, thinking, thought, awijaya and meta-cognition are also part of the internal abstraction, inspiration, awijaya awijaya mechanism (Ally, 2004). From an information retrieval perspective, cognitive awijaya awijaya Unive science encompasses a learning mechanism in which information is absorbed in lava awijaya Unive sensory storage via various senses and then transmitted to short and long-term lave Universe memory via various cognitive processes. When creating online courses, lava awijaya Universitas Brav Unive instructional designers should consider the following factors: va awijaya awijaya University of the student's concentration by available student's concentration by ava awijaya awijaya Universita highlighting relevant and vital knowledge, rationalizing each lesson, and lava awijaya awijaya balancing the student's cognitive level can all be used to aid the learning Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita process.ava Universitas Brawijaya awijaya

awijaya 2. Using sophisticated organizers to activate outgoing cognitive structures or to incorporate lesson content, instructional designers must relate new material to existing knowledge from long-term memory. Pre-instructional questions are used to produce perceptions and unlock the learner's current knowledge structure, while prerequisite evaluation questions are used to activate the correct prerequisite information frameworks for new content. This creates a conceptual environment that allows students to remember previous mental constructs. To promote deeper processing of higher levels knowledge and learning, strategies that require learners to interpret, analyze, synthesize, and assess awijaya awijava must be used. awijava Activities for various learning and cognitive types should be included in 4. online learning resources. In addition, appropriate and appropriate assistance for students of different types of learners must be provided Students must be motivated to learn to use learning techniques that address 5. both intrinsic (from within the learner) and extrinsic (from outside the learner) (instructor or performance-driven) motivation. As a result, instructors University may use techniques such ARCS stands for focus, relevance, self-confidence, java and happiness, according to Keller's model. (Keller & Suzuki 1988). 6. As part of an instructional strategy, learners should be forced to use their Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universita meta-cognitive skills by focusing on what they have learned, communicating lava awiiava Universita with other pupils, or measuring their success. as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 7. Teaching techniques should relate learning content to real-life circumstances sitas Brawijava Universitas Brawijaya Universitas Brawijaya so that students can relate to their own experiences and, as a result, be better sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya able to remember information. Furthermore, transferring material to real-life events can help in the creation of personal meaning and contextualization. Cognitive psychology is concerned with the reception and retrieval of learners' knowledge to move it to long-term memory for storage. In addition, instructional designers must consider a variety of factors, from breaking down awijaya learning information into smaller pieces and accommodating various learning awijaya styles to higher-level ideas such as motivation, cooperation, and meta-cognition. 2.1.3. Constructivism Theory Learners develop personal knowledge from the learning experience itself, awijaya awijava according to school constructivist learning (McLeod, 2003). As a result, learning awijava awijaya can be viewed as a dynamic process in which information cannot be obtained from outside or from other people. Learning is an adaptive activity that takes awijaya place in certain situations (Boethel & Dimock, 1999). Students build knowledge while also facing resistance to change. The learning process is influenced by awiiava Unive experiences and social interactions. The following claims must be made to have awijava Unive implications for writing instruction for online learning: Univer1. Learning should be an active process, involving high-level activities such as jaya Universitas Brav Iniversita challenging students to apply what they have learned in real life situations. allowing for personal interpretation of learning materials, holding group Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universita discussions, and so on as Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava 2. Instructors must provide strong interactive online instruction to encourage Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya students to develop their own knowledge, because students must take the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya initiative to learn and engage with other students and teachers, and the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

awijaya learning agenda is student controlled (Murphy & Cifuentes, 2001). Students must experience the learning content first-hand, as opposed to traditional lectures, as teachers contextualize and adapt knowledge to suit their own needs. Learners must be responsible for their own learning. In addition, there could be some sort of supervised experimentation in which students can select their own learning goals while also getting instructor assistance. To encourage higher-order learning, social presence, and personal sense Universitas Brawijaya growth, instructors should prioritize immersive learning experiences. Because learning relies on the acquisition of new abilities, information, and attitudes, awijaya e-learning faces challenges to achieve higher-level psychomotor, affective, and learning goals in the virtual learning stage. (Therefore, Mödritscher & Sindler, 2005) mention that other approaches to actualizing the didactic component can include collaborative or immersive games, context-based learning, open-ended topic assessment, and so on. Unive 2.1.4. Learning Effectiveness Universitas EEffectiveness is described as the ability of students to achieve certain goals lava Unive that produce the best possible learning outcomes (Nana Sudjana, 1990, p. 50). The amount of engagement between students and lecturers in managing the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive curriculum, infrastructure, and learning techniques that have an impact on student lava awiiava Unive learning outcomes is called learning effectiveness. as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BThe effectiveness of learning is a measure of success, according to lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya ¹⁰ Djamarah (2004, p. 46), which shows that the more successful a learning is in ersitas Brawijaya – Universitas Brawijaya–Universitas Brawijaya – Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awiiava achieving predetermined goals, the higher the degree of effectiveness. Meanwhile, Handoko (1997, p. 7) defines efficacy as the ability to choose an appropriate goal or equipment to achieve a predetermined goal. A learning system is said to be successful if it can help students gain knowledge and skills by producing information and activities that will help them awijaya achieve predetermined learning goals. The 'five-factor model' states that only a awiiava few factors can influence efficacy (Edmond, 1979). These are the five correlations of educational attainment: Strong educational leadership Universi awijaya awijaya Univer2. High expectations of student achievement awijaya awijaya Emphasis on basic skills 3. awijava awijaya A safe and orderly climate 4. 5. Period evaluation of student progress awijaya The competence of instructors to design, manage and assess a learning process is also needed for the success of learning in higher education, because awijaya awijaya Unive learning requires careful planning, making comfortable learning tools, selecting lava awijava Unive tactics, media, models, and superior learning assessments. Quality students can be leave Univerproduced if they are long-term and sustainable. Therefore, to develop effective lava Universitas Brav learning activities, diverse and innovative learning models are needed in learning awijaya Univeractivities wijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas BLearning activities will be more successful and beneficial for students if lava awiiava the approach used is in accordance with the subjects being taught. Teachers who Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya learn and implement various strategies to gain the competencies expected from Universitas Brawijaya Universitas Brawijaya

awijaya this activity are considered effective. According to Suardana (2006), the following indicators can be used to assess the success of learning: 1. Improve your problem-solving skills. Most learners approach problem solving efficiently, starting with problem visualization, description of ideas, problem solving strategies, and re-evaluation. awiiava Increase student involvement in the classroom. Teamwork, student-to-student and student-to-lecturer contacts, and students who ask questions and respond to class discussions have all shown considerable advantages over the past. 3. Impr outcomes. Student learning outcomes are Improve student learning awijaya considered to be very good or better than before. awijaya awijava Reactions to the learning process are positive. This learning practice benefits 4 awijava awijaya everyone in the group. The majority of students want this learning paradigm to be maintained and improved. awiiava There are two kinds of evaluation procedures to determine whether a student is studying or not; summative and formative evaluations. Summative University evaluation looks at students to see the extent to which they have progressed awijava Unive toward their learning goals. On the other hand, formative assessment is a process lave Unive of constant review by instructors to determine what students need. Iniversitas Brawijaya Unive 2.1.5. Definition of Learning Activity Universitas Brawijaya awijaya awijaya Universitas Learning activities are described as any action taken by individuals to lava awiiava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya increase their knowledge, skills, or competence. Learning activities are activities Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya where students learn something. Where there is interaction between lecturers and versitas Brawijaya Universitas Brawijaya Universitas Brawijaya academics, activities play an important role in the learning process. Learning is versitas Brawijaya – Universitas Brawijaya – Universitas Brawijaya – Universitas Brawijaya

awijaya

awijaya defined as having experience and finding value from that experience while being awijava directed and linked to a goal. Brawijaya Universitas Brawijaya Miarso (2005, p. 550) identifies four references in the concept of learning: (1) changes and new abilities; (2) changes or new abilities that are permanent and may be overwritten; (3) changes or new abilities or new skills that arise as a result awijaya of the business; and (4) changes or new abilities that are not only caused by awiiava awijaya growth factors. Antijaya Universitas Brawijaya Universitas Brawijaya Univers Learning is seeing, reading, imitating, trying something yourself, listening, following directions, according to Harold Spears (cited in Agus Suprijono, 2010: awijaya 2) which is in line with Mc. Goeh (in Skinner, 1958: 109) who believes that awijaya awijaya learning is a change in performance as a result of training. In other words, awijaya awijava learning activities are activities that can change a person after reading, imitating, awijaya watching, and learning something that has been around for a long time. Changes awijaya (cognitive), skills learning activities include changes in knowledge in awijaya (psychomotor), and values and attitudes (affective), all of which are the result of awijaya awijaya interactions between teachers and students. The following are four pillars of awiiava A h Unive educations: Universitas Br Learning to Know Universitian Br This learning process aims to adapt certain meaningful activities to a laya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universities B particular cultural environment. Educators usually supervise this learning awijaya awijaya process carefully. This learning process as a foundation for lifelong Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya learning. This form of learning includes processes such as motor, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brinstrumental basic learning skills, and perceptual learning. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bravijaya Universitas Bravijaya Universitas Bravijaya Universitas Bravijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya

awijaya awijaya This learning procedure aims to disseminate and improve learning Universities Br content (subject matter). Learn are explained, discussed, modified, and shared through collective codes in this type of learning (such as inscriptions). The areas of conceptual learning and subject matter are excellent examples of this kind of learning. awijaya Learning to Live Together Universitas B awiiava This type of learning emphasizes the social performance genre; students assisted in adapting community norms and tools to engage are autonomously, critically, and creatively in community practice. awijaya Learning to be Univers4 awijaya awijaya This form of learning focuses on the reasons, goals, and moral and awijaya awijava aesthetic ideals of students to show learners' identity. This learning concept refers to the maximum development of human potential to awijaya actualize itself with freedom and wisdom to make choices and with a strong sense of responsibility. The actions to be done here begin with the learner's senses and continue to be assessed using personal values and standards. **University 2.1.6.** Traditional Learning awijaya awijaya Traditionally, face-to-face lectures, tutorials, and / or class discussions, awijaya often held on campus, have been the main means of learning and teaching awiiava (Boettcher, 2000; Jones and Chen, 2008). In traditional teaching, lecturers play an Universitas Brawijaya Universitas Brawijaya active role in helping students achieve their learning goals. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

awijaya awiiava In a typical classroom, education relies largely on teaching methods, which emphasize topics more often than learners and variations in aptitude and learning skills. Traditional education includes lectures, capstone, team projects, laboratories, and studios, among others. In a physical learning environment, teaching is carried out simultaneously, meaning that all students are in the same awijaya room at the same time. Information is sometimes given to students and then sent awiiava awijaya back to the instructor via written evaluations initiated in a typical lecture style classroom. awijaya Face-to-face interaction between students and educators, as well as with awijaya awijaya other students, is a significant benefit of conventional learning. Learning increases awijaya awijaya in atmosphere where it is more like a team effort than a solitary race. Learning awijava awijava should be collaborative and pleasant rather than competitive and isolated. awijaya Collaborating with others increases learning engagement. Sharing your thoughts awijaya awijaya and responding to other people's reactions helps improve thinking and awijaya awijava understanding (Chickering & Gamson, 1987). In small classrooms, teachers have awijaya awijaya the opportunity to get to know and inspire each student individually. Many awijava Unive doubters reject the prospect of online learning as being as successful as a successful a University conventional knowledge transmission methods because of their belief in the "human contact" educational element (Benson, 2001). awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive 2.1.7. BOnline Learning itas Brawijaya Universitas Brawijaya awiiava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bonline learning is transforming an academic institution into a home available universitas Brawijaya awijaya institution where students can build a universe that includes anything they can versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava imagine through a virtual environment of interaction, simulation, and cooperation niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

awiiava (Thamarana, 2016). Online learning is described as the use of information and communication technologies to enable access to online learning opportunities According to H Li., J. Masters (2009), "e" in e-learning should mean "developing, improving, anywhere, all the time, and everyone," not "electronic". Rodrigues et al. (2019, p.95) describe e-learning as a cutting-edge web-based framework based on digital media and other forms of educational tools that aims to provide students with a personalized, learner-centered, accessible, engaging, and immersive learning experience that facilitates and improves the learning process. Online learning has the following characteristics: (a) student-centered; (b) spread out functionally, professionally, and organizationally; (c) crowd-driven awijaya awijava support and emergence; (d) synchronized, timely, and original; (e) the spouse will awijava play a lesser role; and (f) learning will be distinguished from accreditation. By using evidence from developing educational practices, technology suppliers, and academic literature, Njenga and Fourie identify ten myths of elearning in higher education: (1) e-learning is a valuable platform that can be used Unive by all educational institutions; (2) e-learning will eliminate human contact; (3) e-Unive learning saves money on tuition; (4) increased academic availability and access to leave Unive large amounts of knowledge are good for learning; (5) in higher education, new laya media must be the primary learning medium or source; (6) there are two types of activities: study and recreation (which includes games and entertainment); (7) e-Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive learning will increase the competitiveness of university institutions; (8) the most awiiava challenging task in e-learning is building infrastructure (hardware and software); Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya (9) e-learning would usher in the demise of the conventional campus; and (10) eversitas Brawijaya – Universitas Brawijaya – Universitas Brawijaya – Universitas Brawijaya learning has the potential to reduce student absenteeism and dropout rates. as Brawlaya versitas Brawijaya – Universitas Brawijaya Universitas Brawijaya – Universitas Brawijaya

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awijaya awijaya tas Brawijaya tas Brawijava meetings. ersitas Brawijaya awiiava Table 2.1. Four General Categories from traditional to online learning Universita Web-Based Learning Brawijaya Universitas Brawijaya Courses that require minimal technology are known as web-based awijaya learning. Content is delivered in writing or verbally or through web-based awijaya awijaya technologies to facilitate a face-to-face course. The syllabus, assignment, awijaya awijaya materials of the courses are posted in the course management system or awijaya awijaya learning management system. Designing and delivering online training awijaya awijaya requires careful consideration and exploration of how to best utilize the awijaya awijaya capabilities of the web in conjunction with instructional design concepts awijaya awijaya (Ritchie & Hoffman, 1997). Various facets of a web-based learning system awijaya awijaya face pedagogical, technical, user architecture, evaluation, logistical, resource awijaya support, legal, and structural challenges (Khan, 2001). awijaya Web-based learning is a ground-breaking method of providing awijaya awijaya hypermedia-based educational services to a remote audience by using the awijaya awijaya Web's attributes and tools to create well-designed, learner-centered, awijaya immersive, engaging, and facilitated learning experience. One of the most awijaya Universita important instructional activities in web-based learning is interactivity. awijaya Universit Students should be meaningfully involved in learning activities through awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universite contact with other people and valuable assignments, according to engagement lava awijaya awijaya Universitate theory based on online learning (Kearsley & Shneiderman, 1999). In webawijaya awijaya Universita based education, students can communicate with each other, with lecturers, java Universita and with internet resources awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Ilniversitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava

