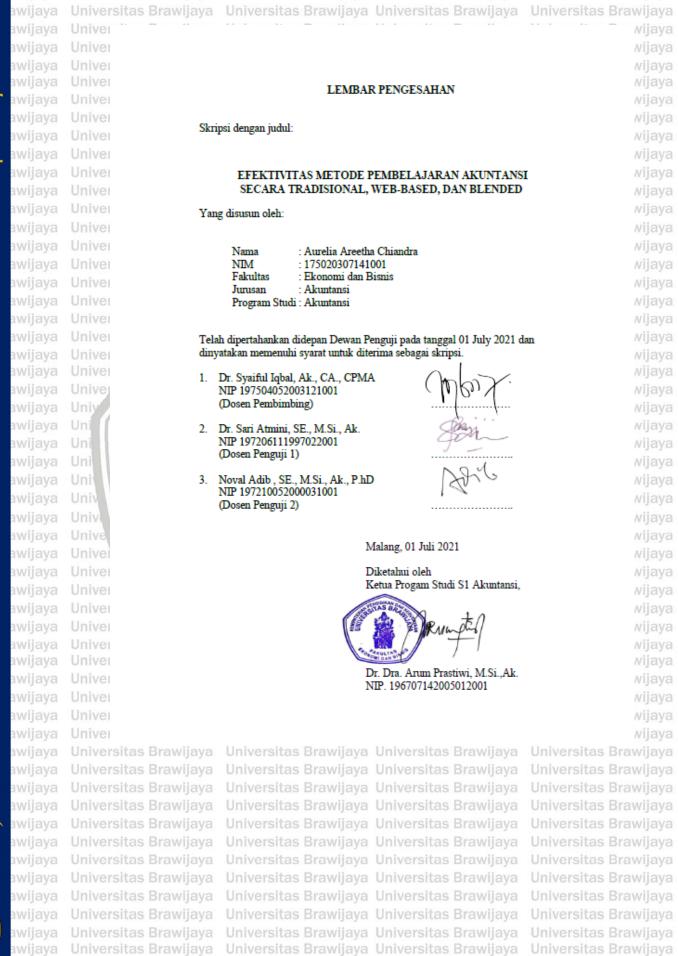


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STATEMENT OF ORIGINALITY

: Aurelia Areetha Chiandra Name : 175020307141001 Student ID Faculty : Economics and Business

Program : Accounting

Minor Thesis Title : The Effectiveness of Traditional, Web-based, and Blended

Accounting Learning Methods

This page certifies that to the best of my knowledge, the content of this thesis is my very own work. No part of this thesis has been published nor submitted for publication. I certify that the intellectual content of this thesis is the product of my very own work, and that all the assistance received in preparing this thesis and sources have been acknowledged. Thus, I declare that this is a true copy of my thesis, including any final revisions, as approved by my thesis committee and the Graduate Study office, and that this thesis has not be submitted for a higher degree to any other University or Institution.

Malang, June 09th, 2021

Aurelia Arcetha C. 175020307141001

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ORIGINAL LETTER OF RESEARCH

I, undersigned explained that:

Name : Aurelia Areetha Chiandra

Student ID : 175020307141001

Faculty : Economics and Business

Department : Accounting

Has conducted in Department of Accounting Faculty of Economics and Business, Brawijaya University in preparing the minor thesis with the title:

THE EFFECTIVENESS OF TRADITIONAL, WEB-BASED, AND BLENDED ACCOUNTING LEARNING METHODS

Thus, this letter of research is made to be used as appropriate.

Malang, June 09th, 2021

CPMA Dr. Syaiful Iqbal, Ak NIP, 197504052003121001

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universitas Brawijaya universitas Brawijaya awijaya Universitas Brawijaya ABSTRACT Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya THE EFFECTIVENESS OF TRADITIONAL, WEB-BASED, AND BLENDED ACCOUNTING LEARNING METHODS Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Aurelia Areetha Chiandra awijaya Universitas B 175020307141001 as Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Supervisor: Dr. Syaiful Iqbal, Ak., CA., CPMA awijaya Universitas Brawijaya awijaya awijaya awijaya awijaya This study aims to determine the most effective accounting learning awijaya Universe methods among face-to-face learning methods, web-based learning, and blended leave awijaya awijaya learning at universities throughout Indonesia, especially on the island of Java. The awijaya awijaya sample used in this study were 385 active students of accounting study programs awijaya throughout Indonesia who have learned accounting in both offline and online. awijaya awijaya Data collection method in this study used a survey method. The technique awijaya awijaya used to test the hypothesis is analysis of variance. The results of this study awijaya indicate that online accounting learning method has not been able to replace awijaya awijaya traditional face-to-face learning on campus. However, online learning that can awijaya Universitas Brawijaya continue to be developed and applied is blended online learning. awijaya awijaya awijaya **Keywords**: Effectiveness of the Learning Process, Traditional Learning Method, awijaya Universitys Braw Web-based Learning Method, Blended Learning Method, Online awijaya awijaya Universitas Braw Learning, Accounting Education, versitas Brawijaya awijaya awijaya awijaya awijaya awijaya

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Aurelia Areetha Chiandra Universitas B 175020307141001 as Brawijaya

Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Dosen Pembimbing: Dr. Syaiful Iqbal, Ak., CA., CPMA

Penelitian ini bertujuan untuk mengetahui metode pembelajaran akuntansi Univeryang paling efektif diantara metode pembelajaran tatap muka secara luring, lava 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 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,

Universitas Brawl Metode Pembelajaran Web-based, Metode Pembelajaran Blended, Universitas Brawijaya

Universitas Brawi Pembelajaran Daring, Pendidikan Akuntansi. 🖂 🔻

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Universitas Brawing CHAPTER I

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Universitas INTRODUCTION

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The degree to which learning outcomes have been consistency theory that guarantees that online learning outcomes are at least equal to learning outcomes in other distribution modes, is referred as learning effectiveness. The efficacy of instructional approaches and the level of student participation differ depending on the delivery style. Student engagement is defined as the amount of time, and effort students devote to activities that are experimentally related to the desired outcome. (Koh, 2009, p. 683). Greater student involvement in learning has been associated with higher quality learning outcomes in higher education studies (Krause and Coates, 2008).

In Indonesia, one of higher education's key performance indicators is the creation of collaborative and participatory classrooms to improve the education quality. Quality here mentions as being outstanding, reaching excellence, and efficiency. There are five possible definitions of quality in higher education, are: (1) Quality, as under renovation, refers to a change in status to a much better Unive status; (2) The quality, as in monetary terms, whether the student, parent, or leave Univergovernment financing education is satisfied with the level of education offered; lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive (3) Quality, according to stakeholder needs; (4) Quality, namely perfection, that lave University all parties with interest in the performance of an academic institution are satisfactory; and (5) Quality, such as excellence and efficiency (Hamad & Hamadi,



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awijaya 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 consideration. In Indonesia, there are three kinds of teaching that are carried out at this time. Among them are traditional learning or conventional learning, mixed method learning or blended learning, and online learning or e-learning.

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In Kamus Besar Bahasa Indonesia (1995: 523), it is stated that "conventional means traditional." So, the lecture technique, or also known as conventional learning technique, is a classical learning approach traditionally used as a medium of oral communication between lecturers and students in the teaching and learning process (Djamarah, 2010). In the traditional learning model, the 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. Unive Students participate in learning activities by listening to lectures from the teacher, Unive taking notes, and doing assignments administered by the teacher. Learning with a leave Unive conventional approach places the teacher as a single source (Subaryana, 2005, p. lava Univer9)tas Brawijaya Univer

Universities B. Along with the times, technology has an important role in all aspects of lave Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya human life. One of them is the field of education. The practice of using 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



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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).

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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 Number 12 article 31 of 2012 concerning Higher Education, which was launched on October 15, 2014, by vice President of Indonesia at that time, Boediono, which changed its name to Online Learning System (SPADA) on September 18, 2016.

However, many universities thought it was not necessary at that time. Therefore, until now, almost all tertiary institutions, especially in Indonesia, are 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 level 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 education systems worldwide, with marked changes in online instruction as a way 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 stated in the Circular of the Ministry of Education and Culture (Kemendikbud) versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya



awijaya 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.

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Learning from home implemented with distance learning, Pembelajaran Java Universitas Brawijaya (daring) and offline distance learning (luring). Therefore, the learning process, Java which is usually carried out face-to-face cannot be done. Face-to-face learning or Java traditional learning or conventional learning is a learning method when lecturer universitas Brawijaya u

Online distance learning is learning that used video conference platform
as a place for students and lecturer interact each other. In the video conference
lecturer explained the material and discuss about example of question.

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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 and scholars.

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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 systems (EPSS) in work environments, and knowledge management systems are examples of learning technologies used in mixed learning programs. According to Setyawati (2015), self-directed learning is defined as the ability to take responsibility for one's learning, either with or without the help of others, and includes features such as awareness, learning techniques, learning activities, assessment, and interpersonal skills.

A fundamental benefit of mixed learning, according to Davies and Graff 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 unive non-compulsory learning assignments than students in traditional accounting assignments Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya courses. Dickfos et al. (2014) demonstrate the extent to which blended learning 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 for accounting students. Blended learning also allows students to experiment with versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya



awijaya awijaya technology, develop their technical skills, use interactive classes with hands-on feedback, and simulate multimedia scenarios with real-time visualizations through online collaboration (Akhras, 2012).

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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.

In Indonesia, the problem arising from distance learning is the various inversitas Brawijaya assignments considered heavy and take a lot of internet data. In facing the inversitas Brawijaya problems that arise, the Ministry of Culture and Education continue to think about inversitas Brawijaya what steps should be prepared to create an effective online learning system while inversitas Brawijaya universitas Brawijaya

Almost all tertiary institutions are indicated to experience an impact in the teaching and learning process in research conducted by the International Association of Universities (IAU). The IAU sent a global survey to 9,670 universities, and the results show that the epidemic has touched all of them.

Nowadays, accounting education still become a popular subject of study for



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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 accounting student in Indonesia have to adapt quickly to deal with technology environment.

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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 have is self-directed learning or independent learning as an outcome of education. In other words, this pandemic changed the learning habits of students from faceto-face interaction to combination self-directed learning (SDL) and face-to-face. Although most accounting courses use technology to engage students, 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 lava 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), lava which in literal English translation says Independent Campus – Freedom to Learn. Through this policy, students are given the opportunity to gain broader learning experience and new competencies outside of their study program. In other words, 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-

supporting competencies that will be needed in the future. as Brawijaya Universitas Brawijaya Universitas Brawijaya

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awijaya awijaya awijaya awijaya awijaya (Gagne and Shepherd, 2001; Arbaugh and Stelzer, 2003) conducted a 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 (Laurillard, 2003). The lack of an effective learning process because of the sudden transition to e-learning might lead to unexpected consequence that might affect the student's future professional prospects (Aguguom et al. 2020).