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awiiava In web-based courses, the hypermedia environment allows students to explore and find material that best suits their needs. Students can choose to actively participate in the debate or observe quietly in the background, thanks to the filtered environment. Students have more flexibility over a wider range and media choices to express of information, time, feedback, their understanding of web-based learning (Relan & Gillani, 1997). Blended / Hybrid Learning According to Ward and LaBranche (2003, p.22), "blended learning" or 'mixed mode" most teaching over the internet, with several face-to-face class Universitas Brawijaya sessions peppered throughout the semester. Blended learning is a novel awijaya learning approach used in online learning systems to improve learning in traditional classrooms. According to Discol (2002), blended learning is when a student uses a combination of web-based tools to achieve educational goals. One expert described blended learning as a combination of e-learning and multimedia technology, such as video streaming, virtual courses, and online text animation, coupled with traditional types of classroom teaching, as defined by Throme (2013). According to Heinze A and Procter C (2010), blended learning is a set Universite of different learning methodologies and implementation processes that help users get the most out of their learning. Meanwhile, according to Harding, awijaya Universita Kacynski, and Wood (2005), blended learning blends conventional face-toawiiava face learning with online (primarily web-based) learning opportunities and a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya variety of communication platforms that can be used by both teachers and tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya erstta students. Blended learning has several learning concepts, including: itas Brawijaya . Universitas Brawijaya Universitas Brawijaya . Universitas Brawijaya

awijaya awijaya 1. Learning that incorporates a variety of web-based technologies to meet Universitas Brawijaya Universitas Breducational objectives. sitas Bray Universitas Bra Universitas Bra Learning that combines various learning approaches to create optimal learning with or without learning technology. The approaches that occur are behaovrism, constructivism, and cognitivism. awijaya Learning that uses various learning technologies, such as web-based awiiava awijaya training, films, video conferences, online classrooms. awiiava awijaya Learning that combines learning technology with actual exposure and awijaya assignment to create a good and optimal impact. awijaya awijaya In general, Moore (in Albion, 2008) classifies four types of interactions awijaya awijaya that occur in online learning, including (1) student interaction with content awijaya awijava refers to users associated with instructional information, (2) student awijaya interaction with technical interfaces: the use of technology in learning or awijaya student interaction with technology interfaces can be referred to as another awijaya type of interaction, (3) interaction with instructors is a technique or awijaya awijaya of teaching, guiding, and supporting instructor's way students (4) the awijava University interaction of students with students: this is a way for students to Universita communicate with fellow students in the learning process. awijaya Universities Bra In the blended learning approach, which relates to ICT-based learning, awijaya awijaya Universitathere are mainly three stages (Ramsay, 2001): as Brawijaya awijaya Universitas13: Seeking of information awijaya Universitas Brawijaya awijaya Universitas B Includes searching for information from various sources of information Java Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B available online and offline based on relevance, validity, content Universitas Brawijaya Universitas Brawijaya awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya reliability and academic clarity. Education or facilitators play a role in versities Brown providing input for students to seek effective and efficient information. versitas B Acquisition of information Students individually and in cooperative groups - collaboratively try to find, understand, and confront them with ideas that already exist in the minds of students, then interpret information / knowledge from various available sources, until they are able to communicate again and interpret the ideas and interpretation results using the facilities. Synthesizing of knowledge versitas³R Assimilation and accommodation in the development and reconstruction awijaya awiiava of knowledge, starting from the results of analysis, discussion, and awijava formulation of conclusions from the information collected. Wersites Brawlava Carman (2005), using Keller, Gagne, Bloom, Merrill, Clark, and Gray's learning theory, explains five fundamental keys in the integrated learning process: 1. Live Broadcast, direct or face-to-face learning that occurs simultaneously at the same time and place or in various locations. Universita 2. Self-Paced Learning, which combines independent learning with online laya Universitian Brilearning to enable students to study whenever and wherever they want. 3. Cooperation, which includes educator-student cooperation and student-Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brastudent cooperations Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava 4. Assessment: Investigators should be able to create a mix of online and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B offline assessment formats, including test and non-test scenarios (class Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braproject) as Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya 5. Ensure that learning materials are available in digital format and can be accessed by students both offline and online. 2.1.8. **Accounting Education** Accounting education is a popular subject of study for young students awijaya around the world as it is an important step in the development of professional and awiiava awijaya competent accountants. The Accounting Education Commission (AEC) emphasizes the need to rehabilitate accounting education so that it is more relevant to practice so that higher quality accountants can be produced (AEC, awijaya 1990). The principle of learning that is carried out in accounting learning is that awijaya awijaya students explain the theory, followed by a discussion of sample questions by the awijava awijava lecturer. Furthermore, students are given the task to do the practice questions awijaya either on campus or homework and will be discussed in the tutorial class. awijaya awijaya Cutting-edge technology in accounting education has become one of the awijava most critical concerns for professional advancement (Elliot, 1992; Walsh, 1998). awiiava awiiava Unive Due to rapid evolution in the accounting context, Albrecht (2000) argues that awijava Unive better teaching techniques are needed to offer accounting concepts. Educators can Universitial and timely feedback from students about the effectiveness of lava teaching and learning strategies used in presenting information when they use awijaya awijaya technology in education (Race, 2005; Mihret et al., 2017). Although digitizing awijaya unive accounting education may provide more freedom, educators may be concerned awijaya Univerabout student learning ersitas Brawijaya Universitas BDigital disruption and rapidly developing technology present enormous Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya potential and threat to the accounting profession, which will turn into a versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya

completely different profession. Lastly, digital disruption will affect the types of demand and expectations of accountants. Accounting will be cloud-based in the next few years, harness the potential of big data, integrate non-traditional financial data, and become more efficient and mobile. As a result, accountant jobs change rapidly and will continue to change. According to ACCA (Association of awijaya Chartered Certified Accountants), all digital data will be accessible to everyone by awiiava 2025. Brawijaya 2.2. **Hypothesis Development** awijaya Univer2.2.1 **Theoretical Framework** awijaya awijaya This study is based on the theory of behaviorism, cognitivism, and awijava awijaya constructivism. According to behaviorism theory, online courses should be awijaya designed in a logically organized manner so that students can quickly grasp awijaya important concepts, skills, and factual information. In addition, students have a awijaya awijaya greater influence on the learning process when they learn online. awijaya As a result, learning is seen as an internal mechanism that includes awijava Unive memory, thinking, meditation, abstraction, inspiration, and meta-cognition, available Univeraccording to cognitivism (Ally, 2004). When developing online courses, teaching laya techniques should focus on highlighting important facts, justifying each teaching, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya and balancing the learner's cognitive level all help to concentrate the learner's Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya attention. According to cognitive theory, students must be motivated to learn awiiava using learning techniques that address both extrinsic motivation (from beyond the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya learner, instructor or lecture) and inherent motivation (from inside the learner). Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya The constructivism hypothesis based on this study states that online learning should be an active process in which learners are asked to apply information in real scenarios, promote personal interpretation of learning material, discuss subjects in groups, and so on. Case of theory material should be used to make learning more meaningful and enlightening for students. Based on the theoretical basis and the results of several previous similar studies, it can be concluded that online learning methods and the ease of using technology have a relationship with the effectiveness of learning. Based on the three theories, learning is said to be effective if a positive response occurs in a class with good interactions between students or between students and lecturers, awijaya awijaya students asking questions and answering discussions in class, and good group awijava awijaya cooperation. In addition, learning is said to be effective if students feel satisfied and feel they can increase their knowledge and competencies and expect that the awijaya learning model can be continued and developed. Changes in technology that continue to develop every year make the world Unive of education also change and keep up with the times, especially with the COVID-Unive 19 pandemic which has become a stepping stone for the world of education to the University enter the digital era. Therefore, there are three kinds of teaching techniques in laya Indonesia, including traditional learning or face-to-face or conventional learning, web-based learning, and blended learning or hybrid learning in accounting Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya unive subject. The three lessons have their way. Therefore, it is important to know the awiiava students' response to which learning techniques they are interested in and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya effective. So that education in Indonesia can determine steps in designing Universitas Brawijaya awijaya education that is still relevant for students but still prepares Indonesian students to face the all-digital world. Brawijaya Universitas Brawijaya Past Studies and Hypothesis Development Universitas B A. Traditional Learning Method and Web-Based Learning The traditional learning method is face-to-face learning that occurs directly between students and lecturers at the same place and at the same time. The traditional learning process is centered on the lecturer, where the lecturer plays an active role and designs a lesson. A study by Robinson and Hulliger awijaya (2008), despite the spectacular expansion of online learning, reveals that many awijaya awijava academics prefer to use conventional approaches to student interaction in faceawijava awijaya to-face settings and find online engagement daunting. There are the lack human interaction between learners and instructors as the main criticism for awijaya this the web-based learning method (Laurillard, 2003) Al-Hadrami and Morris (2014) investigated the key elements influencing students' success in web-based accounting courses at a Jordanian awijava Universitinstitution. The researchers employed a combination of study methodologies Universit (interviews and questionnaires) and the results showed that the environmental factors that include instructor's interactivity, the efficient use of technology awijaya awijaya and the learning environment have significant and major impact on student's Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universit performance measured by the student;s final grade. Prawilaya Universitas Brawijaya awiiava Universitas Bra Arbaugh and Stelzer (2003) found that there is no substantial difference Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitient student performance when using traditional learning or online learning. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rsitas Brawijaya Other studies conducted a comparison between the student's performance in eersitas Brawijaya – Universitas Brawijaya–Universitas Brawijaya – Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya learning and traditional learning, the results indicated no significant difference between the student's performance in both type of learning (Gagne and Shepherd, 2001; Arbaugh and Stelzer 2003) The author formulates the following hypothesis H_1 based on the previous description: awijaya H1: Traditional learning method is more effective than web-based learning method **B.** Traditional Learning and Blended Learning Blended learning is a teaching and learning method that combines awijaya awiiava conventional or face-to-face learning with online learning, utilizing electronic awijava awijaya media and the internet as a direct communication channel between lecturers and students. The class calendar will be flexible in a mixed learning approach, awijaya allowing students to combine academic and non-academic activities. Mixed learning has the potential to reduce education expenditure while improving learning outcomes. As a result, mixed learning does not replace traditional awijava Universit teaching-learning methods but complements them. A comprehensive study by Jones and Chen (2008) elaborates students' lava University opinions about conventional learning and the mixed part of accounting MBA awijaya awijaya courses. It argues that while mixed learning students had preferred group work Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universit experiences and preferred evaluations of instructor comments and responses to lava awiiava Universitout-of-class questions, mixed learning was lacking in terms of greater universitas Brawlaya engagement, either with professors or with other students. Students in the Universitas Brawijaya Universitas Brawijaya sitas Brawijava blended learning method were more likely to feel the teacher was continuously sitas Brawijaya – Universitas Brawijaya – Universitas Brawijaya – Universitas Brawijaya

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were less likely to find the instructor engagingly conveying the subject. However, Keller et al. (2009) In the introductory managerial accounting course found that there is no significant difference in academic achievement. Jones and Chen (2008) found that 90% of students prefer conventional awiiava classroom delivery. Other research has revealed that students value the capacity to ask questions and receive instant responses, and that students value face-to-face interactions (Edington and Holbrook, 2010; Larkin 2010). The author formulates the following hypothesis H₂ based on the previous description: awijaya H₂: Traditional learning method is more effective than blended learning method C. Web Based Learning and Blended Learning Meanwhile, blended learning is a modification of online learning and traditional learning where students and teachers sometimes haveface-to-face Universi contact through video conferencing such as Zoom, Google Meet, and other lava Universitapps. The communication used in blended learning is synchronous and lava asynchronous. Blended learning seeks to align the strengths of face-to-face awijaya teaching and e-learning in order to reap the advantages of these pure available Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universit instructional approaches (Singer & Stoicescu, 2011, p. 1528). Universitas Brawlaya awiiava Universitas Bra Students and faculty member benefit from the flexibility of hybrid, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya mixed, or online PBL classrooms, allowing them to balance the differing rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya demands of work and home (Hiltz & Turoff, 2005), same as the gained access ersitas Brawijaya . Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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informing their progress than students in the conventional section. Still, they

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Universitas Brawijaya awijaya awijaya to education (Owston, Wideman, Murphy, & Lupshenyuk, 2008). Instructors can track their students' progress in a number of methods, giving them several opportunities to provide comments (Cornelius & Gordon, 2009). Finally, blended courses provide effective competition for non-traditional student community who are not in the same place as companies (Hiltz & Turoff, 2005) awijaya in a cost-effective manner (Mansour & Mupinga, 2007; Owston et al., 2008), in awijaya awijaya terms of providing adaptable, flexible, and active learning environments. awijaya awijaya However, there are many drawbacks of the hybrid, mixed or online awijaya courses that are highlighted. To begin with, many study options may provide a awijaya awijaya lack of direction for learners, who must demonstrate independent study skills to awijaya awijaya benefit from such arrangements (Mansour & Mupinga, 2007). Furthermore, awijaya Univ awijaya aspects that must be performed independently and outside of contact hours awijaya awijaya might slow down the learning process since they are difficult for the teacher to awijaya regulate (Wang & Newlin, 2001). awijaya The author formulates the following hypothesis H₃ based on the awijaya

previous description:

H₃: Blended learning method is more effective than web-based learning method.

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas BraCHAPTER III itas Brawijaya Universita RESEARCH METHOD Rawijaya Universitas Brawijaya Univer3.1. Type of Research rsitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Universital This study is a comparative study with a quantitative approach. This study Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya aimed to determine the most effective learning methods among the three learning awiiava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya methods in accounting courses. The intervention of researchers in this study was awiiava awijaya low, so this study was based on natural facts because there was no regulation in awiiava awijaya the study. This study is carried out in a natural environment. Hypothesis testing versitas Brawijaya awijaya awijaya was carried out to determine the highest level of effectiveness among the existing awijaya awijaya

variables.

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3.2. Population and Sample

3.2.1. Population

Population is the whole group of people, events, or things the researcher wants to investigate (Sekaran dan Bougie, 2017:53). Population is the whole, totality or generalization of units, individuals, objects or subjects that have certain quantities and characteristics to study in the form of people, objects, institutions, and so on. Which can provide research information (data) which can then be withdrawn. conclusion. The population in this study were all undergraduate Unive accounting students in Indonesia. Wilaya Universitas Brawijaya **3.2.2.** Sample University Sekaran dan Bougie (2017:54) said that sample is the part of the population consisting of selected members of the population. The sample is determined by Ilniversitas Brawijava Ilniversitas Brawijava³⁵iniversitas Brawijava

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Universitas Brawijaya awiiava awijaya the researcher based on consideration of the problem, objective, hypothesis, and method in the study. Determination of the sample in this study was carried out by the purposive sampling method, namely, taking samples from the population based on certain criteria (Jogiyanto, 2004). The sample size is a reflection of the population which is very important in awijaya this study so that this study can draw conclusions. In this study, the researcher awijaya awijaya determines the sample based on Lemeshow Formula by Stanley Lemeshow (1997) because the population of undergraduate accounting students cannot be determined. Researcher used the error tolerance limit (d) = 5% and confidence awijaya level (α) = 95%. So, the value of (Z) = 1.96. The smaller the error tolerance, the awijaya awijaya more accurate the sample describes the population. awijaya

Where:

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n = Sample Size

Z = Z value based on α

= Sample proportion

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d = Margin of error

The population of the whole accounting undergraduate students in Indonesia cannot be counted. So, the following formula presents the computation of the sample size based on Lemeshow Unknown Population. $1,96^2 \cdot 0,3(1-0,3)$ Universitas Brawij 0,05²Universitas Brawijaya Universitas Brawijaya

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awijaya awijaya ersitas 0.8067 ya awijaya 0.0025 Universitas B vijaya Universitas 522 The calculation to determine the number of samples show a result of 322 Universitas Brawijava Universitas Brawijava respondents. Based on the calculation of the number of samples, the number of awijaya samples used in this study was minimumly of 322 respondents. The criteria for awijaya awijaya this research sample are undergraduate accounting students from the 2015 - 2019 awijaya awijaya class who have followed traditional learning methods and online learning methods awijaya awijaya Unive in accounting subjects. awijaya awijaya awijaya awijaya Unive 3.3. Data Source awijaya Iniversitas Brawijaya awijaya Statistics and numbers that can be used as content to structure knowledge awijaya awijaya are referred to as research evidence or research data (Arikunto, 2010: 161). In this awijaya awijaya section, the researcher explains the research data. The source of the data used in awijaya awijaya Unive this study is quantitative data. The primary data source used in this analysis is the lave awijaya awijaya awijaya Unive data originally obtained by the researcher for the purposes of their study (Now & Java awijaya Unive Bougie, 2016: 113). awijava awijaya Universitas The data are obtained through Google Form from all undergraduate ava awijaya accounting students in Indonesia, especially students in Java who have taken faceawijaya awijaya to-face and online accounting lessons. The data in question are the answers given awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya by the respondents to the statements contained in the questionnaire related to the Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive research. awijaya awijaya Universitas Brawijava Universitas Brawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava a. Survey ersitas Brawijaya In this study, the data collection process was a survey. Questionnaire was used as a data collection tool or survey instrument, which consisted of a series of questions that were prepared to obtain information from individuals with a closed question style (Kothari, 2004). A questionnaire is useful for covering a large sample at a low cost that is reflective of the population (Akbayrak, 2000). By directly distributing questionnaires to respondents, the types of data collected in this study are considered primary data. Based on Bougie and Sekaran (2013, p.113), primary data refers to information that researchers obtain in advance about the variables of interest for specific research purposes through awijaya awijava instruments that are generally designed to obtain large amounts of quantitative awijava awijaya data. The researchers collect information from respondents through manuals and online distribution.

Unive 3.4. Data Collection Method

This study used a questionnaire survey method to obtain data. This Unive questionnaire method will produce primary data. In this study, a survey was ilava Universitas Brawijaya Unive conducted using a google form that was distributed through social media and their laya Universities opinions were obtained in the questionnaire provided. Brawijaya Universities Brawijaya Universita The statement items listed in the questionnaire in this study were measured laya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya using a Likert scale. The Likert scale was used to measure students' opinions awiiava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya about the effectiveness of learning in the three methods. This measurement was Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya carried out using a 4-point Likert scale starting from point 1 strongly disagree Universitas Brawijaya Universitas Brawijaya versitas Brawijava Universitas Brawijava (SD), point 2 disagree (D), point 3 agree (A), and point 4 strongly agree (SA). versitas Brawijaya – Universitas Brawijaya– Universitas Brawijaya – Universitas Brawijaya

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awijaya awijaya Furthermore, the researchers distributed questionnaires to non-respondents to conduct a trial which aims to test whether the statements contained in the questionnaire are valid and can be used. Questionnaires were distributed to 32 students of Universitas Brawijaya using Google Forms. This step was taken by researchers to avoid bias in data collection in the actual research. awijaya After getting the results of the trial which stated that the statement items were awijaya valid and could be used, the researcher distributed questionnaires to the respondents. To get the data needed, the researchers distributed questionnaires through Google Forms which were distributed through social media in the form of awijaya Whatsapp, Line, Instagram, and linked in awijaya awijaya After all the data from the minimum target that has been determined are awijaya awijaya obtained by the researcher, the next step is to classify and process the data on the awijaya answers from these respondents. Then the data is tested using Statistical Product awijaya and Service Solution (SPSS) and the results of the data are analyzed. Versitas Brawlava awijaya awijaya awijaya Variables Unive 3.4.1. awijaya Unive a.ta Type Universita Sekaran and Bougie (2017:77) explain that variables can change values or lava provide variations in values. In this study, there are three variables, namely awijaya awijaya traditional learning method effectiveness, web-facilitated learning method awijaya effectiveness, and blended learning method effectiveness. In this research, to awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities Brawijaya Universitas Rrawijava

awijaya b. Operational Definitions Brawijaya Universitas Brawijaya awiiava The following is an explanation of the operational and measurement definitions for variable: 1. Traditional Learning Method Effectiveness Universitas Brawijaya Traditional learning is a face-to-face learning system where students and lecturers are at the same place and at the same time. The effectiveness of learning awijaya awiiava awijaya using the additional learning method can be measured by a variety of indicators, awiiava awijaya the indicators used in this study are based on three main learning theories, namely awijaya behaviorism theory, cognitivism theory, and constructivism theory. awijaya awijaya In this study, traditional learning or commonly known as face-to-face awijaya awijaya learning, is measured based on the respondent's experience in the ease of awijava awijava comprehension, learning facilities, the classroom atmosphere, the interactions awijaya during class, and the material prepared by the lecturer. awijaya awijaya The effectiveness of traditional learning method can be measured by the awijaya awijava presence of good interactions between students and lecturers, the existence of awiiava awiiava University interactive classes by asking and answering a question, and the satisfaction, awijava Unive increased knowledge, and competence felt by students who are covered in three lave Univelearning theories, such as behaviorism theory, cognitivism theory, and available awijaya constructivism theory. These indicators are then developed into questions which awijaya Universtated in the appendix 1 sitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awiiava 2. Web-based Learning Method Effectiveness is as Brawlaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Web-based learning is a learning system that is carried out face-to-face through Jniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya technology such as video conferencing applications and using a learning niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya management system to provide the material that can be accessed by students anywhere and anytime. The effectiveness of web-based learning can be measured by a variety of indicators. The indicators used in this study are based on three learning theories, namely behaviourism theory, cognitivism theory, and constructivism theory. rsitas Brawijava Universitas Brawijaya The effectiveness of web-facilitated learning method can be measured by the presence of good interactions between students and lecturers, the existence of interactive classes by asking and answering a question, and the satisfaction, increased knowledge, and competence felt by students who are covered in three Univelearning theories, such as behaviorism theory, cognitivism theory, and awijaya awijaya constructivism theory. These indicators are then developed into questions which awijava awijaya stated in the appendix 1. awiiava awijaya **Blended Learning Method Effectiveness** 3. Blended learning is a learning system that combines online methods and unive traditional methods. The face-to-face system has begun to be reduced by using Unive videos that have been made by the teacher and conducted online discussions. The lave Universaterial on blended learning can also be accessed anywhere and anytime. The laya

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Universitas Brawijaya awijaya awijaya classes by asking and answering a question, and the satisfaction, increased awiiava knowledge, and competence felt by students who are covered in three learning theories, such as behaviorism theory, cognitivism theory, and constructivism theory. These indicators are then developed into questions which stated in the appendix 1. Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Unive 3.4.2. BInstrument Testing Mulaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya The instrument test is a test prepared by the researcher to produce good and Brawijaya Universitas Brawijaya awijaya awijaya appropriate instruments to be used in a study. There are two conditions for awijaya awijaya conducting an instrument test, namely valid and reliable. To get valid and reliable awijaya awijaya results researcher used Pilot Testing to ensure that the variables used have been awijaya awijaya measured accurately. The use of appropriate instruments will produce accurate awijaya awijaya results that will improve the quality of research. Therefore, to determine the extent awijaya awijaya to which respondents understand the statements that have been made by the awijaya awijaya researchers, the researchers conducted a pilot test of the questionnaire. It was done awijaya awijaya by distributing questionnaires to 32 respondents who had taken accounting courses. The research instrument is said to be valid if the coefficient is more than or awijaya equal to 0.349. If r_{count} is greater than or equal to 0.349, then the result is valid, but awijaya awijaya if r_{count} is less than 0.349, then the result is invalid, and the petition items must be awijaya awijaya deleted (Sugiyono, 2010: 166). On the other hand, Reliability testing is used to awijaya awijaya determine the consistency of measuring instruments, whether the measuring instruments used are reliable and remain consistent if the measurement is Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive repeated. Reliability is required to obtain data in accordance with measurement awijaya awijaya

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Windows with the Cronbach's Alpha system. An instrument is declared reliable if it has an alpha coefficient greater than 0.6 and vice versa. If an instrument has an alpha coefficient less than 0.6, then the instrument is unreliable. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Data Analysis Method Brawijaya Universitas Brawijaya awijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava awijaya awijaya This research uses Microsoft Excel 2019 and SPSS 25.0 for windows to piversitas Brawijaya Universitas Brawijaya awijaya awijaya process data. In this study, several data analysis techniques were used, including awijaya Unive the following: awijaya awijaya awijaya awijaya awijaya 3.5.1. Descriptive Statistic awijaya awijaya Descriptive statistics are used to provide an overview of the demographics awijaya awijaya of the research respondents. The demographic data in this study are the semester awijaya awijaya and the scores obtained in the accounting course and the province of the awijaya awijaya respondent's university. This data analysis tool is presented with a frequency awijaya awijaya distribution table that describes the theoretical range, the actual range, and the mean of the standard deviation. awijaya 3.5.2. Normality Testing as Brawijaya Universitas Brawijaya awijaya wijaya Universitas Brawijaya Universitas Brawijaya awijaya **Universitas Bra** The normality test is used to determine whether the data population is awijaya awijaya normally distributed or not. A good regression model is a model that has a normal awijaya or near-normal distribution. The approach to the normality assumption is based on unive graphs and statistical tests. In this study, the Kolmogorov-Smirnov test was used awijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava

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objectives. In this study, the reliability test was carried out using SPSS 25.0 for

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Universitas Brawijaya awijaya awijaya using a significance level of 0.05. The data is declared to be normally distributed awijaya if the significance value is greater than 5% or 0.05. awijaya itas Brawijaya awijaya awijaya 3.5.3. Hypothesis Testing – Paired Sample T-Test Universitas Brawijaya The paired sample t-test, sometimes called the dependent sample t-test, is awijaya awijaya statistical procedure used to determine whether the mean difference between two awijaya awijaya sets. According to Widiyanto (2013), paired sample t-test is one of the testing awijaya awijaya methods used to assess the effectiveness of a treatment, which is characterized by awijaya awijaya the difference in average before and after treatment. The basis for making awijaya awijaya decisions to accept and reject H0 in this test is if t count > t table and probability awijaya awijaya Sig < 005 then H0 is rejected and Ha is accepted. If t count < t table and awijaya awijaya

probability Sig > 0.05 then H0 and Ha are rejected.

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya FINDING AND DISCUSSION Universitas **Result of Instrument Testing** Universitas The researchers distributed online questionnaires to the respondents who were the study population, namely undergraduate accounting students in Indonesia who had studied accounting traditionally and online. The period for distributing the pilot test questionnaire is 24 hours. Based on the results of the pilot test, the following results can be concluded. Validity Testing 4.1.1. The questionnaire is said to be valid if the questions on the questionnaire are able to reveal something from what is measured by the questionnaire (Ghozali, 2011: 52). To test the validity of a data, the validity test was carried out on each questionnaire statement instrument. The level of validity of a questionnaire is calculated using the SPSS 25.0 for Windows with Pearson Product-Moment Correlation Method, namely by calculating the correlation between the item scores of each statement and the total score. Universitas BThe research instrument is said to be valid if the coefficient is more than or lava University

Unive equal to 0.349. If r_{count} is greater than or equal to 0.349, then the result is valid, but java Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University r_{count} is less than 0.349, then the result is invalid, and the petition items must be available. Unive deleted (Sugiyono, 2010: 166). rawijava Universitas Brawijava Universitas Brawijava Based on table 4.1. below, the results of the validity test with the Pearson Unive Correlation to the learning method questionnaire obtained that the r count value of Java Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya each item fulfills the requirements, namely > 0.349 so that the item is valid and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava⁴⁵iniversitas Brawijava Universitas Brawijava

awijaya	can be con	ntinued. The fo	llowing show	s the results of	the validity and	l reliability
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awijaya	Unit	TL14	0.745	0.349	Valid nive	rsitas Brawijaya
awijaya	Univ	TL15	0.733	0.349	Valid nive	rsitas Brawijaya
awijaya awijaya	Univ. Unive	TL16	0.655	0.349	Valid	rsitas Brawijaya rsitas Brawijaya
awijaya	Univer	TL17	0.435	0.349	Valid	sitas Brawijaya
awijaya	Univers	WB01	0.649	0.349	Valid	rsitas Brawijaya
awijaya	Universit	WB02	0.605	0.349	Valid nive	rsitas Brawijaya
awijaya	Universita	WB03	0.789	0.349	Valid	rsitas Brawijaya
awijaya	Universitas	WB04	0.760	0.349	Valid	sitas Brawijaya
awijaya awijaya	Universitas B Universitas Bra	WB05	0.671	0.349	Valid	rsitas Brawijaya rsitas Brawijaya
awijaya	Universitas Brav	and the second s	0.717	0.349		rsitas Brawijaya
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awijaya	Universitas Brav	Vilava Universi	tas Brawijav	a Universitas Br	awilaya Unive	sitas Brawijaya
awijaya	Universitas Brav		0.622	0.349	Valid	rsitas Brawijaya
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awijaya	Universitas Brav		tas 0.689 jay	a Un 0.349as Br	awijaValid nive	rsitas Brawijaya
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awijaya awijaya	Universitas Brav	WD12	0.785	0.349	Valid	rsitas Brawijaya rsitas Brawijaya
awijaya	Universitas Brav		tas 0.738 av	a Uni0.349as Br	awi aValid nive	rsitas Brawijaya
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awijaya	Universitas Brav		0.398	0.349	Valid	sitas Brawijaya
awijaya	Universitas Brav	WB15 WB16	0.378	0.349	Valid	rsitas Brawijaya
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Universitas Brawijaya awijaya Universitas Bravijaya WB17 Universitas Brawijava 0.349 Valid awijaya 0.543 awijaya **BL01** 0.838 0.349 Valid BL02 0.595 0.349 Validnive **BL03** 0.870 0.349 Valid **BL04** 0.822 0.349 Valid awijaya BL05 0.802 Valid 0.349 BL06ver 0.797 Un 0.349 Valid nive awijaya BL07 0.836 0.349 Valid awijaya **BL08** 0.796 0.349 Valid awijaya **BL09** 0.505 Valid 0.349 awijaya **BL10** 0.625 0.349 Valid awijaya awijaya **BL11** 0.781 0.349 Valid awijaya Valid **BL12** 0.880 0.349awijaya 0.349 Valid **BL13** 0.888 awijaya **BL14** 0.597 0.349 Valid nive awijaya awijaya **BL15** 0.461 0.349 Valid awijaya **BL16** 0.399 0.349 Valid awijaya Univ **BL17** 0.746 0.349 Valid awijaya awijaya

Source: Research Data is Processed (2021)

Table 4.1. The Results of The Validity Test

Unive 4.1.2. **Reliability Testing**

Reliability test is used to determine the consistency of measuring instruments, whether the measuring instruments used are reliable and remain Unive consistent if the measurement is repeated. Reliability is required to obtain data in lava Universe accordance with measurement objectives. In this study, the reliability test was Unive carried out using SPSS 25.0 for Windows with the Cronbach's Alpha system. An inve University instrument is declared reliable if it has an alpha coefficient greater than 0.6 and vice versa. If an instrument has an alpha coefficient less than 0.6, then the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive instrument is declared unreliable, wijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Based on the table below, the reliability test with Cronbach Alpha obtained awijaya that the Cronbach Alpha value meets the requirements, namely > 0.600so that the variables used are reliable. The following table shows the result of the reliability test on the questionnaire. Universitas Brawijaya Universitas Brawijaya awijaya awijaya **Amounts of** Cronboachs Variable Information Universitas B awijaya Unive Alpha rsita Item wijav Universitas Brawijaya awijaya Universita Universitas BrawTeva 17 Univer0,738Brawi Reliabless Brawijava awijaya awijaya Universitas Brawijaya Universitas Brawijaya 17 as BravWB 0.890Brawi **Reliabless** Brawijava awijaya Universita Universitas Brawijaya awijaya Universita BL 0,942 Reliables Brawijaya awijaya Universit 17 awijaya Universitas Brawijaya awijaya Universitas Brawijaya Source: Research Data is Processed (2021) awijaya Iniversitas Brawijaya awijaya **Table 4.2. Result of Reliability Test** awijaya awijaya awijaya awijaya awijaya awijaya **Result of Data Collection** 4.2. awijaya awijaya The research data collection uses the questionnaire method. The following is awijaya awijaya an explanation of the results of data collection that have been obtained through awijaya Universitate distributing questionnaires. awijaya awijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Respondents in this study were active undergraduate students majoring in awijaya awijaya accounting in all tertiary institutions in Indonesia who had taken online and awijaya awijaya unive offline learning. Data collection was carried out for approximately one week by lave Unive distributing online research questionnaires using Google Form. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava awijaya The researchers conducted the distribution and data collection from May 3rd, 2021, until May 11th, 2021. The number of questionnaires distributed online is 400 and received as many as 97% response rate, namely 388 respondents. Four followed both online and offline learning methods. awijaya awiiava awijaya and the rate of return of questionnaires is presented in Table 4.3. awijaya awijaya awijaya awijaya awijaya awijaya awijava awijaya Unive 4.2.2. B Demographic Characteristics Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas B Respondent data in this study can be seen from demographic data Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya obtained through attachments in the questionnaire filled out by the respondents. versitas Brawijaya Demographic data include the provinces traveled and the respondents' entry year.