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Based on existing research and conditions, there are pros and cons between the three learning methods, which can be observed which teaching techniques are the most effective that can be used in the future following technological developments. It is hoped that education in Indonesia is ready to follow the changes in the digitalization era and still produce quality graduates, especially in the field of accounting. Since in the other country student already prepare to face and adapt in technology environment and face the disruptive Unive innovation that can give impact to accounting profession in the future.

Based on the explanation above and the problems that arise in the online Unive learning system in Indonesia, the author is interested in conducting a study lava entitled "The Effectiveness of Traditional, Web-based, and Blended Accounting

Unive Learning Method."niversitas Brawijaya Universitas 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 Unive namely: Universitas Brawijava Universitas Bray 1. Is traditional learning method more effective than web-based learning awijaya awijaya Universitas Brawijaya Universitas Brawijaya method? awijaya awijaya 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 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 awiiava University everything will become completely digital. Three learning methods in this leave awijaya awijaya Universearch are Traditional Learning Method, Mixed Learning Method, and Online leave awijaya awijaya Unive Learning Method, Universitas Brawijaya awijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya Universities B The benefits that are expected to be obtained through this research are as lave

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

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that continue to adapt to the times.

Practical Contribution

- For academics, this research can be used as a source of information for further research.
- For lecturers, this research can be used as information regarding student opinion which learning system is the most effective and Brawllava relevant following the times

1.5. Research Outline

The systematics of writing in this thesis are organized as follows:

UniverCHAPTER I: INTRODUCTION

This chapter describes the phenomena behind the selection of lava research topics, the objectives, and the benefits of the research Universities Brawijaya conducted by the author. In this section, the author also describes if a value of the section of the se Universitas Brawijaya the problem formulations and goals of the phenomena that the layar Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya author adopts. Brawijaya Universitas Brawijaya

Unive CHAPTER II: THEORETICAL FRAMEWORK aya

Universitas Brawijaya This section describes the theories obtained through literature layar Universitas Brawijaya

Universitas Brawijaya studies, both previous research, national and international laya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya



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Literature Review

2.1.1. **Behaviourism Theory**

The behavioristic theory is a theory that studies human behavior. The 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 relation to behaviorist classes, four facets of implementing online coursework are highlighted:

- 1. Learning resources can be broken down into small instructional measures and given in a sequential way, using positive examples to reinforce information 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 University instructional units using conditional or absolute repercussions, and evaluate lava University the course selection. Activities are usually arranged in an order of increasing lava University difficulty or complexity. The order in which content is presented and the University speed at which it is presented are often beyond the control of learners. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univer 3. To increase learning quality, learners can be directed to miss or repeat those
- 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

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choose the next activity from a list of options, giving the student more control Brawijaya Universitas Brawijaya over the learning process.

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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 components with sufficient explanation. Learners are expected to develop 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 addition, reinforcement messages should be used to keep people motivated.

2.1.2. Cognitivism Theory

according to cognitivist, is memory, thinking, thought, ava and meta-cognition are also part of the internal abstraction, inspiration, mechanism (Ally, 2004). From an information retrieval perspective, cognitive Universities encompasses a learning mechanism in which information is absorbed in leave Unive sensory storage via various senses and then transmitted to short and long-term level University via various cognitive processes. When creating online courses, University instructional designers should consider the following factors:

University highlighting relevant and vital knowledge, rationalizing each lesson, and lave balancing the student's cognitive level can all be used to aid the learning Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita process. aya Universitas Brawijaya

Universal Stimulating all senses, concentrating the student's concentration by available



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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.

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- To promote deeper processing of higher levels knowledge and learning, strategies that require learners to interpret, analyze, synthesize, and assess must be used.
- Activities for various learning and cognitive types should be included in lava 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 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, layer Iniversity and happiness, according to Keller's model. (Keller & Suzuki 1988). Itas Brawijaya
- 6. As part of an instructional strategy, learners should be forced to use their Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University meta-cognitive skills by focusing on what they have learned, communicating lave 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



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awijaya awijaya able to remember information. Furthermore, transferring material to real-life events can help in the creation of personal meaning and contextualization.

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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 learning information into smaller pieces and accommodating various learning 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, and according to school constructivist learning (McLeod, 2003). As a result, learning according to school constructivist learning (McLeod, 2003). As a result, learning according to school constructivist learning (McLeod, 2003). As a result, learning according to school constructivist learning (McLeod, 2003). As a result, learning according to school constructivist learning (McLeod, 2003). As a result, learning according to school constructivist learning is an adaptive activity that takes according to school constructivist learning is an adaptive activity that takes according to school constructivist learning is an adaptive activity that takes according to school constructions (Boethel & Dimock, 1999). Students build knowledge according to school constructions (Boethel & Dimock, 1999). Students build knowledge according to school constructions (Boethel & Dimock, 1999). Students build knowledge according to school constructions (Boethel & Dimock, 1999). Students build knowledge according to school constructions (Boethel & Dimock, 1999). Students build knowledge according to school constructions (Boethel & Dimock, 1999). Students build knowledge according to school constructions (Boethel & Dimock, 1999). Students build knowledge according to school constructions (Boethel & Dimock, 1999). Students build knowledge according to school constructions (Boethel & Dimock, 1999). Students build knowledge according to school constructions (Boethel & Dimock, 1999). Students build knowledge according to school constructions (Boethel & Dimock, 1999). Students build knowledge according to school constructions (Boethel & Dimock, 1999). Students build knowledge according to school constructions (Boethel & Dimock, 1999). Students build knowledge according to school constructions (Boethel & Dimock, 1999). Students build knowledge according to school constructions (Boethel & Dimock, 1999). Students build knowledge according to school constructions (Boethel & Di

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- 2. Instructors must provide strong interactive online instruction to encourage universities Brawilaya Universities

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

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- 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 growth, instructors should prioritize immersive learning experiences. Because learning relies on the acquisition of new abilities, information, and attitudes, 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.

2.1.4. Learning Effectiveness

Universities Effectiveness 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 Unive curriculum, infrastructure, and learning techniques that have an impact on student level Unive learning outcomes is called learning effectiveness. as Brawilaya 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 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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awijaya awijaya achieving predetermined goals, the higher the degree of effectiveness. Meanwhile,

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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 achieve predetermined learning goals. The 'five-factor model' states that only a few factors can influence efficacy (Edmond, 1979). These are the five correlations

of educational attainment:

- Strong educational leadership
- Univer2-i High expectations of student achievement
 - Emphasis on basic skills
 - A safe and orderly climate 4.
 - 5. Period evaluation of student progress

The competence of instructors to design, manage and assess a learning

process is also needed for the success of learning in higher education, because

Unive learning requires careful planning, making comfortable learning tools, selecting lava

Unive tactics, media, models, and superior learning assessments. Quality students can be leave

University produced if they are long-term and sustainable. Therefore, to develop effective lava

learning activities, diverse and innovative learning models are needed in learning

Univeractivifies wijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitias Learning activities will be more successful and beneficial for students if

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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



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this activity are considered effective. According to Suardana (2006), the following indicators can be used to assess the success of learning:

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- 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.
 - 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.
- outcomes. Student learning outcomes are Improve student learning considered to be very good or better than before.
- Reactions to the learning process are positive. This learning practice benefits everyone in the group. The majority of students want this learning paradigm to be maintained and improved.

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 Unive toward their learning goals. On the other hand, formative assessment is a process Unive of constant review by instructors to determine what students need. Iniversitas Brawijaya

Unive 2.1.5. Definition of Learning Activity Universitas Brawijaya

Universities B Learning activities are described as any action taken by individuals to leave 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



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defined as having experience and finding value from that experience while being directed and linked to a goal. Brawijaya Universitas Brawijaya

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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 of the business; and (4) changes or new abilities that are not only caused by growth factors. Pawijaya Universitas Brawijaya Universitas Brawijaya

Learning is seeing, reading, imitating, trying something yourself, listening, following directions, according to Harold Spears (cited in Agus Suprijono, 2010: 2) which is in line with Mc. Goeh (in Skinner, 1958: 109) who believes that learning is a change in performance as a result of training. In other words, learning activities are activities that can change a person after reading, imitating, watching, and learning something that has been around for a long time. Changes (cognitive), skills ava learning activities include changes in knowledge in (psychomotor), and values and attitudes (affective), all of which are the result of

interactions between teachers and students. The following are four pillars of

Unive educations:

Universities Br Learning to Know

Universities Br This learning process aims to adapt certain meaningful activities to a layer Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities By particular cultural environment. Educators usually supervise this learning lave process carefully. This learning process as a foundation for lifelong Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya learning. This form of learning includes processes such as motor, lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brinstrumental basic learning skills, and perceptual learning. Inversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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This learning procedure aims to disseminate and improve learning 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.

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Learning to Live Together

This type of learning emphasizes the social performance genre; students assisted in adapting community norms and tools to engage autonomously, critically, and creatively in community practice.

Learning to be

This form of learning focuses on the reasons, goals, and moral and aesthetic ideals of students to show learners' identity. This learning concept refers to the maximum development of human potential to 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.

Unive 2.1.6. Traditional Learning

Traditionally, face-to-face lectures, tutorials, and / or class discussions, often held on campus, have been the main means of learning and teaching (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



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awijaya awijaya 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 room at the same time. Information is sometimes given to students and then sent back to the instructor via written evaluations initiated in a typical lecture style classroom.

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Iniversitas Face-to-face interaction between students and educators, as well as with universitas in at a significant benefit of conventional learning. Learning increases you in atmosphere where it is more like a team effort than a solitary race. Learning with should be collaborative and pleasant rather than competitive and isolated. Should be collaborative and pleasant rather than competitive and isolated. Collaborating with others increases learning engagement. Sharing your thoughts and responding to other people's reactions helps improve thinking and university understanding (Chickering & Gamson, 1987). In small classrooms, teachers have university to get to know and inspire each student individually. Many university doubters reject the prospect of online learning as being as successful as university of their belief in the university of the university of their belief in the university of t

Unive 2.1.7. BOnline Learning itas Brawijaya Universitas Brawijaya

Online learning is transforming an academic institution into a home institution where students can build a universe that includes anything they can imagine through a virtual environment of interaction, simulation, and cooperation

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(Thamarana, 2016). Online learning is described as the use of information and communication technologies to enable access to online learning opportunities

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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 support and emergence; (d) synchronized, timely, and original; (e) the spouse will 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-learning learning saves money on tuition; (4) increased academic availability and access to Unive large amounts of knowledge are good for learning; (5) in higher education, new lava 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-liava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya learning will increase the competitiveness of university institutions; (8) the most 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

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learning has the potential to reduce student absenteeism and dropout rates.



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meetings.