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Table 4.4. shows the respondent's data based on respondents' entry year.

questionnaires were invalid for research data because respondents had not Therefore, there were 384 questionnaires that can be used as research material. Thus, the response rate in the study was 96%. The number of samples

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Table 4.3. Sample, Usable Responds, and Response Rate

TAS BR	ijiaya Universitas Brawijaya
Description	Questionnaire sitas Brawi aya
Questionnaires are distributed	Universitas Braw aya 400 niversitas Braw aya
Questionnaires are not returned	12 hiversitas Brawn aya
Questionnaires are returned	388 niversitas Braw aya
Questionnaires that are unusable	4 Iniversitas Brawi aya Iniversitas Brawi aya
Questionnaires which are usable	384 niversitas Brawi aya Universitas Brawi aya
Response Rate	97% niversitas Braw aya a Universitas Braw aya
Usable Response Rate	y <mark>96%</mark> niversitas Brawi aya
	wijaya Universitas Brawi <mark>j</mark> aya wijaya Universitas Brawijaya

awijaya awijaya	I IPADA COVERTS AND	[3] J. B. M. B. K. M.	CITCLE SCROLLING	111231377537753775	CONTRACTOR NAMES AND ADDRESS OF		erroe scenuce
avvijayd	Universitas Brawijaya Universitas Brawijaya		sitas Brawijaya sitas Brawijaya				sītas Brawija sitas Brawija
awijaya	Universitas Brawijaya						sitas Brawija
wijaya	Universitas Brawijaya		sitas Brawijaya sitas Brawijaya	e 4.4.	Brawijay		sitas Brawija
wijaya			Composition B				
wijaya	Universitas Brawijaya	pondents	Composition B	ased on Su	Brawijaya	ry rear.	sitas Brawija
wijaya	Universites Browling	a Univers	Year entered	Amo	Brawijaya	Percen	sitas Bra wija
wijaya	Universitas Brawijaya	a Univers	silas brawijaya	Universitas	Brawijaya	a Univer	sitas biawija
wijaya	Universitas Brawijaya	a Univers	sitas2015 ijaya	Universitas	Brawijaya	-) -	%itas Brawija
wijaya	Universitas Brawijaya	a Univers	2016	in iversitas	Brawijaya Brawijaya	1.69	sitas Bra wija Sitas Brawija
wijaya wijaya	Universitas Brawijaya						
wijaya	Universitas Brawijava		sitas <u>2017</u> vijaya sitas Brawijaya	Universitas	Brawijaya		‰tas Brawija sitas Brawija
wijaya	Universitas Brawijaya		sitas ²⁰¹⁸ vijaya	Universi174	Brawijaya		%tas Brawija
wijaya	Universitas Brawijaya	a Univers	sitas2019	Universite0	Brawijaya	20,8	
wijaya	Universitas Brawijaya		sitas Povilava	Universitas	Brawijaya	Univer	sitas Brawija
wijaya	Universitas Brawijaya	Total		Iniversi384	Brawijaya	ur 100	∕∕∕tas Brawija
wijaya	Universitas BravSour	ce: Primar	ry Data (Process	ed: 2021)	Brawijaya		sitas Brawija
wijaya	Universitas Brawu		- ,		Brawijaya	a Univer	sitas Brawija
wijaya wijaya	Universitas B Universitas	on table 4	4. above, it can	be seen that	at the respo	ondents a	re students
wijaya	Universit	SI	nº DA	AL.	laya	a Univer	sitas Brawija
wijaya	from five differ	rent entry	years at differen	nt universiti	es, namely	2015, 2	016, 2017,
wijaya	Univ 2010 10010		A.5 6			Univer	sitas Brawija
wijaya	Uni 2018 and 2019	. The nun	nber of responde	ents from th	he year of	2015 18 0	one person
wijaya	Uni with a percenta	re of 0.30	%, six responder	te from the	vear of 20	16 with	sitas Brawija
wijaya		.gc 01 0.57	o, six responder	its from the	year of 20	10 with	percentage
wijaya	1.6%, 123 resp	ondents	from the year of	of 2017 wit	h a perce	ntage of	32%, 174
wijaya wijaya	Univ			17	•	- Inver	sitas Brawija
wijaya	respondents fro	om the yea	ar of 2018 with	45.3%, and	80 respon	dents fro	m the year
wijaya	Univer	2	A Star 1 and A			Tuniver	in the year
wijaya	University of 2019 with a					Chiver	sitas Brawija
wijaya		percentage	e of 20.8%.			Univer	sitas Brawija
wijaya	Universit	percentage				Univer Univer Univer	sitas Brawija sitas Brawija sitas Brawija
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wijaya wijaya wijaya wijaya wijaya wijaya wijaya wijaya wijaya	Universita Universitas Universitas Bravil Universitas BNO. Universitas Bravil Universitas Bravil Distas Bravil	pondents Un pecial Caj Banten	Table Composition E iversity Province pital Region of J	Sased on Ur e Jakarta	Amoun 48 29	Univer Univer Univer Univer Univer Univer Univer	sitas Brawija sitas Brawija sitas Brawija sitas Brawija sitas Brawija sitas Brawija rcentage 12,6% Bravija 7,6% Bravija
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wijaya	Universite Proving Universites Provinged Univ	versitas Brawijaya	0.3% Bravija
wijaya	9. Bengkulu	ersitas Brawijaya	0,3%
wijaya	Universitas B10.vija Riau Islanditas Brawijaya Univ	versitas Braw2aya	Univer0,5% Bravija
vijaya	Universitas Brawijava Universitas Brawijava Univ	versitas Brawijaya	Universitas Bravija
vijaya	Universitas Blawij South Sulawesi Brawijaya Univ	versitas Brawijaya	Univer ^{0,8%} Bravija
vijaya	Universitas Brawijaya Universitaa Brawijaya Univ	ersita's Bra 384 ya	
vijaya	Universita Brawijaya Universitas Brawijaya Univ		
vijaya	Universita Source: Primary Data (Processed: 2021)	versitas Brawijaya	Universitas Brawija
vijaya	Universitas Brawijaya Universitas Brawijaya Univ		
vijaya	Based on the results of the questionn	aire that has been	processed in Table
vijaya			
vijaya	4.5., the locations of the respondents' unive	ersity are known.	In Table 4.5., it is
vijaya			
vijaya	explained that the majority of respondents'	universities are lo	ocated in East Java
vijaya	Universitas Brawijaya Universitas Brawijaya	ersitas brawijaya	Universitas brawija
vijaya vijaya	Province. From a total of 384 respondents,	, 57.6% or as ma	any as 221 people
vijaya	Universitas Bra	awijaya	Universitas Brawija
vijaya	studied in East Java. Second place was follow	wed by West Java	Province at 13.0%
vijaya	Universit	Va	Universitas Brawija
vijaya	or 50 people, then followed by Special Capit	tal Region of Jaka	arta at 12.5% or 48
vijaya	Univ		Universitas Brawija
vijaya	people, Banten 7.6% or 29 people, Special I	Region of Yogyak	arta at 4.4% or 17
vijaya	Uni C		hiversitas Brawija
vijaya	people, Bali 2.9% or 11 people, South Sula	wesi 0.8% or 3 p.	eople, Riau Island
			- Infortuno mitaniji
vijaya	Uni		niversitas Brawija
	0.5% or 2 people, and North Sumatra, Cent	ral Java, and Ber	ngkulu respectively
vijaya	0.5% or 2 people, and North Sumatra, Cent	ral Java, and Ber	ngkulu respectively ja Universitas Brawija
wijaya wijaya wijaya	0.5% or 2 people, and North Sumatra, Cent 0.3% or 1 person.	ral Java, and Ber	ngkulu, respectively, ja Universitas Brawija Universitas Brawija
wijaya wijaya wijaya wijaya wijaya	0.5% or 2 people, and North Sumatra, Cent 0.3% or 1 person.		ngkulu, respectively, ja Universitas Brawija Universitas Brawija Universitas Brawija
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wijaya wijaya wijaya wijaya wijaya wijaya	0.5% or 2 people, and North Sumatra, Cent 0.3% or 1 person. University Table 4.6. Respondent	Composition Ba	ngkulu respectively Universitas Brawija Universitas Brawija Universitas Brawija Sed on ersitas Brawija Universitas Brawija
wijaya wijaya wijaya wijaya wijaya wijaya wijaya	0.5% or 2 people, and North Sumatra, Cent 0.3% or 1 person. Table 4.6. Respondent University Unive	Composition Bas	ngkulu respectively, ja Universitas Brawija Universitas Brawija Universitas Brawija sed on ersitas Brawija Universitas Brawija Universitas Brawija
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vijaya vijaya vijaya vijaya vijaya vijaya vijaya vijaya vijaya	0.5% or 2 people, and North Sumatra, Cent 0.3% or 1 person. Table 4.6. Respondent University University University University University No. Used Online Learning Method	Composition Basing Method	ngkulu respectively Universitas Brawija Universitas Brawija Sed on ersitas Brawija Universitas Brawija Universitas Brawija Universitas Brawija Percentageas Brawija
vijaya vijaya vijaya vijaya vijaya vijaya vijaya vijaya vijaya	0.5% or 2 people, and North Sumatra, Cent 0.3% or 1 person. Table 4.6. Respondent Used Online Learning No. Used Online Learning Method 1. 100% Web-Based Learning	Composition Bas ing Method Amount 108	ngkulu respectively Universitas Brawija Universitas Brawija Sed on ersitas Brawija Universitas Brawija Universitas Brawija Universitas Brawija Dercentage 28,1% tas Brawija Brawija
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya 100% Total 384 awijava Universit Universitas Bra Source: Primary Data (Processed: 2021) as Brawijava Universities Brased on the results of the processed questionnaire in Table 4.6, the Unive online learning methods used today are known. In Table 4.6, it was stated that as university many as 67.2% or as many as 258 people used both methods, either web-based awijaya awijaya Unive learning or blended learning. The most widely used method in accounting courses lava awijaya awijaya Unive is 75% web-based learning and 25% blended learning with 125 respondents or the lave awijaya Universitas Brawijaya Universitas awijaya Unive equivalent of 32.6%. It is followed by 100% web-based learning with as many as leave awijaya awijaya Unive 108 people, equivalent to 28.1%. The 50% web-based learning & 50% blended java awijaya awijaya Unive learning has as many as 91 people or 23.7%. The 75% blended learning & 25% lava awijaya awijaya awijaya web-based learning has as many as 42 people or 10.9%, and the least used was awijaya awijaya 100% blended learning as many as 18 people or 4.7% awijaya awijaya awijaya awijaya 4.3. Descriptive Statistic awijaya awijaya Analysis of descriptive statistics was carried out on 384 respondents for awijaya awijaya unive further processing. Measurement of sample statistics is useful for providing an Universitas Brawijaya awijava awijaya overview of sample data and for drawing conclusions. Through the calculations awijaya that have been done, an outline of the sample will be obtained so that it can awijaya awijaya approach the truth of the population. This study observed learning that is carried awijaya awijaya out using three different methods with independent variables, such as traditional awijaya awijaya methods, web-based methods, and blended methods. awijaya Based on the Table 4.7. the biggest mean between three learning methods are traditional learning method which is 3,396. The mean of blended learning Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya method is 2,6352 and the smallest mean is web-based learning method which is Universitas Brawıjaya Universitas Brawijaya wijaya Universit Learning Method 95% Confidence Std. Std. Minimum Maximum Ν Mean Deviation Error Interval for Mean wijaya

Upper

Bound

3.3773

2.5928

2.6743

2.8725

2.24

1.35

1.18

1.18

Lower

Bound

3.3020

2.5088

2.5962

2.8113

Table 4.7 Descriptive Statistic

.01913

.02135

.01986

3.3396

384 2.5508

384 2.6352

1152 2.8419

384

Traditional

Web-

based

Blended

Total

.37495

.41847

.38911

.52972 .01561

 Table 4.7. Descriptive Statistic

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The description of the characteristics of the respondent's answer to each variable in terms of the results of the average frequency distribution. Measurement of each item from each variable uses a Likert scale with a score of

1-4. For more details, the following is a descriptive description of each method.

Universitas Braw awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Univer 4.3.1. Traditional Learning Methoda Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas B In the variable of the traditional learning method, where students and lava awijaya awijaya Unive lecturers meet at the same place at the same time, there are seventeen statements. awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universe Overall, the answers of the respondents studied were varied. The following is the awijaya Universe result of the frequency distribution of traditional learning methods. Inversitas Brawijava awijaya awijaya Ilniversitas Rrawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava

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wijaya	Universitas B	TL02	0	0%	26	7%	201	52%	157	41%	3.34	0.60	Brawija
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vijaya	Universitas B	TL05	10	0%	35	9%	214	56%	134	35%	3.25/0	0.62	Brawija
vijaya	Universitas E	rawijaya	U	niv			U	niversi	as Bra	awijaya	Unive		Brawija
vijaya	Universitas B	TL06	0	0%	33	9%	187	49%	164	43%	3.34/e	0.63	Brawija
vijaya	Universitas E	TL07	2	1%	30	8%	205	53%	147	38%	3.29	0.63	Brawija
vijaya	Universitas B	IL07	2	1 70	50	070	205	5570	147	30%	Uffilve	sitas	Brawija
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vijaya	Univ	TL09	1	0%	22	6%	78	20%	283	74%	3.67	0.59	Brawija
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wijaya	Universitas	TL16	0	0%	14	4%	185	48%	185	48%	3.45	0.57	Brawija
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wijaya	Universitas universitas	same n	lace	at the	rsitas e same	e time.	there	are se	ventee	n state	ments. C)verall	Brawija
wijaya													
wijaya	Universitas answe	ers of the	ya e res	ponde	rsitas ents sti	udied v	aya U vere v	aried 7	The fol	llowing	is the re	esult c	Brawija of the
wijaya	oniversitas	Diawija	yci	Unive	1311.03	Diawij	aya o	Inversi	Las Di	awijaye	Unive	311.03	brawija
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wijaya	Universitas Universitas	Table 4	ya 10.	Distri	ibutio	n of V	ariabl	e Frequ	las Bra	of Blei	nded Le	rsitas arning	Brawija
wijaya					Surro								
wijaya	Universitas		ya	Univ				niversi	tas Bra	awijaya	Unive		Brawija
wijaya	Universitas		ya	1		2		3 Val		awijaya	Unive		Brawija
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wijaya	Universitas	Item	\mathbf{F}	%	F	%	F	%	F	%	Mean	02	Brawija
wijaya	Universitas	DI 01	10	201	1.00		105	1000	20	Hiaya	Unive	rsitas	Brawija
wijaya	Universit	BL01	13	3%	166	43%	185	48%	20	5%	2.55	0.65	Brawija
wijaya	Univer	BL02	18	5%	192	50%	164	43%	10	3%	2.43	0.63	Brawija
wijaya	Univ	DL02	10	570	192	3070	104	4370	10	370	2.4J/e	0.05	Brawija
wijaya	Uni	BL03	18	5%	170	44%	178	46%	18	5%	2.51	0.66	Brawija
wijaya	Uni			1		30	2 4	1			live	Silds	Brawija
wijaya	Uni	BL04	26	7%	178	46%	167	43%	13	3%	2.43	0.67	Brawija
wijaya	Univ	DLOF	1.0		101		1.0	1001	10	0.01	hive		Brawija
wijaya		BL05	16	4%	194	51%	162	42%	12	3%	2.44	0.63	Brawijay
wijaya	Unive	BL06	12	3%	143	37%	198	52%	31	8%	2.65	0.67	Brawija Brawija
wijaya	Unive	DL00	12	570	145	3770	170	5270	51	070	2.05/e		
wijaya	Univers	BL07	15	4%	180	47%	178	46%	11	3%	2.48	THE A THE REPAIR NAME	Brawija Brawija
wijaya wijaya	Universit						1				Univer	and the second	Brawija
wijaya wijaya	Universita	BL08	12	3%	178	46%	171	45%	23	6%	2.53	0.66	Brawija
wijaya	Universitas	DI GG	4	0.04	- 1	1.001	4 •	0.404	2.40	Aye	Unive		Brawija
wijaya	Universitas		1	0%	51	13%	92	24%	240	63%	3.49 ^{°e}	0.73	Brawija
wijaya	Universitas		11	3%	139	36%	214	56%	20	5%	2.63	0.63	Brawija
wijaya	Universitas	DLIU	11	570	157	3070	214	5070	20	awijava			Brawija
wijaya	Universitas		17	4%	162	42%	185	48%	20	5%	2.54/e		Brawija
wijaya	Universitas		va	Unive	rsitas	Brawii	ava U	niversit	as Br	awijava	Unive		Brawija
wijaya	Universitas	DT 10	13	3%	196	51%	163	42%	a12	3%	2.45	0.62	Brawija
wijaya	Universitas	Dunulin	va I	Unive	sitas	Brawii	ava U	niversit		awijava	Unive	rsitas	Brawija
wijaya	Universitas		13	3%	190	49%	172	45%	as Bra	2%	2.46	0.60	Brawija
wijaya	Universitas		12	3%	131	34%	221	58%	20	5%	2.65	0.63	Brawija
wijaya	Universitas		ya I	Unive	rsitas	Brawija	aya U	niversit	as Bra	awijaya	Unive	rsitas	Brawija
wijaya	Universitas	BL15	ya5	1%	s 40 s	10%	284	74%	a551	14%	3.01/e		Brawija
wijaya	Universitas	2210	ya	Unive	rsitas	Brawij	aya U	niversit	as Bra	awijaya			Brawija
wijaya	Universitas		2	1%	s 49 s	13%	304	79%	a 29 ra	8%	2.94/e		Brawija
wijaya	Universitas	Brawija	ya I	Unive	rsitas	Brawij	aya U	niversit	as Bra	awijaya	Unive	rsitas	Brawija
wijaya	Universitas	DI 17	2	2%	153	40%	208	54%	astar	4%	2.59	0.60	Brawija
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wijaya	Universitas	Brawija	ya	Unive	rsitas	Brawij	aya u	niversit	tas Bra	awijaya	unive	rsitas	Brawija

BRAWIJAYA

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya 1 2 3 4 awijava Brawijaya % % Item % RIS % æ SFB1 SD Brawijaya Ŧ Mean Brawijaya 2,63 Brawijaya Brawijaya Universitas Brawijava Brawijava Universitas Bra Source: Primary Data (Processed: 2021) as Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya The mean data shows the average opinion of the respondents on each awijaya awijaya statement item in each variable. The data shows the mean result is more than 2.00, awijaya awijaya so the average respondent agrees with the statement items on each variable. In awijaya awijaya Table 4.9, it can be seen that the mean score on the blended learning method awijaya awijaya variable is 2.63. It shows that the respondent's research on the blended learning awijaya awijaya unive method variable is in a good category. awijaya awijaya The standard deviation value represents a measure of the deviation. If the Univ awijaya awijaya standard deviation value exceeds the average variable, it is likely that there is a awijaya awijaya deviation from the expected result. Based on Table 4.9, all variables do not have a awijaya awijaya standard deviation value that exceeds the mean, so it can be concluded that there awijaya awijaya unive is no data that deviates from each research variable. awijaya awijaya awijaya Unive 4.4. Result of Data Analysis awijaya Universita This study consists of three independent variables, namely traditional learning lava awijaya methods, web-based learning methods, and blended learning methods. Analysis of awijaya awijaya the model evaluation in research using the Statistical Package for the Social awijaya Unive Science (SPSS). The software used in this study is IBM SPSS 21.0. Iversitas Brawijaya awijaya awijaya awijaya awijaya

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awijaya	universitas Brawijay		Brawijaya Univ	ersitas Krav		ersitas Brav	vuava
awijaya	Universitas Brawijay		Brawijaya Univ			ersitas Brav	
awijaya	Universitas Prawijay	a Universitas	Brawijaya Univ	ersitas Brav	vijava Unive	ersitas Brav	
awijaya	4.4.1. Normali	ty Test	Brawijaya Univ	ersitas Brav	vijava Unive	ersitas Brav	
awijaya	Universitas Brawijay						
awijaya	Universitas Universitas	nality test aims	to determine th	e distribution	n of the resea	urch data. A	vijaya
awijaya							
awijaya	good compara	tive model is	a model that h	nas a norma	l data distri	oution. The	vijava
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awijaya	normality test	in this study us	sed the Kolmogo	orov-Smirno	v statistical t	est with the	vijava
awijaya	Universitas Brawijay					ersitas Brav	. T T
awijaya	following conc	litions	Brawijaya Univ			ersitas Brav	
awijaya	Universitas Brawijay					ersitas Brav	
awijaya	Universitas Brawijay	hypothesis use	d; d;	ersitas Brav	vijava Unive	ersitas Brav	
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awijaya	Universitas Brawijay	Data distributio	n is abnormal	ersitas Brav		ersitas Brav	
awijaya	Universitas Brawijay					ersitas Brav	
awijaya	Universitas Bra					ersitas Brav	
awijaya	Universitas	Table 4	.11. Result of N	ormality T	est	ersitas Brav	
awijaya	Universit	GUL	- DRA		viaya Unive		vijava
awijaya	Univer	K ···		Traditiona	Web-based	Blended	vijava
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awijaya	Uni	DI VARE			pive		vijava
awijaya	Uni			384	384	20.4	vijaya
awijaya	Uni						vijava
awijaya	Uni		Mean	3.3396	2.5508	2 6252	vijava
awijaya	Linds	D ah					vijaya
awijaya	University	Parameters ^{a,b}	Std.	.37495	.41847	38011	vijaya
awijaya	Unive		Deviation				vijava
awijaya	Univer						vijaya
awijaya	Univers		Absolute	.069	.049	060	vijava
awijaya	Universit Most Ex	treme					vijaya
awijaya	Universita Differen		Positive	.040	.049	060	vijava
awijaya	Universitas	ices					vijaya
awijaya	Universitas		Negative	069	047	- 036	vijava
awijaya	Universitas	c .	7	1.056	050	1 102	vijaya
awijaya	Universitas Kolmog	orov-Smirnov	Z	1.356	.958	1.183	vijaya
awijaya	Universitas	Sig (2 toiled)		050	210	.122	vijaya
awijaya	Universitas	Sig. (2-tailed)		.050	.318	.122	vijaya
awijaya	Universitas Source: I	Primary Data (I	Processed: 2021	ersitas Brav	vijaya unive	ersitas Brav	vijaya
awijaya	Universitas Brawijay	a Universitas	Brawijaya Univ	ersitas Brav	vijaya Unive	ersitas Brav	
awijaya	Universitas Brawijay	a Universitas	Brawijaya Univ	ersitas Brav	vijaya Unive	ersitas Brav	vijaya
awijaya	Universitas A data is	s said to be no	ormally distribut	ed if the sig	nificance va		
awijaya	Universitas Brawijay	a Universitas	Brawijaya Univ	ersitas Brav	vijaya Unive	ersitas Brav	vijaya
awijaya	than 0.05 (Sig	> 0.05). Table	e 4.10 shows a	significant v	value for the	traditional	vijaya
awijaya	Universitas Brawijay		Brawijaya Univ			ersitas Brav	
awijaya	Unive learning metho	d group of 0.5	034, the web-ba	sed learning	method grou	up of 0.318,	vijaya
awijaya							
awijaya	and the blende	d learning met	hod group of 0.	122. So, it ca	an be conclu	ded that the	vijaya
awijaya	Universitas Brawijay	a Universitas	Brawijaya Univ	ersitas Brav	vijaya Unive	ersitas Brav	vijaya
awijaya	Universitas Brawijay		Brawijaya Univ			ersitas Brav	
awijaya	Universitas Brawijay		Brawijaya Univ			ersitas Brav	
awiiava	Ilniversitas Rrawijav	a Universitas	Rrawijava Univ	ercitac Rrav	vijava Unive	reitas Rray	viiava

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awijaya awijaya				tas Brawija tas Brawija	-					s Brawij s Brawij	
awijaya											ava
awijaya	H ₀ r	equirement is	s accepte	ed, namely	that the	e normal	ity of th	ie data c	on the	three	ava
awijaya	Universitas	ing methods	Universi	tas Brawija	ava Univ	ersitas l	Brawijay	a Unive		s Brawij	
awijaya	Universitas	ing methods	18 TUITIII	tas Brawija	iya Univ	ersitas l	Brawijay	a Unive		s Brawij	
awijaya				tas Brawija					ersitas	s Brawij	aya
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awijaya awijaya Based on the table above, the results of the paired sample t test show a t count of 27.338 with a significance of 0.000. For comparison, the t-table value with 383 degrees of freedom and 5 percent alpha is 1.966. These results show that the t-count value is greater than the t-table value (t-hit > t-table) and the significance value is less than 0.05 (sig < 0.05), so it is stated that there is a awijaya significant difference between traditional learning and web-based learning. awijaya awijaya The comparison between traditional learning and blended learning obtained awijaya a t-count value of 27.716 with a significance value of 0.000. For comparison, the t table value on the degrees of freedom is 383 and the 5 percent alpha is 1.966. awijaya These results show that the t-count value is greater than the t-table value (t-hit > tawijaya awijaya table) and the significance value is less than 0.05 (sig < 0.05) so that it is stated awijaya awijaya that there is a significant difference between traditional learning and blended awijaya learning. awijaya The comparison between web-based learning and blended learning obtained awijaya unive a t-count value of 3.262 with a significance value of 0.001. For comparison, the t awijaya awijaya Univertable value on the degrees of freedom is 383 and the 5 percent alpha is 1.966. awijaya Unive These results indicate that the t-count value is greater than the t-table value (t-hit > lava Unive t-table) and the significance value is less than 0.05 (sig < 0.05), so it is stated that laya Universitas Brav Unive there is a significant difference between web-based learning and mixed learning. awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive 4.4.3. Discussion of Research Results Universitas Brawijaya awijaya awijaya Universitas B Based on the hypothesis test above, which can be seen from the results of Java Universitas Brawijaya Universitas Brawijaya Unive the calculation of the paired sample t-test, it can be concluded that: inversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava

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Universitas Brawijaya Universitas Brawijaya a. Hypothesis 1 ersitas E Hypothesis 1 states that traditional learning method is more effective than web-based learning method. It can be concluded based on data processing above that traditional learning method is more effective than web-facilitated learning method. Supported by the previous research the lack of human interaction awijaya between learners and instructors was the main criticism for online learning awiiava method (Laurillard, 2003). Moreover, based on the behaviourism theory which prioritize the change on behaviour of student online learning method cannot motivate student and satisfy about the subject because of the lack of interaction between student and lecturer. Furthermore, the lack of interaction between student awijaya awijaya and lecturer make student hard to understand the sample question in accounting awijaya awijaya subject which made the cognitivism theory is hard to implement in online learning method. awijaya Based on the results, it is determined that Hypothesis 1 is accepted. This result is consistent with research conducted by Robinson and Hullinger (2008), Mc Brien and Jones (2009), and Czerkawski and Lyman (2016). Unive b. a Hypothesis 2 Hypothesis 2 states that traditional learning is more effective than blended learning. It can be concluded based on data processing above that traditional Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive learning method is more effective than blended learning method. Supported by the lava awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya previous research by Terry et al. (2001) find that students in traditional courses Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya outperform those in web courses. Similarly, Ponzurick et al. (2000) find that Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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effectiveness and overall satisfaction are lower for students in distance courses Universitas Brawijaya than for students in a face-to-face course. Brawijaya Those condition support the researcher findings which behaviorism theory is also hard to implement in online learning. Since students are more satisfy with traditional learning method than blended learning method. awijaya Based on the result, it is determined that Hypothesis 2 is accepted. This awiiava awijaya result is consistent with research conducted by Jones and Chen (2008), Edington and Holbrook (2010), and Larkin (2010). awijaya awijaya awijaya Hypothesis 3 Univer awijaya awijaya Hypothesis 3 states that blended learning method is more effective than webawijaya awijaya based learning method. It can be concluded based on data processing above that awijaya blended learning method is more effective than web-based learning method. awijaya Supported by previous research by Trasler (2002) identifies flexibility, awijaya variety and adaptability as some of the key benefits of blended learning. Another awijaya awijaya benefit of blended learning is online collaboration, which allows students to awijava Unive experiment with technology, develop their own technical skills, use interactive Univertutorials with timely feedback and simulate multimedia environments with live-Universitas Brav Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Those researches support the researcher findings that blended learning give Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive more benefit for students to explore more about the subject that their learn which lava awijaya make constructivism theory can be implemented when lecturer as a facilitator and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya student learn by themselves to find out the subjects since web-based learning Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya method made a lack of interaction between student and lecturer which not make awijaya student satisfy about the learning experience. Based on the result, it is determined that Hypothesis 3 is accepted. This result consistent with research conducted by Singer & Stoicescu (2011), Hiltz & Turoff (2005), Cornelius & Gordon (2009), Mansour & Mupinga (2007), Owston awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya et al. (2008) awijaya awijaya Universitas Brawijay In conclusion, that respondent believes that online learning methods awijaya awijaya either web-based learning methods or blended learning method, cannot replace awijaya awijaya traditional learning method because of the lack of interaction between lecturer and awijaya awijaya student which give impact in comprehension of the accounting subject for student awijaya awijaya and cannot motivate which change student behaviour to find out more about the awijaya awijaya accounting subject. However, blended learning can be the one technique to awijaya awijaya interpret online learning for the future because blended learning help awijaya awijaya undergraduate students in accounting major can explore more about the subjects awijaya awijaya by themselves and lecturer and technology as a supporter and facilitator which in the awijaya awijaya with constructivism Unive tune Universitatheory.vijaya awijaya A awijaya awijaya awijaya Universitas Brav awijaya awijaya awijaya awijaya awijaya awijaya awijaya