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Universitas Bra Courses that require minimal technology are known as web-based learning. Content is delivered in writing or verbally or through web-based technologies to facilitate a face-to-face course. The syllabus, assignment, materials of the courses are posted in the course management system or learning management system. Designing and delivering online training requires careful consideration and exploration of how to best utilize the capabilities of the web in conjunction with instructional design concepts (Ritchie & Hoffman, 1997). Various facets of a web-based learning system face pedagogical, technical, user architecture, evaluation, logistical, resource support, legal, and structural challenges (Khan, 2001).

Web-based learning is a ground-breaking method of providing hypermedia-based educational services to a remote audience by using the Web's attributes and tools to create well-designed, learner-centered, immersive, engaging, and facilitated learning experience. One of the most University important instructional activities in web-based learning is interactivity. University Students should be meaningfully involved in learning activities through lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University contact with other people and valuable assignments, according to engagement lava University theory based on online learning (Kearsley & Shneiderman, 1999). In web-java Universita based education, students can communicate with each other, with lecturers, java

University and with internet resources, awijaya University Brawijaya

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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, understanding of web-based learning (Relan & Gillani, 1997).

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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 sessions peppered throughout the semester. Blended learning is a novel 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).

University of different learning methodologies and implementation processes that help available users get the most out of their learning. Meanwhile, according to Harding, University Kacynski, and Wood (2005), blended learning blends conventional face-toface learning with online (primarily web-based) learning opportunities and a lava 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 students. Blended learning has several learning concepts, including: itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

According to Heinze A and Procter C (2010), blended learning is a set layar



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1. Learning that incorporates a variety of web-based technologies to meet Universitas Braeducational objectives. Universitas Brawijaya

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- Learning that combines various learning approaches to create optimal learning with or without learning technology. The approaches that occur are behaovrism, constructivism, and cognitivism.
- Learning that uses various learning technologies, such as web-based training, films, video conferences, online classrooms.
- Learning that combines learning technology with actual exposure and assignment to create a good and optimal impact.

In general, Moore (in Albion, 2008) classifies four types of interactions that occur in online learning, including (1) student interaction with content refers to users associated with instructional information, (2) student interaction with technical interfaces: the use of technology in learning or student interaction with technology interfaces can be referred to as another type of interaction, (3) interaction with instructors is a technique or of teaching, guiding, and supporting instructor's way students (4) the University interaction of students with students: this is a way for students to lava

In the blended learning approach, which relates to ICT-based learning, University there are mainly three stages (Ramsay, 2001): as Brawijaya

Universitas 13 Seeking of information awijaya Universitas Brawijaya

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University communicate with fellow students in the learning process.

Universitas Br Includes searching for information from various sources of information Java Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities Bravailable online and offline based on relevance, validity, content Universitas Brawijaya



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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

Assimilation and accommodation in the development and reconstruction of knowledge, starting from the results of analysis, discussion, and formulation of conclusions from the information collected. Wersitas Brawijava

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.
- University 2. Self-Paced Learning, which combines independent learning with online layer Universitas Brilearning to enable students to study whenever and wherever they want. awijaya
- University 3. Cooperation, which includes educator-student cooperation and student-Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brastudent cooperation. Brawijaya Universitas Brawijaya Universitas Brawijaya
- University 4. Assessment: Investigators should be able to create a mix of online and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Broffline assessment formats, including test and non-test scenarios (class lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braproject)



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5. Ensure that learning materials are available in digital format and can be accessed by students both offline and online.

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Accounting Education

Accounting education is a popular subject of study for young students around the world as it is an important step in the development of professional and 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, 1990). The principle of learning that is carried out in accounting learning is that students explain the theory, followed by a discussion of sample questions by the lecturer. Furthermore, students are given the task to do the practice questions either on campus or homework and will be discussed in the tutorial class.

Cutting-edge technology in accounting education has become one of the most critical concerns for professional advancement (Elliot, 1992; Walsh, 1998). Due to rapid evolution in the accounting context, Albrecht (2000) argues that better teaching techniques are needed to offer accounting concepts. Educators can Universities and timely feedback from students about the effectiveness of layar teaching and learning strategies used in presenting information when they use technology in education (Race, 2005; Mihret et al., 2017). Although digitizing accounting education may provide more freedom, educators may be concerned Univerabout student learning ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas B Digital disruption and rapidly developing technology present enormous lava 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



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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 Chartered Certified Accountants), all digital data will be accessible to everyone by

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Hypothesis Development

Univer 2.2.1 **Theoretical Framework**

This study is based on the theory of behaviorism, cognitivism, and constructivism. According to behaviorism theory, online courses should be designed in a logically organized manner so that students can quickly grasp important concepts, skills, and factual information. In addition, students have a greater influence on the learning process when they learn online.

As a result, learning is seen as an internal mechanism that includes

University memory, thinking, meditation, abstraction, inspiration, and meta-cognition, level Universaccording to cognitivism (Ally, 2004). When developing online courses, teaching layer techniques should focus on highlighting important facts, justifying each teaching, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya and balancing the learner's cognitive level all help to concentrate the learner's Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya attention. According to cognitive theory, students must be motivated to learn 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).



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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.

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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, students asking questions and answering discussions in class, and good group 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 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-19 pandemic which has become a stepping stone for the world of education to University enter the digital era. Therefore, there are three kinds of teaching techniques in layar 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 unive subject. The three lessons have their way. Therefore, it is important to know the students' response to which learning techniques they are interested in and available Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya effective. So that education in Indonesia can determine steps in designing Universitas Brawijaya Universitas Brawijaya



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education that is still relevant for students but still prepares Indonesian students to Iniverface the all-digital world. Brawijaya Universitas Brawijaya

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Past Studies and Hypothesis Development

A. Traditional Learning Method and Web-Based Learning

this the web-based learning method (Laurillard, 2003)

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 (2008), despite the spectacular expansion of online learning, reveals that many academics prefer to use conventional approaches to student interaction in faceto-face settings and find online engagement daunting. There are the lack human interaction between learners and instructors as the main criticism for

The traditional learning method is face-to-face learning that occurs

Al-Hadrami and Morris (2014) investigated the key elements influencing students' success in web-based accounting courses at a Jordanian Universitinstitution. The researchers employed a combination of study methodologies Universit (interviews and questionnaires) and the results showed that the environmental layer factors that include instructor's interactivity, the efficient use of technology and the learning environment have significant and major impact on student's Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University performance measured by the student; s final grade. Yawilaya Universitas Brawilaya

Universitas Bra Arbaugh and Stelzer (2003) found that there is no substantial difference lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya in 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



awijaya awiiava 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)

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The author formulates the following hypothesis previous description:

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 conventional or face-to-face learning with online learning, utilizing electronic media and the internet as a direct communication channel between lecturers and students. The class calendar will be flexible in a mixed learning approach, 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 Universite teaching-learning methods but complements them.

A comprehensive study by Jones and Chen (2008) elaborates students' lava opinions about conventional learning and the mixed part of accounting MBA courses. It argues that while mixed learning students had preferred group work Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University experiences and preferred evaluations of instructor comments and responses to lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya engagement, either with professors or with other students. Students in the Universitas Brawijaya Universitas Brawijaya blended learning method were more likely to feel the teacher was continuously sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya



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informing their progress than students in the conventional section. Still, they were less likely to find the instructor engagingly conveying the subject.

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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

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:

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 Universit apps. The communication used in blended learning is synchronous and layar Universit asynchronous. Blended learning seeks to align the strengths of face-to-face and a synchronous. teaching and e-learning in order to reap the advantages of these pure and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya instructional approaches (Singer & Stoicescu, 2011, p. 1528).

Universities Bra Students and faculty member benefit from the flexibility of hybrid, lava 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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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) in a cost-effective manner (Mansour & Mupinga, 2007; Owston et al., 2008), in terms of providing adaptable, flexible, and active learning environments.

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However, there are many drawbacks of the hybrid, mixed or online courses that are highlighted. To begin with, many study options may provide a lack of direction for learners, who must demonstrate independent study skills to benefit from such arrangements (Mansour & Mupinga, 2007). Furthermore, aspects that must be performed independently and outside of contact hours might slow down the learning process since they are difficult for the teacher to regulate (Wang & Newlin, 2001).

The author formulates the following hypothesis H₃ based on the previous description:

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



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Universita RESEARCH METHOD rawijaya Universitas Brawijaya

Univer3.1.3 Type of Research sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

This study is a comparative study with a quantitative approach. This study Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

aimed to determine the most effective learning methods among the three learning lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

methods in accounting courses. The intervention of researchers in this study was

low, so this study was based on natural facts because there was no regulation in

the study. This study is carried out in a natural environment. Hypothesis testing

was carried out to determine the highest level of effectiveness among the existing

variables.

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

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3.2.2. Sample

University Sekaran dan Bougie (2017:54) said that sample is the part of the population was

consisting of selected members of the population. The sample is determined by

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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).

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The sample size is a reflection of the population which is very important in this study so that this study can draw conclusions. In this study, the researcher 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 level (α) = 95%. So, the value of (Z) = 1.96. The smaller the error tolerance, the more accurate the sample describes the population.

$$n = \frac{Z^2 \cdot p(1-p)}{d^2}$$

Where:

n = Sample Size

Z = Z value based on α

= Sample proportion

d = Margin of error

The population of the whole accounting undergraduate students in Indonesia

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cannot be counted. So, the following formula presents the computation of the

sample size based on Lemeshow Unknown Population.

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a. Survey

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).

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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 instruments that are generally designed to obtain large amounts of quantitative data. The researchers collect information from respondents through manuals and online distribution.

3.4. Data Collection Method

This study used a questionnaire survey method to obtain data. This Univerguestionnaire method will produce primary data. In this study, a survey was level riiava Universitas Brawijaya Unive conducted using a google form that was distributed through social media and their layar Universitas Brawijaya Universitas Brawijaya

University The statement items listed in the questionnaire in this study were measured lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya using a Likert scale. The Likert scale was used to measure students' opinions 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 (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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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. After getting the results of the trial which stated that the statement items were

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Furthermore, the researchers distributed questionnaires to non-respondents to

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 Whatsapp, Line, Instagram, and linked in

After all the data from the minimum target that has been determined are obtained by the researcher, the next step is to classify and process the data on the answers from these respondents. Then the data is tested using Statistical Product and Service Solution (SPSS) and the results of the data are analyzed.

Variables Unive **3.4.1.**

Unive a.ta Type

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University Sekaran and Bougie (2017:77) explain that variables can change values or layer provide variations in values. In this study, there are three variables, namely traditional learning method effectiveness, web-facilitated learning method effectiveness, and blended learning method effectiveness. In this research, to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya





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b. Operational Definitions Brawijaya Universitas Brawijaya

The following is an explanation of the operational and measurement definitions for variable:

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1. Traditional Learning Method Effectiveness

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 using the additional learning method can be measured by a variety of indicators, the indicators used in this study are based on three main learning theories, namely

behaviorism theory, cognitivism theory, and constructivism theory. In this study, traditional learning or commonly known as face-to-face

learning, is measured based on the respondent's experience in the ease of comprehension, learning facilities, the classroom atmosphere, the interactions during class, and the material prepared by the lecturer.