Universitas Brawijaya Universitas Brawijaya awijaya awiiava Universitas Brawijaya Universitas Brawijaya CONCLUSION AND RECOMMENDATION 5.1. Conclusion ersitas Brawijaya effectiveness of This study aims to determine the differences in the awijaya accounting learning methods between traditional or face-to-face, web-based awiiava learning methods, and blended learning methods in active undergraduate accounting students in universities in Indonesia. This study involved 384 active accounting students in all tertiary institutions in Indonesia who had taken awijaya accounting courses using both traditional and online learning methods, either web awijaya awijaya facilitated or blended. Based on the results of this study, below is a summary of awijava awijaya the results of the study, the limitations of the study, and suggestions. awiiava The result of data processing used paired sample t-test are traditional learning awijaya method is more effective than web-based learning method, traditional learning unive method is more effective than blended learning method, and blended learning awijaya awijaya Universe method is more effective than web-based learning method. This condition awijava Unive indicates that traditional learning method is the most effective. Universita Based on the research results, this study concludes that the application of Java Universitas Brav online learning methods is still considered ineffective and cannot replace face-toawijaya awijaya face learning directly on campus because of the lack of interaction between Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya students and lecturer which made student cannot learn optimally based on awiiava behaviorism theory. Online learning methods have been implemented well, both Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya from the government and the academic community, have optimized all existing Universitas Brawijaya Universitas Brawijaya niversitas Brawijaya Universitas Brawijava facilities, both from internet quotas, applications used to facilitate online learning versitas Brawijaya – Universitas Brawijaya Universitas Brawijaya – Universitas Brawijaya awiiava to be able to meet the needs of students in a short time in order to achieve good quality learning online. Brawijaya Universitas Brawijaya However, an adaptation is still required to each individual, both students, and teaching staff, which affects the effectiveness of online learning from motivation, concentration, interaction, learning facilities, and other factors since in the other world there are findings that show there are no significant difference between student's performance between traditional and online learning. In addition, this study shows that online learning is assessed effectively for respondents is online learning by blended learning. Therefore, for further adaptation with online learning, higher education awijaya awijaya institutions can interpret blended learning to get a more effective online learning awijava method. Blended learning method is such an implementation of constructivism theory, when lecturer as a facilitator and supervisor that help student to learn by awijaya themselves explore the subject, multimedia, technology environment to adapt in Unive future. **Unive 5.2. Research Limitations** Universita This study has been carried out with scientific procedures. However, there are laya limitations to this study. With these limitations, it is hoped that improvements and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya developments can be made for future research. The limitation experienced in this awijaya University is that the level of effectiveness of the teaching process of accounting awiiava subjects used in this study is assessed based on student perceptions so that the Universitas Brawijaya Universitas Brawijaya level of subjectivity is high. The subjectivity problem of the respondent can make Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya the researcher vulnerable to bias in the respondent's answer. This respondent of awijaya this research is centralized in Java Island. 5.3. Recommendation niversitas Brawijaya Based on the overall research results and the conclusions obtained, several awijaya awijaya suggestions can be developed for interested parties in future research. Suggestions awijaya awijaya wijaya Universitas Brawijaya for future researchers are as follows: awijaya awijaya 1. Developing this study by means of an even distribution of the questionnaire, awijaya awijaya not only focusing on the Java island, especially in the province of East Java. awijaya awijaya 2. Improving the previous questionnaire used in this study or using a awijaya awijaya questionnaire with a higher level of validity and reliability. Iniversitas Brawijaya awijaya Univ awijaya 3. Further research should not only use a questionnaire in collecting data, but be awijaya awijaya accompanied by interviews with respondents, as well as observations of awijaya awijaya actual learning so that more detailed data can be obtained. awijaya awijaya

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APPENDICES APPENDICES 1 SURVEY QUESTIONNAIRE Dear participant, Universitas Brawijaya Universitas Brawijaya Universitas Brawijava undergraduate student in Faculty of Economics and Business Department of International Accounting, University of Brawijaya. I am research to find the more effectiveness accounting learning conducting my method in this pandemic between traditional learning method, web-based learning method, and blended learning method. This research is for graduation requirement in undergraduate program. For the smooth running of this research, I need help from you to fill out this questionnaire.

The requirements for filling out this questionnaire are S1 / D4 Accounting students throughout Indonesia who have taken learning both offline and online. I will guarantee your identity as confidential and will only be used for research purposes. Your response will be of great help to me in completing this research. For your help and willingness in filling out this questionnaire, thank you.

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Universitas Brawijaya Aurelia Areetha C. Universitas Brawijaya Universitas Brawijaya Ilniversitas Rrawijava⁷¹Iniversitas Rrawijava

Brawijaya Researcher, Brawijaya 175020307141001

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LIST OF QUESTIONS^{as Brawijaya} Universitas Brawijaya awijaya There are several accounting learning methods since the pandemic. Two of them is web-based learning method and blended learning method. Web-based learning method is online learning that is done 100% synchronously. However, the blended learning method is online learning which is done 30-70% asynchronously. awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Section I – Respondent Information awijaya awijaya Annuliaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas ^BTo complete this questionnaire, you are asked to answer the questions by ^{Java} Universitas Brawijaya awijaya placing a cross mark (x) on one of the available options. I will keep the identity of awijaya your brother / I confidential and will only be used for research purposes. awijaya awijaya awijaya Iniversitas Brawijaya awijaya **Respondent Identity** awijaya Name: awijaya awijaya **Higher Education Province:** 2. awijaya 3. Used Online Learning Method: awijaya awijaya awijaya 100% Web-based learning method 100% Blended learning method 75% Web-based learning method 25% blended learning method^{s Brawijaya} Universitas Bra 75% Blended learning method 25% web-based learning method awijaya 50% Web-based learning method 50% blended learning method awijaya Universitas Brawij awijaya awijaya Unive Section II awijaya awijaya You provide a statement that describes you in the statement below. You respond Unive to each statement by marking (x) one of the numbers under the answer. In each lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University statement there are 4 (four) answer choices, namely: Brawlaya Universitas Brawijava Universitas Brawijava Universitas Brawijava

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awijaya	Universitas	Face-to-face accounting lessons have been 1	2Jni/er3itas B4 wi ava
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awijaya	Universitas	Face-to-face accounting learning method is 1	2 ^{Jni} /er3itas Brawi aya Universitas Brawi aya
awijaya	Universitas	very interactive	Universitas Brawijaya
awijaya	Universitas	I am very interested in face-to-face accounting 1	2 Juli ver 3 itas Bławi aya
awijaya	Universitas	learning method	Universitas Brawijaya
awijaya	Univers4tas	I really concentrate on learning accounting 1	2 niver3itas B4 wilava
awijaya	Universit		Universitas Brawijaya
awijaya	Univer	face-to-face	Universites Drewileys
awijaya	Univ 5	I am very fast at capturing face-to-face 1	² Iniversitas Brawlaya
awijaya	Uni	accounting lessons	hiversitas Brawijava
awijaya	Uni 6	Face-to-face learning on campus is very 1	2 niver3 tas B4 wi aya
awijaya	Uni	convenient for me	niversitas Brawijaya
awijaya	Uni 7		2 hiver3itas Brawi aya
awijaya	Univ		niversitas Brawijaya
awijaya	Univ	accounting face-to-face	Iniversitat Prawilava
awijaya	Unive 8	I am very passionate about doing accounting 1	² Universitas Brawi aya
awijava	Unive	course assignments during face-to-face	Universitas Brawijaya
awijaya	Univers	learning	Universitas Brawijaya
awijaya	Univers9	I always attend classes during face-to-face 1	2Jni/er3itas B4wi aya
awijaya	Universita	accounting lessons	Universitas Brawijaya
awijaya	Universitas		Universitas Brawi aya
awijaya	Universitas		² Universitas Brawijaya
awijaya	Universitas	face accounting lessons	Universitas Brawijaya
awijaya	Universitas	I always review material that I have learned a 1 a	2Jniver3itas B4awijaya
awijaya	Universitas	during face-to-face learning and universitas Erawija a	Universitas Brawijaya
awijaya	Universitas	I really understand the material taught during 1	
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awijaya	Universitas	Brawijava Universitas Frawijava	Universitas Brawi aya
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awijaya	Universitas	understand for me during face-to-face learning rawija a	Universitas Brawijaya
awijaya	Univers14as	Discussion of lecture assignments is very a 1 a	2 Jniver3itas B4 wijaya
awijaya	Universitas	often carried out during face-to-face learning	Universitas Brawijaya
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awijaya		Lecturers greatly facilitate learning activities	
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awijaya	Univer sitas	Lecturers are very effective in explaining the 1	² Universitas Brawi aya ² Universitas Brawi aya
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awijaya	Univer		Universitas Brawijaya
awijaya	Univ	accounting on the web	Universitas Brawijaya
awijaya	Uni 8	I am very enthusiastic about doing accounting 1	2 hiver3itas B4 wijaya
awijaya	Uni	course assignments when learning is done	niversitas Brawijaya
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awijaya	Univ	accounting web-based	Iniversitas Brawijaya
awijaya	Unive 10	I really got a lot of knowledge while learning 1	2Jniver3itas B4awi aya
awijaya	Univer	accounting on a web-based learning method	Universitas Brawijaya
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Univer	sitas	I am very concentrated in learning a	accounting	rawijaya		versitas	s Braw
Univer	sitas	in a blended manner Brawijaya U			a Uni	versita	Braw
Univer	si5as	I am very quick in catching	g blended	rawijaya	a 2 _{Jni}	ver3itas	s B f aw
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Univer	si 6 1s	Blended learning method is very co	omfortable	Irawijaya	a 2Jni	ver3itas	s B z aw
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Univer	sitas	I was very motivated when	I studied	rawijaya	2	versitas	Braw
Univer	sitas	awiiava Univ	niversitas e	rawijaya	a ¹ Uni	versitas	s Braw
Univer	sitas	accounting in a blended learning me	SILOS L	rawijay	a Uni	versita	Braw
Univer	si8as	I was very excited about doing my a		rawijaya		ver3itas	
Univer	sitas	course assignments when learning	was done	rawijaya	a Uni	versitas	
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Univer	9	I always attend class at a time of	of blended	1	2 	3	4
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Uni	10	accounting in a blended learning me	and the second s		Ĩ.	versita	
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Univ	12	I really understand the material tau	ght during	1	2	versita:	Braw
Unive	1	blended learning method	3		Uni	versita	Braw
Unive	13	Emphasis on the concept is very	y easy to	1	2Jni	ver3itas	s B 4 aw
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Universitas Brawijaya awijaya DAFTAR PERTANYAAN^{S Brawijaya} Universitas Brawijaya awijaya Ada beberapa metode pembelajaran akuntansi sejak pandemi. Dua diantaranya adalah metode pembelajaran berbasis web dan metode blended learning. Pembelajaran metode web-based merupakan pembelajaran secara daring yang dilakukan 100% secara singkronus. Namun, metode pembelajaran blended awijaya awijaya merupakan pembelajaran daring yang dilakukan 30-70% secara asinkronus. awijaya awijaya Section I – Respondent Information awijaya awijaya awijaya awijaya Universitas BUntuk mengisi kuesioner ini, Saudara/I diminta unutk menjawab awijaya awijaya pertanyaan dengan cara memberikan tanda silang (x) pada salah satu pilihan yang awijaya awijaya tersedia. Identitas Saudara/I akan saya jaga kerahasiaanya dan hanya akan awijaya awijaya digunakan untuk kepentingan penelitian. awijaya awijaya awijaya Identitas Responden awijaya awijaya 1. Nama: awijaya awijaya awijaya 2. Provinsi Universitas: awijaya Universita3. Pembelajaran daring yang dilakukan: 100% Web-based learning method Universitas Bra awijaya 100% Blended learning method awijaya awijaya Universitas Brawijay awijaya Universitas Braw 75% Blended learning method 25% web-based learning method awijaya Universitas Brawijava Universitas Braw 50% Web-based learning method 50% blended learning method

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awijaya	Univers	B D: B T Oniversitas Brawiaya
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awijaya	Univer	11	Saya selalu mengulas materi yang telah saya	awijay	a	2	ersita:	4	
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J	awijaya	Universitas		rawijaya rawijaya	_	/ersita		
	awijaya	Universitas	bagi saya					
	awijaya	Universitas	Saya sangat termotivasi pada saat belajar	rawijaya	_	/er 3 ita:		
	awijaya	Universitas	Brawijaya Universitas Brawijaya Universitas E	rawijaya		/ersita		
	awijaya awijaya	Universitas	Brautiava Universitas P	rawijaya		/ersita:		
	awijaya	Universitas	Saya sangat bersemangat dalam mengerjakan	rawijaya	2 ^{Jni}	/er3ita: /ersita:	; Brawi ; Brawi	
	awijaya	Universitas		rawijaya		/ersitas		
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	awijaya awijaya	Universi 9 Univer	Saya selalu menghadiri kelas pada saat			/er3ita: /ersita:		
	awijaya	Univ	pembelajaran akuntansi secara blended			/ersita		
	awijaya	Uni 10	Saya sangat mendapat banyak pengetahuan	1		/er3ita		
	awijaya	Uni	pada saat pembelajaran akuntansi secara	_		/ersita		
	awijaya	Uni		Y		/ersita:		
	awijaya awijaya	Univ	blended		ni	/ersitas	Brawi	iava
	awijaya	Univ 11	Saya selalu mengulas materi yang telah saya	1	2	/er3ita	Brawi	
	awijaya	Unive	pelajari saat pembelajaran blended			/ersita		
	awijaya	Univer		1	Univ	/ersitar	Brawi	jaya
	awijaya	Univers ¹²	Saya sangat memahami materi yang diajarkan	1		ver3ita:	1.1	
	awijaya awijaya	Universita Universita	pada saat pembelajaran blended			/ersitas /ersitas		
	awijaya	Universi13	Penekanan konsep sangat mudah dipahami	1 _{jaya}	2 _{Jni}	ver3ita:	Bławi	iava
	awijaya	Universitas	bagi saya pada saat pembelajaran blended	wijaya	Univ	/ersita:	Brawi	jaya
	awijaya	Universitas	Brachart	awijaya	11 A - 1 A	/ersita:		
	awijaya awijaya	Universi14s Universitas				/er3ita: /ersita:		
	awijaya	Universitas	dilakukan nada saaf nembelajaran blended	rawijaya	Univ	/ersita:		
	awijaya	Universi15s	Dosen sangat siap menyiapkan materi pada	rawijaya	2Jni	/er3ita		
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BRAWIJAYA	awijaya	Universitas	made aget memole ale i energy blanded			/ersita		
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Universita Validity Test Pilot Test 1. Validity Test Result of Traditional Learning Method

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Unive					Corre	lations	;						aya
Unive Unive	-		TL1	TL2	TL3	TL4	TL5	TL6	TL7	TL8	TL9	Trd	aya aya
Unive Unive		Pearson Correlation	1	.399*	.666**	.455**	.212	.556**	.388*	.421*	.352 [*]	.672**	aya aya
Unive Unive	TL1	Sig. (2-tailed)		.024	.000	.009	.244	.001	.028	.016	.048	.000	aya aya
Unive Unive		Ν	32	32	32	32	32	32	32	32	32	32	aya aya
Unive		Pearson Correlation	.399*	1	.342	.281	.570**	.520**	.267	.477**	.534**	.645**	aya aya
Unive	TL2	Sig. (2-tailed)	.024		.056	.119	.001	.002	.139	.006	.002	.000	aya aya
Univ Uni		Ν	32	32	32	32	32	32	32	32	32	32	aya aya
Uni Uni		Pearson Correlation	.666**	.342	1	.412*	.360*	.348	.434*	.374*	.395*	.568**	aya aya
Uni Univ	TL3	Sig. (2-tailed)	.000	.056		.019	.043	.051	.013	.035	.025	.001	aya aya
Univ Unive		Ν	32	32	32	32	32	32	32	32	32	32	aya aya
Unive Unive		Pearson Correlation	.455**	.281	.412*	1	.339	.549**	.777**	.739**	.493**	.729**	aya aya
Unive Unive	TL4	Sig. (2-tailed)	.009	.119	.019		.058	.001	.000	.000	.004	.000	aya aya
Unive Unive		Ν	32	32	32	32	32	32	32	32	32	32	
Unive		Pearson Correlation	.212	.570**	.360*	.339	1	.344	.209	.464**	.375 [*]	.566**	aya aya
Unive	TL5	Sig. (2-tailed)	.244	.001	.043	.058		.054	.250	.008	.035	.001	aya
Unive		Ν	32	32	32	32	32	32	32	32	32	32	aya aya
Unive		Pearson Correlation	.556**	.520**	.348	.549**	.344	1	.612**	.720**	.426*	.834**	aya aya
Unive Unive	TL6	Sig. (2-tailed)	.001	.002	.051	.001	.054		.000	.000	.015	.000	aya aya
Unive Unive		Ν	32	32	32	32	32	32	32	32	32	32	aya aya
Unive Unive	TL7	Pearson Correlation	.388*	.267	.434*	.777**	.209	.612**	1	.733**	.570**	.731**	aya aya
			ersitas ersitas							Unive Unive			
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DIMINOVO		s Brawijaya Univ	ersita	s Brav	vijaya	Unive	rsitas	Braw	ijaya	Unive	ersitas	Brawi	jaya
awijaya	Univer	Sig. (2-tailed)	.028	.139	.013	.000	.250	.000		.000	.001	.000	aya
awijaya awijaya	Unive	• • •											aya
awijaya	Univer	Ν	32	32	32	32	32	32	32	32	32	32	aya aya
awijaya	Univer												aya
awijaya	Unive	Pearson Correlation	.421*	.477**	.374*	.739**	.464**	.720**	.733**	1	.531**	.820**	aya
awijaya	Univel TL8	Sig. (2-tailed)	.016	.006	.035	.000	.008	.000	.000		.002	.000	aya
awijaya	Unive	Sig. (2-tailed)	.010	.000	.035	.000	.000	.000	.000		.002	.000	aya
awijaya	Unive	Ν	32	32	32	32	32	32	32	32	32	32	aya
awijaya	Unive												aya
awijaya	Unive	Pearson Correlation	.352*	.534**	.395*	.493**	.375*	.426*	.570**	.531**	1	.662**	aya
awijaya	Unive												aya
awijaya	Univer TL9	Sig. (2-tailed)	.048	.002	.025	.004	.035	.015	.001	.002		.000	aya
awijaya awijaya	Unive Unive	N	32	32	32	32	32	32	32	32	32	32	aya aya
awijaya	Unive		52	52	52	52	52	52	52	52	52	52	aya
awijaya	Univer	Pearson Correlation	.672**	.645**	.568**	.729**	.566**	.834**	.731**	.820**	.662**	1	aya
awijaya	Unive		1							1			aya
awijaya	Univel Trd	Sig. (2-tailed)	.000	.000	.001	.000	.001	.000	.000	.000	.000		aya
awijaya	Unive												aya
awijaya	Unive	Ν	32	32	32	32	32	32	32	32	32	32	
awijaya	Univ										_		aya
awijaya awijaya	Uni *. Co Uni	prrelation is significant	at the C).05 lev	vel (2-tai	iled).							jaya
awijaya		orrolation is significan	t at tha	0.01 10	val (2 ta	ailad)							jaya jaya
awijaya	Uni	orrelation is significar	it at the	0.01 le	ver (Z-la	alleu).							jaya
awijaya	Univ		FRA W	11	121					nive	ersitas	Brawi	
awijaya	Univ	5			Cor	relatio	nc			Intro	valian		jaya
awijaya	Unive				COI	Telatio	115						jaya
awijaya	Univer			TL10	TL11	TL12	TL13	TL14			ſ		jaya
awijaya	Univers					· - · - 1	ILIO I			TL16 I	TL17	Trd	
awijaya	Universit	Pearson	1	E E				1614	TL15	TL16	TL17	Ira	jaya
awijaya	Universita			1	.356*	.423*						.675**	jaya
310/11/01/0	I for factor of the			1	.356*	.423*				TL16 .454**	TL17 .306	.675**	jaya jaya
awijaya	Universita	Correlation		1	.356*	.423*						.675**	jaya jaya jaya
awijaya	Universita	Correlation		1	.356* .045	.423 [*] .016						.675**	jaya jaya jaya jaya
awijaya awijaya	Universita Universita	Correlation TL10 Sig. (2-tailed)		1			.448*	.499**	.486**	.454**	.306	.675** .000	jaya jaya jaya jaya jaya
awijaya	Universita	Correlation TL10 Sig. (2-tailed)		1 32			.448*	.499**	.486**	.454**	.306	.675**	jaya jaya jaya jaya
awijaya awijaya awijaya	Universita Universita Universita	Correlation TL10 Sig. (2-tailed) N			.045 32	.016 32	.448 [*] .010 32	.499** .004 32	.486** .005 32	.454** .009 32	.306 .088 32	.675** .000 32	jaya jaya jaya jaya jaya
awijaya awijaya awijaya awijaya	Universita Universita Universita Universita	Correlation TL10 Sig. (2-tailed) N Pearson		1 32 .356*	.045 32	.016 32	.448 [*] .010 32	.499** .004	.486** .005	.454** .009	.306 .088 32	.675 ^{**} .000 32	jaya jaya jaya jaya jaya jaya
awijaya awijaya awijaya awijaya awijaya awijaya awijaya	Universita Universita Universita Universita Universita Universita	Correlation TL10 Sig. (2-tailed) N Pearson Correlation			.045 32	.016 32	.448 [*] .010 32	.499** .004 32	.486** .005 32	.454** .009 32	.306 .088 32	.675 ^{**} .000 32 .727 ^{**}	jaya jaya jaya jaya jaya jaya jaya jaya
awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	Universita Universita Universita Universita Universita Universita Universita	Correlation TL10 Sig. (2-tailed) N Pearson Correlation TL11		.356*	.045 32	.016 32 .683**	.448 [*] .010 32 .682 ^{**}	.499** .004 32 .563**	.486** .005 32 .367*	.454** .009 32 .325	.306 .088 32 .166	.675 ^{**} .000 32 .727 ^{**}	jaya jaya jaya jaya jaya jaya jaya jaya
awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	Universita Universita Universita Universita Universita Universita Universita Universita	Correlation TL10 Sig. (2-tailed) N Pearson Correlation TL11 Sig. (2-tailed)			.045 32	.016 32	.448 [*] .010 32	.499** .004 32	.486** .005 32	.454** .009 32	.306 .088 32	.675 ^{**} .000 32 .727 ^{**} .000	jaya jaya jaya jaya jaya jaya jaya jaya
awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	Universita Universita Universita Universita Universita Universita Universita Universita Universita	Correlation TL10 Sig. (2-tailed) N Pearson Correlation TL11 Sig. (2-tailed)		.356* .045	.045 32 1	.016 32 .683** .000	.448* .010 32 .682** .000	.499** .004 32 .563** .001	.486** .005 32 .367* .039	.454** .009 32 .325 .070	.306 .088 32 .166 .364	.675 ^{**} .000 32 .727 ^{**} .000	jaya jaya jaya jaya jaya jaya jaya jaya
awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	Universita Universita Universita Universita Universita Universita Universita Universita Universita Universita	Correlation TL10 Sig. (2-tailed) N Pearson Correlation TL11 Sig. (2-tailed) N		.356*	.045 32	.016 32 .683**	.448 [*] .010 32 .682 ^{**}	.499** .004 32 .563**	.486** .005 32 .367*	.454** .009 32 .325	.306 .088 32 .166	.000 32 .727** .000 32	jaya jaya jaya jaya jaya jaya jaya jaya
awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	Universita Universita Universita Universita Universita Universita Universita Universita Universita Universita Universita	Correlation TL10 Sig. (2-tailed) N Pearson Correlation TL11 Sig. (2-tailed) N Pearson		.356* .045	.045 32 1	.016 32 .683** .000 32	.448* .010 32 .682** .000 32	.499** .004 32 .563** .001	.486** .005 32 .367* .039	.454** .009 32 .325 .070	.306 .088 32 .166 .364 32	.000 32 .727 .000 32	jaya jaya jaya jaya jaya jaya jaya jaya
awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	Universita Universita Universita Universita Universita Universita Universita Universita Universita Universita	Correlation TL10 Sig. (2-tailed) N Pearson Correlation TL11 Sig. (2-tailed) N TL12 Pearson		.356 [*] .045 32	.045 32 1 32	.016 32 .683** .000 32	.448* .010 32 .682** .000 32	.499** .004 .563** .001 .32	.486** .005 32 .367* .039 32	.454** .009 32 .325 .070 32	.306 .088 32 .166 .364 32	.000 32 .727** .000 32 .715**	jaya jaya jaya jaya jaya jaya jaya jaya

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	Sig. (2-tailed)	.016	.000		.000	.003	.019	.193	.515	.000	ijaya ijaya
	Ν	32	32	32	32	32	32	32	32	32	ijaya ijaya
	Pearson Correlation	.448*	.682**	.835**	1	.418 [*]	.461**	.344	.185	.731**	ijaya ijaya ijaya
TL13	Sig. (2-tailed)	.010	.000	.000		.017	.008	.054	.312	.000	ijaya ijaya
	Ν	32	32	32	32	32	32	32	32	32	ijaya ijaya
	Pearson Correlation	.499**	.563**	.515**	.418*	1	.683**	.499**	.111	.745**	ijaya ijaya ijaya
TL14	Sig. (2-tailed)	.004	.001	.003	.017		.000	.004	.547	.000	ijaya ijaya
	Ν	32	32	32	32	32	32	32	32	32	ijaya ijaya
	Pearson Correlation	.486**	.367*	.413*	.461**	.683**	1	.738**	.337	.733**	ijaya ijaya ijaya
TL15	Sig. (2-tailed)	.005	.039	.019	.008	.000		.000	.059	.000	ijaya ijaya
	Ν	32	32	32	32	32	32	32	32	32	ijaya ijaya
	Pearson Correlation	.454**	.325	.236	.344	.499**	.738**	1	.690**	.655**	ijaya ijaya ijaya
TL16	Sig. (2-tailed)	.009	.070	.193	.054	.004	.000		.000	.000	ijaya ijaya
	Ν	32	32	32	32	32	32	32	32	32	ijaya ijaya
	Pearson Correlation	.306	.166	.119	.185	.111	.337	.690**	1	.435*	ijaya ijaya ijaya
TL17	Sig. (2-tailed)	.088	.364	.515	.312	.547	.059	.000		.013	ijaya ijaya
	Ν	32	32	32	32	32	32	32	32	32	ijaya ijaya
	Pearson Correlation	.675**	.727**	.715**	.731**	.745**	.733**	.655**	.435 [*]	1	ijaya ijaya ijaya
Trd	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.013		ijaya ijaya
	Ν	32	32	32	32	32	32	32	32	32	ijaya ijaya
*. Cor	relation is significant a	at the 0.	05 leve	l (2-taile	ed).						rijaya rijaya

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Correlations

awijaya	Unive													lijaya
awijaya	Unive			WB1	WB2	WB3	WB4	WB5	WB6	WB7	WB8	WB9	Web	ijaya
awijaya	Unive													ijaya
awijaya	Unive		Pearson	1	.728**	.526**	.655**	.554**	.537**	.514**	.397*	.087	.649**	ijaya
awijaya	Unive		Correlation											ijaya
awijaya	Unive		Correlation											ijaya
awijaya	Unive		Sig. (2-tailed)		.000	.002	.000	.001	.002	.003	.024	.637	.000	ijaya
awijaya	Unive		Sig. (2-tailed)		.000	.002	.000	.001	.002	.003	.024	.037	.000	ijaya
awijaya	Unive		N	22	22	22	22	22	22	22	22	22	32	ijaya
awijaya	Unive		IN	32	32	32	32	32	32	32	32	32	32	ijaya
awijaya	Unive		Pearson	.728**	1	.326	.610**	.495**	.424*	.354*	.211	_	.605**	ijaya
awijaya	Unive			.120		.020	.010		.727	.004		170	.000	ijaya
awijaya	Unive		Correlation									.179		ijaya
awijaya awijaya	Unive Univ	WB2	Sig. (2-tailed)	.000		.069	.000	.004	.016	.047	.247	.326	.000	ijaya
awijaya	Uni			.000		.000	.000	.001	.010	.017	.2.17	.020	.000	rijaya rijaya
awijaya	Uni		Ν	32	32	32	32	32	32	32	32	32	32	ijaya
awijaya	Uni													ijaya
awijaya	Uni		Pearson	.526**	.326	1	.633**	.674**	.659**	.643**	.447*	.222	.789**	ijaya
awijaya	Univ		Correlation											ijaya
awijaya	Univ	WB3												ijaya
awijaya	Unive		Sig. (2-tailed)	.002	.069		.000	.000	.000	.000	.010	.223	.000	ijaya
awijaya	Unive													ijaya
awijaya	Unive		Ν	32	32	32	32	32	32	32	32	32	32	ijaya
awijaya	Unive													ijaya
awijaya	Unive		Pearson	.655**	.610**	.633**	1	.650**	.459**	.627**	.460**	.024	.760**	ijaya
awijaya	Unive		Correlation											ijaya
awijaya	Unive	WB4												ijaya
awijaya	Unive		Sig. (2-tailed)	.000	.000	.000		.000	.008	.000	.008	.894	.000	ijaya
awijaya	Unive		N											ijaya
awijaya	Unive		Ν	32	32	32	32	32	32	32	32	32	32	ijaya
awijaya	Unive		Pearson	.554**	.495**	.674**	.650**	1	.446 [*]	.397*	.382 [*]	.067	.671**	ijaya
awijaya	Unive			.004	35	.074	.000		.++0	.531	.002	.007	.071	ijaya
awijaya	Unive		Correlation											ijaya
awijaya	Unive		Sig. (2-tailed)	.001	.004	.000	.000		.010	.025	.031	.716	.000	ijaya
awijaya	Unive		org. (z-talleu)	.001	.004	.000	.000		.010	.020	.031	.710	.000	ijaya
awijaya	Unive		N	32	32	32	32	32	32	32	32	32	32	ijaya
awijaya	Unive			-	02	02	02	02	02	02	02	02	02	ijaya
awijaya	Unive		Pearson	.537**	.424*	.659**	.459**	.446*	1	.539**	.536**	.285	.717**	ijaya
awijaya	Unive		Correlation											ijaya
awijaya	Unive													ijaya