The effectiveness of traditional learning method can be measured by the presence of good interactions between students and lecturers, the existence of Universitive classes by asking and answering a question, and the satisfaction, available Unive increased knowledge, and competence felt by students who are covered in three lava Unive learning theories, such as behaviorism theory, cognitivism theory, and lava constructivism theory. These indicators are then developed into questions which Universitated in the appendix/1. sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

2. Web-based Learning Method Effectiveness 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



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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

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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 learning theories, such as behaviorism theory, cognitivism theory, and constructivism theory. These indicators are then developed into questions which stated in the appendix 1.

Blended Learning Method Effectiveness

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 available traditional methods. Unive videos that have been made by the teacher and conducted online discussions. The Universal on blended learning can also be accessed anywhere and anytime. The face-to-face intensity is certainly less with the traditional learning method. Blended learning can be measured by a variety of indicators. The indicators used Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya in this study are based on three learning theories, namely behaviourism theory, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

The effectiveness of blended learning method can be measured by the presence Universitas Brawijaya Universitas Brawijaya of good interactions between students and lecturers, the existence of interactive ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya



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awijaya awijaya classes by asking and answering a question, and the satisfaction, increased 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.

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The instrument test is a test prepared by the researcher to produce good and appropriate instruments to be used in a study. There are two conditions for conducting an instrument test, namely valid and reliable. To get valid and reliable results researcher used Pilot Testing to ensure that the variables used have been measured accurately. The use of appropriate instruments will produce accurate results that will improve the quality of research. Therefore, to determine the extent to which respondents understand the statements that have been made by the researchers, the researchers conducted a pilot test of the questionnaire. It was done by distributing questionnaires to 32 respondents who had taken accounting the courses.

The research instrument is said to be valid if the coefficient is more than or equal to 0.349. If r_{count} is greater than or equal to 0.349, then the result is valid, but if r_{count} is less than 0.349, then the result is invalid, and the petition items must be deleted (Sugiyono, 2010: 166). On the other hand, Reliability testing is used to determine the consistency of measuring instruments, whether the measuring instruments used are reliable and remain consistent if the measurement is repeated. Reliability is required to obtain data in accordance with measurement

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

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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.

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University This research uses Microsoft Excel 2019 and SPSS 25.0 for windows to piversitas Brawijaya Universitas Brawijaya

process data. In this study, several data analysis techniques were used, including

the following:

3.5.1. Descriptive Statistic

Descriptive statistics are used to provide an overview of the demographics of the research respondents. The demographic data in this study are the semester and the scores obtained in the accounting course and the province of the respondent's university. This data analysis tool is presented with a frequency distribution table that describes the theoretical range, the actual range, and the mean of the standard deviation.

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The normality test is used to determine whether the data population is normally distributed or not. A good regression model is a model that has a normal or near-normal distribution. The approach to the normality assumption is based on graphs and statistical tests. In this study, the Kolmogorov-Smirnov test was used

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CHAPTER IV

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FINDING AND DISCUSSION

4.1. Result of Instrument Testing

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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.

4.1.1. Validity Testing

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

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Based on table 4.1. below, the results of the validity test with the Pearson Universities Brawijaya Universities B



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awijaya	can be con	tinued. The fo	llowing show	s the results of	the validity and reliabil	ity
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awijaya awijaya	tests on the	e learning metho	od questionna	ire.	awijaya Universitas Br awijaya Universitas Br	
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awijaya	Universitas Braw	TL05	0.566	0.349	valid	awijaya
awijaya	Universitas Braw Universitas Braw	TL06	0.834	0.349	Valid	awijaya
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awijaya	Universitas Bra	TL08	0.820	0.349		awijaya
awijaya	Universitas	4.5			Valid	awijaya
awijaya	Universit	TL09	0.662	0.349		awijaya
awijaya	Univer	TL10	0.675	0.349	Valid _{inive} rsitas Br	awijaya
awijaya	Univ	TL11	0.727	0.349		awijaya
awijaya	Uni	TL12	0.715	0.349	v allu	awijaya
awijaya	Uni	TL13	0.731	0.349	Valid	awijaya awijaya
awijaya awijaya	Unit	TL14	0.745	0.349	T T 1 1	awijaya
awijaya	Univ	TL15	0.733	0.349	Valid nive sitas Br	
awijaya	Univ	TL16	0.655	0.349		awijaya
awijaya	Unive	TL17	0.435	0.349		awijaya
awijaya	Univer	1			# Universitas Br	awijaya
awijaya	Univers	WB01	0.649	0.349	/ //	awijaya
awijaya 	Universit	WB02	0.605	0.349	Valid nive sitas Br	
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awijaya	Universitas Bra	WB05	0.671	0.349	awijaValidinive sitas Br	
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Universitas Braw Universitas Bra	BL13	0.888	0.349	awija Valid nive sitas Brawijaya
Universitas	BL14	0.597	0.349	iaValidiniversitas Brawijaya
Universit	BL15	0.461	0.349	Valid nive sitas Brawijaya
Univer	BL16	0.399	0.349	Valid _{Inive} rsitas Brawijaya
Uni	BL17	0.746	0.349	Valid live sitas Brawijaya

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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

Unive accordance with measurement objectives. In this study, the reliability test was lave

unive carried out using SPSS 25.0 for Windows with the Cronbach's Alpha system. An investment of the control of

Unive instrument is declared reliable if it has an alpha coefficient greater than 0.6 and layar

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, wijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya



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Based on the table below, the reliability test with Cronbach Alpha obtained

that the Cronbach Alpha value meets the requirements, namely > 0.600

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the variables used are reliable. The following table shows the result of the

reliability test on the questionnaire.

Variable	Amounts of	Cronboachs	Information
itas Brawijaya Un	versita Itemwijaya	Unive Alpha rawija	aya Universitas Bra
itas Brawljbya Un	iversitas 17 wijaya	Univer0,738Brawija	ya LReliableas Bra
itas Brawijaya Un		Universitas Brawija	aya Universitas Bra
itas BravWB/a	17	0,890 Brawija	ya UReliableas Bra
itas Brawii		s Brawija	aya Universitas Bra
itas Bra BL	- 17 D	0,942 awija	ya Reliableas Bra
itas	TAS BY		aya Universitas Bra

Source: Research Data is Processed (2021)

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Table 4.2. Result of Reliability Test

Result of Data Collection

The research data collection uses the questionnaire method. The following is

an explanation of the results of data collection that have been obtained through

Universitation distributing questionnaires.

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Respondents in this study were active undergraduate students majoring in

accounting in all tertiary institutions in Indonesia who had taken online and

offline learning. Data collection was carried out for approximately one week by





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The researchers conducted the distribution and data collection from May

3rd, 2021, until May 11th, 2021. The number of questionnaires distributed online

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is 400 and received as many as 97% response rate, namely 388 respondents. Four

questionnaires were invalid for research data because respondents had not

followed both online and offline learning methods.

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

and the rate of return of questionnaires is presented in Table 4.3.

Table 4.3. Sample, Usable Responds, and Response Rate

I TAJ KD	ijava Universitas Brawija
Description	Questionnaire sitas Brawi
	Ilniversitas Rrawija
Questionnaires are distributed	400 niversitas Brawija
	iversitas Brawija
Questionnaires are not returned	12 hiversitas Brawija
Questionnaires are returned	388 liversitas Brawi
Questionnancs are returned	hiversitas Brawija
Questionnaires that are unusable	4 niversitas Brawi
	Iniversitas Brawija
Questionnaires which are usable	384 niversitas Brawi
	Universitas Brawija
Response Rate	97%niversitas Brawi
VOI 1 555 1 107	a Universitas Brawija
Usable Response Rate	y26%niversitas Brawi
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Unive 4.2.2. Br Demographic Characteristics Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Respondent data in this study can be seen from demographic data lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

obtained through attachments in the questionnaire filled out by the respondents.

Demographic data include the provinces traveled and the respondents' entry year.

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

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Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	

Universitas Braw Respondents Composition Based on Student Entry Year. Stas Brawijaya

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Number	Univ	Year entered	Amount	Percentage
tas Brawijaya	Univ	ersitas2015vijaya	Universitas Brawija	/a Un0,3% tas Br
tas Brawijaya tas Brawijaya	Univ	ersitas Brawijaya ersitas ²⁰¹⁶ vijaya	Universitas Brawija Universitas Brawija	1,6%
tas Brawijaya	Univ	ersitas ₂₀₁₇ vijaya	Universit23 Brawija	ya U _{132,0} % as Br
tas Brawijaya tas Brawijaya	Univ	ersitas2018 _{vijaya}	Universitas Brawija Jniversi	45,3%
tas Brawijaya tas Brawijaya	Univ	ersitas ₂₀₁₉ vijaya	Universitas Brawija	20,8%
tas Brawijaya	υTα	otal	Iniversi384 Brawija	ya Ur 100% as Br

Source: Primary Data (Processed: 2021) S Brawlidya Universitas Brawlidya

Based on table 4.4. above, it can be seen that the respondents are students

from five different entry years at different universities, namely 2015, 2016, 2017,

2018 and 2019. The number of respondents from the year of 2015 is one person

with a percentage of 0.3%, six respondents from the year of 2016 with percentage

1.6%, 123 respondents from the year of 2017 with a percentage of 32%, 174

respondents from the year of 2018 with 45.3%, and 80 respondents from the year

of 2019 with a percentage of 20.8%.

Table 4.5.

Respondents Composition Based on University Province

No.	University Province	Amount	Percentage
Brawi Brawi	Special Capital Region of Jakarta	s Brawijaya	12,6%
B2.wi	a Banten versitas Brawijaya Universita	s Brav29aya	Univer7,6% Brav
Brawi Brawi	West Java Versitas Brawijaya Universita	s Brawijaya s Brawijaya	13,0%
B4jwi	Central Javatas Brawijaya Universita	s Brawijaya	Univer0,3% Brav
Brawi	East Javarsitas Brawijaya Universita	s Bra 221 ya	Unive 57,6% Bran
B6.Wi	Special Region of Yogyakarta	s Brawijaya	4,4%
Brawi	ja Bali Universitas Brawijaya Universita	s Brawijaya	Univer2,9% Bran
8.	North Sumatera	s Brawijaya s Brawijaya	0,3%

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9. Brawij	Bengkulursitas Brawijaya Universitas Brawijaya	0,3%
B10wij	Riau Islanditas Brawijaya Universitas Braw2aya	Unive 0,5% Brave
Brawij	South Sulawesi Brawijaya Universita's Braw 3 aya	Univer0,8% Bray
Brawija Brawija	aya Universitas Brawijaya Universitas Braggya	100%

Universitas Brawijaya Universitas Brawijaya

Universita Source: Primary Data (Processed: 2021) Versitas Brawijaya Universitas Brawijaya

Based on the results of the questionnaire that has been processed in Table

4.5., the locations of the respondents' university are known. In Table 4.5., it is explained that the majority of respondents' universities are located in East Java Province. From a total of 384 respondents, 57.6% or as many as 221 people studied in East Java. Second place was followed by West Java Province at 13.0% or 50 people, then followed by Special Capital Region of Jakarta at 12.5% or 48 people, Banten 7.6% or 29 people, Special Region of Yogyakarta at 4.4% or 17 people, Bali 2.9% or 11 people, South Sulawesi 0.8% or 3 people, Riau Island 0.5% or 2 people, and North Sumatra, Central Java, and Bengkulu respectively 0.3% or 1 person.