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wijaya Univer wijaya Univer *. Correlation is significant at the 0.05 level (2-tailed).
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awijaya			Brawijaya Unive	rsitas I	Brawija	aya Ur	niversit	as Bra	wijaya	Univ	ersitas	s Braw	/ijay
awijaya	Unive		Pearson	.063	1	.296	.356*	.366*	.128	.160	.470**	.375*	ijay
awijaya	Unive			.000		.230	.000	.500	.120	.100	.+/0	.575	ijay
awijaya	Unive		Correlation										ijay
awijaya	Unive	WB11	Sig. (2-tailed)	.730		.100	.045	.039	.485	.383	.007	.035	ijay
awijaya	Unive			.750		.100	.040	.000	.+05	.505	.007	.000	ijay
awijaya awijaya	Unive Unive		N	32	32	32	32	32	32	32	32	32	ijay
awijaya	Unive												ijay iiav
awijaya	Unive		Pearson	.521**	.296	1	.680**	.137	.068	.097	.299	.785**	ijay
awijaya	Unive		Correlation										ijay
awijaya	Unive	WB12											ijay
awijaya	Unive	VUDIZ	Sig. (2-tailed)	.002	.100		.000	.453	.713	.596	.096	.000	ijay
awijaya	Unive												ijay
awijaya	Unive		Ν	32	32	32	32	32	32	32	32	32	ijay
awijaya	Unive		_		c *			.			+		ija
awijaya	Unive		Pearson	.523**	.356*	.680**	1	.295	.271	.461**	.367*	.738**	ijay
awijaya	Unive		Correlation										ijay
awijaya	Unive	WB13	Qim (Q (- !!!)	000	0.45	000		400	400	000	000	000	ijay
awijaya	Unive		Sig. (2-tailed)	.002	.045	.000		.102	.133	.008	.039	.000	ijay
awijaya	Unive		N	32	32	32	32	32	32	32	32	32	ijay
awijaya	Unive			52	52	32	52	32	32	32	52	32	ijay
awijaya	Univ		Pearson	.185	.366*	.137	.295	1	.219	.255	.259	.362*	ijay
awijaya	Uni		Correlation										ijay
awijaya	Uni												ijay
awijaya	Uni	WB14	Sig. (2-tailed)	.311	.039	.453	.102		.228	.159	.152	.042	ijay
awijaya	Univ		,										ijay
awijaya	Univ		Ν	32	32	32	32	32	32	32	32	32	ijay
awijaya awijaya	Univ Unive												ijay iiay
awijaya awijaya	Unive		Pearson	.106	.128	.068	.271	.219	1	.666**	.188	.398*	ija) ija
awijaya	Unive		Correlation										ijay
awijaya	Unive	WB15											iia
awijaya	Unive		Sig. (2-tailed)	.562	.485	.713	.133	.228		.000	.304	.024	ijay
awijaya	Unive		N	20	20	20		00	20				ijay
awijaya	Unive		Ν	32	32	32	32	32	32	32	32	32	ijay
awijaya	Unive		Pearson	.212	.160	.097	.461**	.255	.666**	1	.309	.453**	ijay
awijaya	Unive		Correlation		.100	.031		.200	.000	'	.003	. 100	ijay
awijaya	Unive												ijay
awijaya	Unive	WB16	Sig. (2-tailed)	.244	.383	.596	.008	.159	.000		.086	.009	ijay
awijaya	Unive												ijay
awijaya	Unive		N	32	32	32	32	32	32	32	32	32	ijay
awijaya	Unive												ijay
awijaya	Unive		Pearson	.316	.470**	.299	.367*	.259	.188	.309	1	.543**	ijay
awijaya	Unive		Correlation										ijay
awijaya	Unive	WB17											ijay
awijaya	Unive	11017	Sig. (2-tailed)	.078	.007	.096	.039	.152	.304	.086		.001	ijay
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awijaya	Univer	Pearson	.68	o** 2	75*	785**	.738**	.362*	.398*	.453**	.543**	1	ijaya
awijaya	Unive		.00	9.3	15 .	105	.130	.302	.390	.400	.043	1	ijaya
awijaya	Unive	Correlation											ijaya
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awijaya	Unive	Sig. (2-tailed)	.0	00 .0	035	.000	.000	.042	.024	.009	.001		ijaya
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awijaya	Univer	Ν		32	32	32	32	32	32	32	32	32	
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awijaya		. Correlation is significa	ant at the	e 0.01 le	evel (2-	-tailed)	•						/ijaya
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awijaya	Univer												ijaya
awijaya	Unive	Pearson	1	.442*	.912**	.654*	* .649*	.772**	.703**	.640**	.542**	.838**	ijaya
awijaya	Univ	Correlation											ijaya
awijaya	Uni												ijaya
awijaya	Uni	L1 Sig. (2-tailed)		.011	.000	.000	.000	.000	.000	.000	.001	.000	ijaya
awijaya	Uni			.011	.000	.000			.000	.000	.001	.000	ijaya
awijaya	Uni	N	32	32	32	32	2 32	2 32	32	32	32	32	ijaya
awijaya	Univ		02	02	01		-		02	02	02	02	ijaya
awijaya	Univ	Pearson	.442*	1	.482**	.566*	* .430	* .337	.473**	.446*	.132	.595**	ijaya
awijaya	Unive	Correlation											ijaya
awijaya	Unive												ijaya
awijaya	Unive	L2 Sig. (2-tailed)	.011		.005	.00	.014	.059	.006	.010	.471	.000	ijaya
awijaya	Unive												ijaya
awijaya	Unive	Ν	32	32	32	32	2 32	2 32	32	32	32	32	ijaya
awijaya	Unive							1					ijaya
awijaya	Unive	Pearson	.912**	.482**	1	.682*	* .726*	.758**	.720**	.641**	.385*	.870**	ijaya
awijaya	Unive	Correlation											ijaya
awijaya	Unive	L3											ijaya
awijaya	Unive	Sig. (2-tailed)	.000	.005		.000	.000	.000	.000	.000	.030	.000	ijaya
awijaya	Unive		1									l .	ijaya
awijaya	Unive	Ν	32	32	32	32	2 32	2 32	32	32	32	32	ijaya
awijaya	Unive	Deers	05 4**	F00**	000**			* = = = = = = = = = = = = = = = = = = =	705**	70.4**	40.4*	0.00**	ijaya
awijaya	Unive	Pearson	.654**	.566**	.682**		.609*	.572**	.765**	.704**	.421*	.822**	ijaya
awijaya	Unive	Correlation	1										ijaya
awijaya	Univer Univer	L4 Sig. (2 toiled)	000	004	000		0.00		000	000	040	000	ijaya
awijaya	Unive	Sig. (2-tailed)	.000	.001	.000		.000	.001	.000	.000	.016	.000	ijaya
awijaya awijaya	Univer Univer	Ν	32	32	32	32	2 32	32	32	32	32	30	ijaya
awijaya	Universi	IN	32	32	32	32		32	32	32	32	32	ijaya
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awijaya	Unive			DETO			DLIO	DETT	DEIO	DLTO	DLI	Dia	rawijaya
awijaya awijaya	Unive		Pearson Correlation	1	.381*	.468**	.414*	.483**	.175	.218	.460**	.625**	rawijaya rawijaya
awijaya	Unive				.001	. 100		. 100		.210	. 100	.020	rawijaya
awijaya	Unive	BL 10	Sig. (2-tailed)		.031	.007	.018	.005	.338	.230	.008	.000	rawijaya
awijaya	Unive		0.9. (_ tanoa)										rawijaya
awijaya	Unive		N	32	32	32	32	32	32	32	32	32	rawijaya
awijaya	Unive												rawijaya
awijaya	Unive		Pearson Correlation	.381*	1	.762**	.688**	.519**	.211	.160	.536**	.781**	rawijaya
awijaya	Unive												rawijaya
awijaya	Unive	BL11	Sig. (2-tailed)	.031		.000	.000	.002	.246	.383	.002	.000	rawijaya
awijaya	Unive												rawijaya
awijaya	Unive		Ν	32	32	32	32	32	32	32	32	32	rawijaya
awijaya	Unive		Pearson Correlation	.468**	.762**	1	.886**	.434*	.257	.225	.683**	.880**	rawijaya
awijaya	Unive		rearson conelation	.400	.102	1	.000	.434	.201	.225	.005	.000	rawijaya
awijaya	Unive	BL12	Sig. (2-tailed)	.007	.000		.000	.013	.156	.215	.000	.000	rawijaya
awijaya	Unive		3 (rawijaya
awijaya	Unive		Ν	32	32	32	32	32	32	32	32	32	rawijaya
awijaya	Univ Uni												rawijaya
awijaya awijaya	Uni		Pearson Correlation	.414*	.688**	.886**	1	.421*	.354*	.317	.657**	.888**	rawijaya rawijaya
awijaya	Uni												rawijaya
awijaya	Uni	BL13	Sig. (2-tailed)	.018	.000	.000		.016	.047	.078	.000	.000	rawijaya
awijaya	Univ		N	32	32	32	32	32	32	32	32	32	rawijaya
awijaya	Univ			52	52	52	52	52	52	52	52	52	rawijaya
awijaya	Unive		Pearson Correlation	.483**	.519**	.434*	.421*	1	.329	.218	.460**	.597**	rawijaya
awijaya	Unive												rawijaya
awijaya	Unive	BL14	Sig. (2-tailed)	.005	.002	.013	.016		.066	.230	.008	.000	rawijaya
awijaya	Unive												rawijaya
awijaya	Unive		Ν	32	32	32	32	32	32	32	32	32	rawijaya
awijaya	Unive			4		0.5-	0.5.4*	000		000**	0.01	40.4**	rawijaya
awijaya	Unive		Pearson Correlation	.175	.211	.257	.354*	.329	1	.693**	.304	.461**	rawijaya
awijaya	Unive	BI 15	Sig. (2-tailed)	.338	.246	.156	.047	.066		.000	.090	.008	rawijaya
awijaya	Unive	DEIO	uy. (∠-laiicu)	.550	.240	.150	.047	.000		.000	.030	.000	rawijaya
awijaya	Unive		N	32	32	32	32	32	32	32	32	32	rawijaya rawijaya
awijaya awijaya	Unive												rawijaya rawijaya
awijaya awijaya	Unive		Pearson Correlation	.218	.160	.225	.317	.218	.693**	1	.316	.399*	rawijaya rawijaya
awijaya	Unive												rawijaya
awijaya	Unive	BL16	Sig. (2-tailed)	.230	.383	.215	.078	.230	.000		.078	.024	rawijaya
awijaya	Unive		N				20	22	20			20	rawijaya
awijaya	Unive		Ν	32	32	32	32	32	32	32	32	32	rawijaya
awijaya	Unive		Pearson Correlation	.460**	.536**	.683**	.657**	.460**	.304	.316	1	.746**	rawijaya
awijaya	Unive	BL17		. 100	.000	.000		. 100	.007	.010	'	., ,0	rawijaya
awijaya	Unive		Sig. (2-tailed)	.008	.002	.000	.000	.008	.090	.078		.000	rawijaya
awijaya	Unive		,						1.00				rawijaya
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awijaya	Unive			01				01					rawijaya	
awijaya	Unive	Pearson Corr	relation	.625**	.781**	.880**	.888**	.597**	.461**	.399*	.746**	1	rawijaya	
awijaya	Unive			1					I.				rawijaya	
awijaya	Unive Unive Bld	Sig. (2-tailed)		.000	.000	.000	.000	.000	.008	.024	.000		rawijaya	
awijaya	Unive	- 3 (,										rawijaya	
awijaya	Unive	N		32	32	32	32	32	32	32	32	32	rawijaya	
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awijaya		rrelation is sigr	nificant a	at the 0.	.01 leve	l (2-taile	ed).						Irawijaya	
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One-Sample Kolmogorov-Smirnov Test

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awijaya	Univers			Traditional	Web-based	Blended	Bra
awijaya	Univers			Taulional	Web-based	Dieliueu	Bra
awijaya	Univers			384	294	384	Bra
awijaya	Univers	Ν		304	384	304	Bra
awijaya	Univers		Mean	3.3396	2.5508	2.6352	Bra
awijaya	Univers	Normal Parameters ^{a,b}	Mean	3.3390	2.000	2.0002	Bra
awijaya	Univers	Normal Farameters	Std. Deviation	.37495	.41847	.38911	Bra
awijaya	Univers		Old. Deviation	.07 400	.+1017	.00011	Bra
awijaya	Univers		Absolute	.069	.049	.060	Bra
awijaya	Univers						Bra
awijaya	Univers	Most Extreme Differences	Positive	.040	.049	.060	Bra
awijaya	Univers						Bra
awijaya	Univers		Negative	069	047	036	Bra
awijaya	Univer		-				Bra
awijaya	Univ	Kolmogorov-Smirnov Z		1.356	.958	1.183	Bra
awijaya	Uni	-					Bra
awijaya	Uni	Asymp. Sig. (2-tailed)		.050	.318	.122	Bra
awijaya	Uni						Bra

a. Test distribution is Normal.

b. Calculated from data.

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Paired T-Test Result

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vei		Paired S	Samples Sta	tistics	
vei		Mean	N	Std. Deviation	Std. Error Mean
vei	Traditional	3.3396	384	.37495	.01913
Vei Pair 1	Web-based	2.5508	384	.41847	.02135
/el /el Pair 2	Traditional	3.3396	384	.37495	.01913
	Blended	2.6352	384	.38911	.01986
Pair 3	Blended	2.6352	384	.38911	.01986
raii 3 /ei	Web-based	2.5508	384	.41847	.02135
versitas Bi	Web-based	2.5508 iversitas B	384 rawijava I	.41847 Jniversitas Bra	.02135 wijava Univ

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Pair 1

Pair 2

Traditional & Web-based

Traditional & Blended

Paired Samples Correlations

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Universitas Brawijaya Universitas Brawijaya

Correlation

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Sig

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awijaya	Univel Pair	3 Blende	d & Web-based
awijaya	Universitas	Brawijaya	Universitas
awijaya	Universitas	Brawijaya	Universitas
awijaya	Universitas	Brawiiava	Universitas

sitas	Brawiiava	Univer	sitas Br	awiiava	l Unive	rsitas Br	awilava	Univ	versitas
			Pa	ired Sam	ples Tes	st			-
			Paire	ed Differe	ences		t	df	Sig. (2- tailed)
		Mean	Std. Deviati on	Std. Error Mean	Interv	onfidence al of the erence			
					Lower	Upper			
Pair 1	Traditional - Web- based	.78885	.56546	.02886	.73212	.84559	27.338	383	.000
Pair 2	Traditional - Blended	.70440	.49803	.02541	.65443	.75437	27.716	383	.000
Pair 3	Blended - Web- based	.08445	.50730	.02589	.03355	.13535	3.262	383	.001

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