Table 4.6. Respondent Composition Based on ersitas Brawijaya

Used Online Learning Method

No.	Used Online Learning Method	Amount	Percentage
as Bra	100% Web-Based Learning	108 awijaya	28,1%
as Bra as <mark>2</mark> ra	100% Blended Learning	ersitas Brawijaya ersitas <mark>18</mark> rawijaya	4,7%
as <u>3</u> 3.ra as Bra as Bra	75% Blended Learning 25% Web-based Learning	ersitas <u>42</u> rawijaya ersitas Brawijaya	10,9% itas Universitas Universitas
as ₄ sra as Bra as Bra	75% Web-Based Learning 25% Blended Learning	ersita ₁₂₅ rawijaya ersitas Brawijaya	32,6%
as Bra as Bra as Bra	50% Web-Based Learning 50% Blended Learning	ersitas Brawijaya ersitas Brawijaya ersitas Brawijaya	23,7% sitas Universitas Universitas



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Universities Br Based 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 leave unive many as 67.2% or as many as 258 people used both methods, either web-based ava Unive learning or blended learning. The most widely used method in accounting courses was Unive is 75% web-based learning and 25% blended learning with 125 respondents or the lava

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Universitas Brawijaya Universitas Brawijaya equivalent of 32.6%. It is followed by 100% web-based learning with as many as

Unive 108 people, equivalent to 28.1%. The 50% web-based learning & 50% blended ava

learning has as many as 91 people or 23.7%. The 75% blended learning & 25%

web-based learning has as many as 42 people or 10.9%, and the least used was

Analysis of descriptive statistics was carried out on 384 respondents for

100% blended learning as many as 18 people or 4.7%

4.3. Descriptive Statistic

further processing. Measurement of sample statistics is useful for providing an lava overview of sample data and for drawing conclusions. Through the calculations that have been done, an outline of the sample will be obtained so that it can approach the truth of the population. This study observed learning that is carried out using three different methods with independent variables, such as traditional

methods, web-based methods, and blended methods. 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

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method is 2.6352	2 and the smallest mean	n is web-based learning	method which is
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Universitas Brawijaya Universit	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya wijaya
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Universit		N	Mean	Std.	Std.	95% Co	nfidence	Minimum	Maximum	wijay
Universit				Daviation	F	lata mual i	fa., N. 1 a. a. a.			wijay
Universit				Deviation	Error	interval	for Mean			wijay
Universit										wijay
Universit						Lower	Upper			wijay
Universit						Bound	Bound			wijay
Universit										wijay
Universit	Traditional	384	3.3396	.37495	.01913	3.3020	3.3773	2.24	4.00	wijaya
Universit										wijay
Universit	101	384	2.5508	.41847	.02135	2.5088	2.5928	1.35	3.94	
Universit	based									wijaya
Univer	baseu									
100	Discordand	004	0.0050	00044	04000	0.5000	0.0740	4.40	0.00	wijaya
Univ	Blended	384	2.6352	.38911	.01986	2.5962	2.6743	1.18	3.82	22
Uni										wijaya
Uni	Total	1152	2.8419	.52972	.01561	2.8113	2.8725	1.18	4.00	wijaya
Uni						4. 04				wijaya

Table 4.7. Descriptive Statistic

Iniversitas Brawijaya 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 Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univer 4.3.1.3 Traditional Learning Methoda Universitas Brawijaya Universitas Brawijaya

Universitas Br In the variable of the traditional learning method, where students and leave

Unive lecturers meet at the same place at the same time, there are seventeen statements.

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Unive Overall, the answers of the respondents studied were varied. The following is the lava

Universeult of the frequency distribution of traditional learning methods. Iniversitas Brawijaya



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Table 4.8. Distribution of	Variable Frequency of Traditional Learnin	grawijaya
Universitas Brawijaya Universitas B	Brawijaya Universitas Brawijaya Universitas	Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

sitas B sitas B	rawijaya rawijaya				Erawija Brawija	aya U aya U	giversit niversit		awijaya awijaya	Unive Unive	rsitas rsitas
sitas B	Item	FUI	10%	ites	Br o ⁄o/iji	aya U	niv % sit	as Bra	10% ya	Mean	SD
sitas B	rawijaya	a Ui	nivers	itas	Brawij	aya U	niversit	as Bra	awijaya	Unive	rsitas
sitas B	TL01	a OUI	0%	115	84%	150	39%	219	57%	3.53/e	0.57
sitas B sitas B	TL02	00	0%	26	7%	201	52%	157	41%	3.34	0.60
sitas B sitas B	TL03	201	1%	35	9%	168	44%	179	47%	3.36	0.67
sitas B sitas B	TL04	1 1 U	0%	40	10%	201	52%	142	37%	3.26	0.65
itas B	TL05	a 1Uı	0%	35	9%	214	56%	134	35%	3.25/e	0.62
sitas B sitas B	TL06	0	0%	33	9%	187	49%	164	43%	3.34 _e	0.63
sitas B sitas B	TL07	2	1%	30	8%	205	53%	147	38%	3.29	0.63
sitas sit	TL08	3	1%	41	11%	208	54%	132	34%	3.22	0.66
	TL09	1	0%	22	6%	78	20%	283	74%	3.67	0.59
3	TL10	0	0%	19	5%	206	54%	159	41%	3.36	0.58
	TL11	12	3%	65	17%	216	56%	91	24%	3.01/e	0.73
	TL12	2	1%	25	7%	234	61%	123	32%	3.24	0.59
	TL13	0	0%	31	8%	239	62%	114	30%	3.22	0.58
	TL14	1	0%	37	10%	204	53%	142	37%	3.27 e	0.64
sit	TL15	0	0%	20	5%	163	42%	201	52% a	3.47/e	0.60
sita sitas	TL16	0	0%	14	4%	185	48%	185	48%	3.45	0.57
itas B itas B	TL17	0	0%	8	2%	184	48%	192	50%	3.48	0.54
itas B itas B	rawı, rawijaya		nivers				niversit	on Dr	awijaya	3.33	rsitas rsitas

Universitas Brawleya Source: Primary Data (Processed: 2021) Brawleya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas The mean data shows the average opinion of the respondents on each lava

University statement item in each variable. The data shows the mean result is more than 2.00, juya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University so the average respondent agrees with the statement items on each variable. In layer

Table 4.7, it can be seen that the average score on the variable of traditional

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learning methods is 3.33. It shows that the respondents' answers on traditional learning method variables is in a good category. sitas Brawijaya

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The standard deviation value represents a measure of the deviation. If the standard deviation value exceeds the average variable, it is likely that there is a deviation from the expected result. Based on Table 4.7, all variables do not have a standard deviation value that exceeds the mean, so it can be concluded that there is no data that deviates from each research variable.

4.3.2. Web-Based Learning Method

In the variable web-based learning method where students and lecturers meet at the same place at the same time, there are seventeen statements. Overall, the answers of the respondents studied were varied. The following is the result of the frequency distribution of the web-based learning method.

Table 4.9. Distribution of Variable Frequency of Web-Based Learning Brawijava

niver nivers			1 2		3		4		Universitas Brawi		
niversit niversita	Item	F	%	F	%	F	%	F	% 4/a	Mean	ta SD rawija tas Brawija
iversita iversita	WB01	36	9%	196	51%	148	39%	4	1%	U2.31'S Univers	0.65 las Brawija
	WB02	33	9%	215	56%	129	34%	7 av	2%	2.29	t 0.64 awija tas Brawija
iversita	WB03	32	8%	177	46%	159	41%	s 16av	4%	∪2.41 _S	0.70 awija
iiversit a iiversita	WB04	52	14%	199	52%	122	32%	s Bray s Bray	3%	2.24	0.72
iversita iversita	WB05	38	10%	189	49%	145	38%	s 12 s Bray	3%	2.34	0.70
iversita	WB06	² 18	5%	156	41%	168	44%	42	11%	2.61	0.74 Wija tas Brawija
iversita	WB07	38	10%	188	49%	145	38%	s 13av	3%	∪2.35 s	t 0.70 awija
iversita	WB08	36	9%	170	44%	163	42%	s 15av	4%	2.41	t 0.71 rawija
iiversit a iiversita	WB09	aya aya	1%	24	6%	101	26%	256	67%	3.59	0.64



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as Item vi as Brawi	a r a ava	U 0/ 0/e1	sitas	Bra % ija Brawiia		ve % ita	s Frav		Mean	ta SD
WB10	a 8 a	2%=	160	42%	197	51%		5%	U 2.59 si	0.62
WB11	20	5%	168	44%	176	46%	s 20av	5%	2.51	0.68
WB12	28	7%	206	54%	144	38%	s Bray	2%	2.33	0.63
WB13	28	7%	201	52%	146	38%	s gav	2%	2.35	0.65
WB14	a _{1/5}	4%	148	39%	184	48%	s 37av	10%	2.63	0.71
WB15	aya a 4 a	L1% e	45	12%	263	68%	s 72av	19%	3.05	0.59
WB16	aya a4a	1%	71	18%	259	67%	50	13%	2.92	0.59
WB17	20	5%	198	52%	151	39%	15	4%	2.42	0.65
as		GIT	A	5 B	R	1.		Vaya	2,55	tas B

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Source: Primary Data (Processed: 2021)

The mean value of the data shows the average opinion of the respondents

on each statement item in each variable. The data shows the mean result is more

than 2.00, so the average respondent agrees with the statement items on each available

Universally variable. In Table 4.8, it can be seen that the average score on the variable web-lieve

University based learning method is 2.55. It shows that the respondents' answers on the

Univervariables of web-based learning methods is in a good category.

Universities The standard deviation value represents a measure of the deviation. If the

standard deviation value exceeds the average variable, it is likely that there is a

deviation from the expected result. Based on Table 4.8, all variables do not have a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

standard deviation value that exceeds the mean, so it can be concluded that there

is no data that deviates from each research variable.

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In the blended learning method variable, where students and lecturers meet

at the same place at the same time, there are seventeen statements. Overall, the

universitas Brawijaya Universitas Brawijaya

answers of the respondents studied were varied. The following is the result of the

frequency distribution of the blended learning method.

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Table 4.10. Distribution of Variable Frequency of Blended Learning

S	Brawija	ya	Univ				niversi	tas Br	awijaya	Unive	rsitas	Brawijaya
S	Brawija	ya	1		2		3		4 wijaya	Unive	rsitas	Brawijaya
S	Brawin								awijaya		rsitas	Brawijaya
S	Item	F	%	F	%	2 F	%	F	10% ya	Mean	SD	Brawijaya
	BL01	13	3%	166	43%	185	48%	20	5%	2.55/e		Brawijaya Brawijaya
		T.	1	100	,0	變		P		Unive		Brawijaya
	BL02	18	5%	192	50%	164	43%	10	3%	2.43 _{/e}	0.63	Brawijaya
	BL03	18	5%	170	44%	178	46%	18	5%	2.51	0.66	Brawijaya Brawijaya
II II	BL04	26	7%	178	46%	167	43%	13	3%	2.43	0.67	Brawijaya
					1300	7	77			nive	rsitas	Brawijaya
	BL05	16	4%	194	51%	162	42%	12	3%	2.44	0.63	Brawijaya Brawijaya
	BL06	12	3%	143	37%	198	52%	31	8%	2.65	0.67	Brawijaya
	BL07	15	4%	180	47%	178	46%	11	3%	2.48	0.62	Brawijaya
(BL07	13	470	100	4770	178	40%	11	3%	4.40/e	oltas	Brawijaya
7	BL08	12	3%	178	46%	171	45%	23	6%	2.53	0.66	Brawijaya Brawijaya
S	BL09	1	0%	51	13%	92	24%	240	63%	3.49	0.73	Brawijaya
5	DI 10	1.1	20/	120	260/	21.4	7.60/	20	wijaya	Unive	rsitas	Brawijaya
S	BL10	11	3%	139	36%	214	56%	20	5%	2.63/e Unive	0.63	Brawijaya Brawijaya
S	BL11a	/17	4%	162	42%	185	48%	a20 r	5% ya	2.54/e	0.66	Brawijaya
S	BL12	13	3%	196	51%	163	42%	12	3%	2.45	0.62	Brawijaya
S	DLIZ	yas	JAI/Ve	STOO	3170	aya	ni t e/si	as Br	awijaya	40THVe	0.02	Brawijaya
S	BL13	13	3%	190	49%	172	45%	as Br	2%	2.46	0.60	Brawijaya Brawijaya
S	BL14	12	3%	131	34%	221	58%	20	5%	2.65	0.63	Brawijaya
S	Brawija	ya	Unive	rsitas	Brawij	aya U	niversi	as Br	awijaya	Unive	rsitas	Brawijaya
S	BL15	y 2 5	1%	s40s	10%	284	74%	a553r	14%	3.01/e	0.55	Brawijaya
S	DI 16	va va2	110/	sitas s 49s	5120/	304	700/	29	awijaya Qo/	Unive		Brawijaya
S	BL16	yaz	1%	SHYS	13%	304	79%	a291	8% ya	2.94/e	0.47	Brawijaya
S	BL17	9	2%	153	40%	208	54%	14	4%	2.59	0.60	Brawijaya Brawijaya
	n		Lastria		D			D-		Helen		Drouilovo

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Drawijaya	Universitas brawijaya Universitas brawijaya	Universitas
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas
	Universitas Brawijaya Universitas Brawijaya	Universitas
Item F	% F S S % I V F U W S S F S W W V	Mean SD
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas
Brawijaya	Universitas Brawijaya Universitas Brawijaya	2,63/ersitas
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas

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Universitas Bra Source: Primary Data (Processed: 2021) as Brawijaya Universitas Brawijaya

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The mean data shows the average opinion of the respondents on each

statement item in each variable. The data shows the mean result is more than 2.00,

Universitas Brawijaya Universitas Brawijava Universitas Brawijava so the average respondent agrees with the statement items on each variable. In

Table 4.9, it can be seen that the mean score on the blended learning method

variable is 2.63. It shows that the respondent's research on the blended learning

method variable is in a good category.

The standard deviation value represents a measure of the deviation. If the standard deviation value exceeds the average variable, it is likely that there is a deviation from the expected result. Based on Table 4.9, all variables do not have a leave standard deviation value that exceeds the mean, so it can be concluded that there

is no data that deviates from each research variable.

Unive 4.4. Result of Data Analysis

University This study consists of three independent variables, namely traditional learning

methods, web-based learning methods, and blended learning methods. Analysis of

the model evaluation in research using the Statistical Package for the Social Universitas Brawijaya Universitas Brawijaya

Science (SPSS). The software used in this study is IBM SPSS 21.0. Versitas Brawllaya





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Universities The normality test aims to determine the distribution of the research data. A

good comparative model is a model that has a normal data distribution. The

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normality test in this study used the Kolmogorov-Smirnov statistical test with the

following conditions versitas Brawijaya Universitas Brawijaya

Brawijaya Universitas Brawijaya The hypothesis used: universitas Brawijaya

 H_0 : Data distribution is normal Universitas Brawijaya

H_{1:} Data distribution is abnormal

Table 4.11. Result of Normality Test

JERSON	A)	Traditiona 1	Web-based	Blended
N		384	384	384
	Mean	3.3396	2.5508	2.6352
Normal Parameters ^{a,b}	Std. Deviation	.37495	.41847	.38911
	Absolute	.069	.049	.060
Most Extreme Differences	Positive	.040	.049	.060
Biricionees	Negative	069	047	036
Kolmogorov-Smirnov Z	Z	1.356	.958	1.183
Asymp. Sig. (2-tailed)		.050	.318	.122

Source: Primary Data (Processed: 2021) awijaya Universitas Brawijaya Universitas Brawijaya

Universities A data is said to be normally distributed if the significance value is more

than 0.05 (Sig> 0.05). Table 4.10 shows a significant value for the traditional Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

learning method group of 0.5034, the web-based learning method group of 0.318, Universitas Brawijaya Universitas Brawijaya

and the blended learning method group of 0.122. So, it can be concluded that the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya



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awijaya awijaya awijaya H₀ requirement is accepted, namely that the normality of the data on the three Unive learning methods is fulfilled. Brawijaya Universitas Brawijaya

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Hypothesis Testing

Hypothesis testing is an important part of research after the data has been collected and processed. The main use of hypothesis testing is to answer Universitas Brawijaya hypotheses that can be dipole by the researcher.

In this study, researchers used paired sample t-test. Paired sample t-test was used to test for differences in the mean of three groups or more. In addition, Paired sample t-test makes it easier for researchers to analyze several different sample groups with the smallest risk of error by compare each of variable. In this study, the paired sample t-test parametric statistical test was used.

Table 4.12. Result of Paired Sample T-test iversitas Brawijava

			Paired	Differer	nces		Inive Unive	df df	Sig.
rsi rsita rsitas rsitas E		Mean	Std. Deviation	Std. Error Mean	Confi Interva	95% Confidence Interval of the Difference		rsita rsita	1
sitas sitas	Braw.				Lower	Upper	a Unive	rsita rsita	s Brawij s Brawi
Pair 1	Traditional - Web- based	.78885	.56546	.02886	ersitas E	8.84559 Brawijay Brawijay Brawijay	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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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 significant difference between traditional learning and web-based learning.

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The comparison between traditional learning and blended learning obtained 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.

These results show that the t-count value is greater than the t-table value (t-hit > ttable) and the significance value is less than 0.05 (sig <0.05) so that it is stated that there is a significant difference between traditional learning and blended learning.

The comparison between web-based learning and blended learning obtained a t-count value of 3.262 with a significance value of 0.001. For comparison, the t Univertable value on the degrees of freedom is 383 and the 5 percent alpha is 1.966. These results indicate that the t-count value is greater than the t-table value (t-hit > 1000) Unive t-table) and the significance value is less than 0.05 (sig < 0.05), so it is stated that level Unive there is a significant difference between web-based learning and mixed learning.

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Universitias B Based on the hypothesis test above, which can be seen from the results of lava Universitas Brawijaya Universitas Brawijaya Unive the calculation of the paired sample t-test, it can be concluded that: niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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awijaya awijaya a. Hypothesis 1

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 between learners and instructors was the main criticism for online learning 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 and lecturer make student hard to understand the sample question in accounting subject which made the cognitivism theory is hard to implement in online learning method.

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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).

b. 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 learning method is more effective than blended learning method. Supported by the 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.

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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.

Based on the result, it is determined that Hypothesis 2 is accepted. This result is consistent with research conducted by Jones and Chen (2008), Edington and Holbrook (2010), and Larkin (2010).

Hypothesis 3 Univers.

Hypothesis 3 states that blended learning method is more effective than webbased learning method. It can be concluded based on data processing above that blended learning method is more effective than web-based learning method.

Supported by previous research by Trasler (2002) identifies flexibility, variety and adaptability as some of the key benefits of blended learning. Another benefit of blended learning is online collaboration, which allows students to Unive experiment with technology, develop their own technical skills, use interactive lava Univertutorials with timely feedback and simulate multimedia environments with live-liava Unive like visualizations (Akhras, 2012). Jeya Universitas Brawijaya Universitas Brawijaya

Those researches support the researcher findings that blended learning give and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya more benefit for students to explore more about the subject that their learn which 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



method made a lack of interaction between student and lecturer which not make awijaya University 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 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 awijaya awijaya with constructivism Univertune Universitatheory. ijaya awijaya awijaya awijaya awijaya Universitas Brav awijaya awijaya awijaya awijaya awijaya awijaya awijaya

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Universitas Brawijaya CONCLUSION AND RECOMMENDATION Universitas Brawijaya

5.1. Conclusion

effectiveness of This study aims to determine the differences in the accounting learning methods between traditional or face-to-face, web-based 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 accounting courses using both traditional and online learning methods, either web facilitated or blended. Based on the results of this study, below is a summary of the results of the study, the limitations of the study, and suggestions.

The result of data processing used paired sample t-test are traditional learning method is more effective than web-based learning method, traditional learning method is more effective than blended learning method, and blended learning University method is more effective than web-based learning method. This condition available Unive indicates that traditional learning method is the most effective.

Universita Based on the research results, this study concludes that the application of layar

online learning methods is still considered ineffective and cannot replace face-toface learning directly on campus because of the lack of interaction between Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya students and lecturer which made student cannot learn optimally based on 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 facilities, both from internet quotas, applications used to facilitate online learning versitas Brawijaya – Universitas Brawijaya – Universitas Brawijaya – Universitas Brawijaya



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to be able to meet the needs of students in a short time in order to achieve good quality learning online Brawijaya Universitas Brawijaya

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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 institutions can interpret blended learning to get a more effective online learning method. Blended learning method is such an implementation of constructivism theory, when lecturer as a facilitator and supervisor that help student to learn by themselves explore the subject, multimedia, technology environment to adapt in Unive future.

5.2. Research Limitations

University This study has been carried out with scientific procedures. However, there are laval Unive limitations to this study. With these limitations, it is hoped that improvements and lave Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya developments can be made for future research. The limitation experienced in this University is that the level of effectiveness of the teaching process of accounting 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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awijaya awijaya awijaya awijaya awijaya from you to fill out this questionnaire. awijaya awijaya awijaya students throughout Indonesia who have taken learning both offline and online. I awijaya awijaya awijaya awijaya For your help and willingness in filling out this questionnaire, thank you. Researcher, Salawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Aurelia Areetha C. awijaya Universitas Brawijaya Universitas Brawijaya

Dear participant,

SURVEY QUESTIONNAIRE

Universitas Brawijaya Universitas Brawijaya undergraduate student in Faculty of Economics and Business

Universitas Brawijaya _Tam_an

Department of International Accounting, University

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

The requirements for filling out this questionnaire are S1 / D4 Accounting

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.

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repository.ub.ac.id	awijaya	Unive method is online learning that is done 100% synchronously. How	
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awijaya	Univer	sitas	every effective for mes Brawijaya Universitas B	rawijaya	a Uni	versita	s Brawi	a
awijaya	Univer	s ₂ tas	Face-to-face accounting learning method is		a ₂ Jni	versita:	s Brawl	а
awijaya	Univer	sitas	very interactive	Irawijaya	a Uni	versita	s Brawi	
awijaya	Univer	sitas Sitas	I am very interested in face-to-face accounting	Irawijaya Irawijaya	$\frac{1}{2}$	versita: ver3ita:	s Brawi s Blawi	а
awijaya awijaya	Univer		learning method	rawijaya Mawijaya		versita: versita:	s Brawi s Brawi	d
awijaya	Univer	s4tas	I really concentrate on learning accounting	\ Tijaya		ver3ita:	s B ⁄a wi	a
awijaya	Univer	sit	face-to-face				Brawi	
awijaya	Unive	5		1	Uni	versita	Brawi	а
awijaya	Univ	9	I am very fast at capturing face-to-face	1	Vni	versita	s Brawi	а
awijaya	Uni		accounting lessons	7	hi	versita	Brawi	a
awijaya 	Uni	6	Face-to-face learning on campus is very	_1	2	22.07	s B4awi	
awijaya	Uni	-	convenient for me		Pi		Brawi	a
awijaya	Unit	7	I am very motivated when studying	1	2	vergita:		a
awijaya	Univ		accounting face-to-face		Ini	versite!	Brawi	d
awijaya awijaya	Unive	8	I am very passionate about doing accounting	1	2	versita:	s Brawi	d
awijaya	Unive		course assignments during face-to-face				Brawi	a
awijaya	Univer	9	learning		7	menni Store	s Brawi	
awijaya	Univer	9	I always attend classes during face-to-face	1//	a 2Jni		s B 4 awi	а
awijaya	Univer	sita	accounting lessons	Aya	a Uni	versita	s Brawi	a
awijaya	Univer	10	I really got a lot of knowledge during face-to-	1 jaya	2	versita:	Brawi	a
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awijaya	Univer		during face-to-face learning				s Brawi	a
awijaya		12	I really understand the material taught during	rawijaya	a Juni	vergita:	s Brawi	a
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awijaya	Univer		understand for me during face-to-face learning	0 0			Brawi	
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Blended accounting learning method is very

interactive Universitas Brawijava Universitas I

I am very interested in learning accounting in

a blended manner itas Brawijaya Universitas I

I am very concentrated in learning accounting

I am very quick in catching blended

accounting lessons tas Brawijaya Universitas I

Blended learning method is very comfortable

I was very motivated when I studied

I was very excited about doing my accounting

course assignments when learning was done

I always attend class at a time of blended

accounting in a blended learning method

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DAFTAR PERTANYAAN Brawijaya Universitas Brawijaya

Ada beberapa metode pembelajaran akuntansi sejak pandemi. Dua diantaranya

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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

merupakan pembelajaran daring yang dilakukan 30-70% secara asinkronus.

Section I – Respondent Information

Untuk mengisi kuesioner ini, Saudara/I diminta unutk menjawab

pertanyaan dengan cara memberikan tanda silang (x) pada salah satu pilihan yang

tersedia. Identitas Saudara/I akan saya jaga kerahasiaanya dan hanya akan

digunakan untuk kepentingan penelitian.

Identitas Responden

1. Nama:

Universitas Rrawijava

- Provinsi Universitas:
- Pembelajaran daring yang dilakukan:

100% Web-based learning method

100% Blended learning method

Universitas B w 75% Web-based learning method 25% blended learning method

75% Blended learning method 25% web-based learning method

Universitas Brawijaya Universitas Brawijaya Web-based learning method 50% blended learning method

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Anda diminta untuk memberikan tanggapan yang paling menggambarkan diri Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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anda pada pernyataan di bawah ini. Anda diminta untuk memberikan tanggapan Universitas Brawijaya Universitas Brawijaya

pada setiap pernyataan dengan memberi tanda (x) pada salah satu angka pada

kolong jawaban. Pada setiap pernyataan terdapat 4 (empat) pilihan jawaban yaitu:

BRAL

Universital. PSTS = Sangat Tidak Setuju/ijaya Universitas Brawijaya

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Universit 3. BS = Setuju

Universit 4. SS = Sangat Setuju

No	Pernyataan	STS	TS	vergitas	SS
	Pembelajaran Traditional / Tatap	Muka	hi	versitas	s Brawija
1	Pembelajaran akuntansi secara tatap muka sangat efektif bagi saya	P	2 hi	vergitas versitas versitas	s Brawija s Brawija s Brawija
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pada saat pembelajaran blended Universitas Brawijaya Universitas B	awijaya Universitas Brawijaya Universitas Br	1371 1375		1					
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Dosen sangat efektif dalam menjelaskan ravija a 2 ni eratas B4 wilaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Dosen sangat efektif dalam menjelaskan 1 2 3 4 84 84 84 84 84 84 84 84 84 84 84 84 8								
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	awijaya Universitas Elatihan soal pada saat pembelajaran blendedas Erawijaya Universitas Brawi aya				Brawijaya Universitas Brawijaya Universitas B	-	_	_	
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awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		awijaya	Univer	sitas	Brawijaya Universitas Brawijaya Universitas E	rawijay	a Un	versitas	s Brawijaya

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1. Validity Test Result of Traditional Learning Method

Correlations

arrijaja	0111101													Luju
awijaya	Unive			TL1	TL2	TL3	TL4	TL5	TL6	TL7	TL8	TL9	Trd	aya
awijaya	Unive			121	1 LZ	1	ILT	ILO	110	121	110	1123	114	aya
awijaya	Unive		Pearson Correlation	1	.399*	.666**	.455**	.212	.556**	.388*	.421 [*]	.352*	.672**	aya
awijaya	Unive		r carson conclation	'	.000	.000	.400	.212	.000	.500	.721	.002	.072	aya
awijaya	Unive	TL1	Sig. (2-tailed)		.024	.000	.009	.244	.001	.028	.016	.048	.000	aya
awijaya	Unive		olg. (2 talled)		.024	.000	.003	.277	.001	.020	.010	.040	.000	aya
awijaya	Unive		N	32	32	32	32	32	32	32	32	32	32	aya
awijaya 	Unive		IN .	02	02	02	02	02	02	02	02	02	02	aya
awijaya	Unive		Pearson Correlation	.399*	1	.342	.281	.570**	.520**	.267	.477**	.534**	.645**	aya
awijaya awijaya	Unive													aya
awijaya	Unive	TL2	Sig. (2-tailed)	.024		.056	.119	.001	.002	.139	.006	.002	.000	aya aya
awijaya	Univ													aya
awijaya	Uni		N	32	32	32	32	32	32	32	32	32	32	aya
awijaya	Uni													aya
awijaya	Uni		Pearson Correlation	.666**	.342	1	.412 [*]	.360*	.348	.434*	.374 [*]	.395 [*]	.568**	aya
awijaya	Uni		2 1 (2 : 11 1)											aya
awijaya	Univ	TL3	Sig. (2-tailed)	.000	.056		.019	.043	.051	.013	.035	.025	.001	aya
awijaya	Univ		N	32	32	32	32	32	32	32	32	32	32	aya
awijaya	Unive		IN	32	32	32	32	32	32	32	32	32	32	aya
awijaya	Unive		Pearson Correlation	.455**	.281	.412*	1	.339	.549**	.777**	.739**	.493**	.729**	aya
awijaya	Unive													aya
awijaya	Unive	TL4	Sig. (2-tailed)	.009	.119	.019		.058	.001	.000	.000	.004	.000	aya
awijaya	Unive													aya
awijaya	Unive		N	32	32	32	32	32	32	32	32	32	32	aya
awijaya	Unive													aya
awijaya	Unive		Pearson Correlation	.212	.570**	.360 [*]	.339	1	.344	.209	.464**	.375 [*]	.566**	aya
awijaya	Unive	T	0: (0 ())	644	004	0.15			o= /	0=0	000	00-	664	aya
awijaya	Unive	IL5	Sig. (2-tailed)	.244	.001	.043	.058		.054	.250	.008	.035	.001	aya
awijaya	Unive		N	22	22	22	22	22	32	32	22	22	32	aya
awijaya 	Unive		N	32	32	32	32	32	32	32	32	32	32	aya
awijaya	Unive		Pearson Correlation	.556**	.520**	.348	.549**	.344	1	.612**	.720**	.426*	.834**	aya
awijaya	Unive			.000	.020	.0-0	.040	.574	'	.012	., 20	.720	.007	aya
awijaya	Unive	TL6	Sig. (2-tailed)	.001	.002	.051	.001	.054		.000	.000	.015	.000	aya
awijaya	Unive		3 (,											aya
awijaya	Unive		N	32	32	32	32	32	32	32	32	32	32	aya
awijaya	Unive													aya
awijaya	Unive	TL7	Pearson Correlation	.388 [*]	.267	.434*	.777**	.209	.612**	1	.733**	.570**	.731**	aya
awijaya	Unive		B 11 11 11 11 1											aya

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ers	itas	s Brawijaya Unive	ersitas	Braw	ıjaya	unive	rsitas	Brawi	Jaya	unive	rsitas	Brawi	Jaya
/ei		Sig. (2-tailed)	.028	.139	.013	.000	.250	.000		.000	.001	.000	aya aya
/ei		N	32	32	32	32	32	32	32	32	32	32	aya aya
/ei		Pearson Correlation	.421 [*]	.477**	.374 [*]	.739**	.464**	.720**	.733**	1	.531**	.820**	aya aya
rei rei	ΓL8	Sig. (2-tailed)	.016	.006	.035	.000	.008	.000	.000		.002	.000	aya ava
/e/		N	32	32	32	32	32	32	32	32	32	32	aya ava
/ei		Pearson Correlation	.352*	.534**	.395*	.493**	.375*	.426*	.570**	.531**	1	.662**	aya
rei rei T	ΓL9	Sig. (2-tailed)	.048	.002	.025	.004	.035	.015	.001	.002		.000	aya
/ei		N	32	32	32	32	32	32	32	32	32	32	aya aya
/ei		Pearson Correlation	.672**	.645**	.568**	.729**	.566**	.834**	.731**	.820**	.662**	1	aya aya
rei rei T	「rd	Sig. (2-tailed)	.000	.000	.001	.000	.001	.000	.000	.000	.000		aya aya
rei rei		N	32	32	32	32	32	32	32	32	32	32	aya aya
9													aya

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- *. Correlation is significant at the 0.05 level (2-tailed).
- **. Correlation is significant at the 0.01 level (2-tailed).



\backslash			TL10	TL11	TL12	TL13	TL14	TL15	TL16	TL17	Trd
ta ta		Pearson Correlation	1	.356*	.423 [*]	.448 [*]	.499**	.486**	.454**	.306	.675**
ta ta ta	TL10	Sig. (2-tailed)		.045	.016	.010	.004	.005	.009	.088	.000
ta		N	32	32	32	32	32	32	32	32	32
ta ta ta		Pearson Correlation	.356 [*]	1	.683**	.682**	.563**	.367 [*]	.325	.166	.727**
ta ta	TL11	Sig. (2-tailed)	.045		.000	.000	.001	.039	.070	.364	.000
ta ta		N	32	32	32	32	32	32	32	32	32
ta											

.835** .515**

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.413*

awijaya	Universite	c Dra	wijaya Universita	ac Dro	wiiowa	Hole	oroito.	Draw	illave	Helic	ersitas	Dron	illava
			wijaya Universita	15 DI a	wijaya	Unity	ersita	5 DIAV	vijaya	Univ	ersitas	o Diaw	
awijaya	Universita		Sig. (2-tailed)	.016	.000		.000	.003	.019	.193	.515	.000	ijaya
awijaya	Universita		3 ()										ijaya
awijaya awijaya	Universita Universita		N	32	32	32	32	32	32	32	32	32	ijaya
awijaya awijaya	Universita												ijaya
awijaya awijaya	Universita		Pearson	.448 [*]	.682**	.835**	1	.418 [*]	.461**	.344	.185	.731**	ijaya
	Universita		Correlation										ijaya
awijaya	Universita												ijaya
awijaya			Sig. (2-tailed)	.010	.000	.000		.017	.008	.054	.312	.000	ijaya
awijaya	Universita												ijaya
awijaya	Universita Universita		N	32	32	32	32	32	32	32	32	32	ijaya
awijaya	A THE RESERVE AS A SECOND												ijaya
awijaya	Universita		Pearson	.499**	.563**	.515**	.418 [*]	1	.683**	.499**	.111	.745**	ijaya
awijaya	Universita		Correlation										ijaya
awijaya	Universita												ijaya
awijaya awijaya	Universita Universita		Sig. (2-tailed)	.004	.001	.003	.017		.000	.004	.547	.000	ijaya
													ijaya
awijaya awijaya	Universita Universita		N	32	32	32	32	32	32	32	32	32	ijaya ijaya
awijaya	Universita												ijaya
awijaya	Universit		Pearson	.486**	.367 [*]	.413 [*]	.461**	.683**	1	.738**	.337	.733**	ijaya
awijaya	Univer		Correlation										ijaya
awijaya	Uniy	TL15											ijaya
awijaya	Uni		Sig. (2-tailed)	.005	.039	.019	.008	.000		.000	.059	.000	ijaya
awijaya	Uni												ijaya
awijaya	Uni		N	32	32	32	32	32	32	32	32	32	ijaya
awijaya	Unit		Dooroon	4 T 4**	205	220	244	400**	700**	,	COO**	.655**	ijaya
awijaya	Univ		Pearson	.454**	.325	.236	.344	.499**	.738**	1	.690**	.655	ijaya
awijaya	Univ		Correlation										ijaya
awijaya	Unive	TL16	Cir. (O toiled)	000	070	400	054	004	000		000	000	ijaya
awijaya	Univer		Sig. (2-tailed)	.009	.070	.193	.054	.004	.000		.000	.000	ijaya
awijaya	Univers		N	32	32	32	32	32	32	32	32	32	ijaya
awijaya	Universit		14	02	02	02	02	02	02	02	02	02	ijaya
awijaya	Università		Pearson	.306	.166	.119	.185	.111	.337	.690**	1	.435*	ijaya
awijaya	Universita		Correlation										ijaya
awijaya	Universita		Correlation										ijaya
awijaya	Universita	TL17	Sig. (2-tailed)	.088	.364	.515	.312	.547	.059	.000		.013	ijaya
awijaya	Universita		0.g. (2 tanoa)	.000	.001	.010	.012	.0 17	.000	.000		.010	ijaya
awijaya	Universita		N	32	32	32	32	32	32	32	32	32	ijaya
awijaya	Universita												ijaya
awijaya	Universita		Pearson	.675**	.727**	.715**	.731**	.745**	.733**	.655**	.435*	1	ijaya
awijaya	Universita		Correlation										ijaya
awijaya	Universita												ijaya
awijaya	Universita		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.013		ijaya
awijaya	Universita		3 (ijaya
awijaya	Universita		N	32	32	32	32	32	32	32	32	32	ijaya
awijaya	Universita					<u> </u>	<u> </u>		<u> </u>			J	ijaya
awijaya	Universita	*. Corr	relation is significant a	at the 0	05 leve	(2-tail	ed).						ijaya
awijaya	Universita	. 5511	significant t			. (= 1011	/-	-					ijaya
234/11/21/2	I I I I I I I I I I I I I I I I I I I	C DYCL	unava Hairavaik	ac Dra	MILLIAN	I I I I I I I I I I	nvoita	Dynu	TITO TO	I I Philade	avaira	DYOU	1110310

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awijaya	Univers	sitas	Brawijaya U	niversit	s Bray	vijava	Unive	ersitas	Braw	ilava	Unive	rsitas	Braw	ijava
awijaya	Univer				13 151 11			2131603	- Dian	ijaya			- DIUN	ijaya
awijaya	Unive		Sig. (2-tailed)	.002	.016	.000	.008	.010		.001	.002	.114	.000	ijaya
awijaya	Unive			00	00	00	00	00	00	00	00	00	00	ijaya
awijaya	Unive		N	32	32	32	32	32	32	32	32	32	32	ijaya
awijaya	Unive		Pearson	.514**	.354*	.643**	.627**	.397*	.539**	1	.563**	.101	.728**	ijaya
awijaya	Unive			.514	.554	.043	.021	.551	.555	'	.505	.101	.720	ijaya
awijaya	Unive		Correlation											ijaya
awijaya	Unive	WB7	Sig. (2-tailed)	.003	.047	.000	.000	.025	.001		.001	.581	.000	ijaya
awijaya	Unive		olg. (Z-talled)	.003	.047	.000	.000	.023	.001		.001	.501	.000	ijaya
awijaya	Unive		N	32	32	32	32	32	32	32	32	32	32	ijaya
awijaya	Unive						-	-	-	-	-	-		ijaya
awijaya	Unive		Pearson	.397*	.211	.447 [*]	.460**	.382*	.536**	.563**	1	.359*	.622**	ijaya
awijaya 	Unive		Correlation											ijaya
awijaya	Unive	WB8												ijaya
awijaya	0111101	VVDO	Sig. (2-tailed)	.024	.247	.010	.008	.031	.002	.001		.043	.000	ijaya
awijaya	Unive													ijaya
awijaya awijaya	Unive		N	32	32	32	32	32	32	32	32	32	32	ijaya ijaya
awijaya	Unive													ijaya
awijaya	Unive		Pearson	.087	179	.222	.024	.067	.285	.101	.359*	1	.380 [*]	ijaya
awijaya	Unive		Correlation											ijaya
awijaya		WB9	O: (O . !! I)			000	004	740		=0.4	0.40		000	ijaya
awijaya	Uni		Sig. (2-tailed)	.637	.326	.223	.894	.716	.114	.581	.043		.032	ijaya
awijaya	Uni		N	32	32	32	32	32	32	32	32	32	32	ijaya
awijaya	Uni		IN	32	32	32	32	32	32	32	32	32	32	ijaya
awijaya	Uni		Pearson	.649**	.605**	.789**	.760**	.671**	.717**	.728**	.622**	.380*	1	ijaya
awijaya	Univ		Correlation	10.10		00	00			0	.0	.000	•	ijaya
awijaya	Univ		Correlation											ijaya
awijaya		Web	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.032		ijaya
awijaya	Unive		oig. (2 tailea)	.000	.000	.000	.000	.000	.000	.000	.000	.002		ijaya
awijaya	Unive		N	32	32	32	32	32	32	32	32	32	32	ijaya
awijaya	Unive							02	02	02	02	52		ijaya
awijaya	Univer	** Co	rrelation is signif	icant at the	0.01.16	vol (2-t	ailad)							ijaya

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awijaya	Univer			Ū	Onoluti	0110						ıijaya
awijaya	Unive		WB10	WB11	WB12	WB13	WB14	W/R15	WB16	WB17	Web	ijaya
awijaya	Unive		VVD10	VVDII	VVD1Z	WDIS	VVD14	VVDIS	WDIO	VVDII	VVED	ijaya
awijaya	Unive	Pearson	1	.063	.521**	.523**	.185	.106	.212	.316	.689**	ijaya
awijaya	Unive		1	.003	.521	.523	.105	.100	.212	.310	.009	ijaya
awijaya	Unive	Correlation										ijaya
awijaya	Unive WB10)										ijaya
awijaya	Unive	Sig. (2-tailed)		.730	.002	.002	.311	.562	.244	.078	.000	ijaya
awijaya	Unive											ijaya
awijaya	Unive	N	32	32	32	32	32	32	32	32	32	ijaya
awijaya	Universitas	Diawijaya Ullivi	cipitas	prawij	aya ui	111/01/21	as Dic	wijaya	UHIN	cibila	o Diav	ijaya

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^{**.} Correlation is significant at the 0.01 level (2-tailed).

Univer *. Correlation is significant at the 0.05 level (2-tailed).

awijaya			5 5	rsitas									
awijaya			Brawijaya Unive	rsitas	Brawija	aya ur	iiversit	as Bra	wijaya	Univ	ersitas	s Braw	
awijay			Pearson	.063	1	.296	.356*	.366*	.128	.160	.470**	.375*	ijaya
awijaya			Correlation										ijaya
awijaya awijaya			Corrolation										ijaya
awijay		***	Sig. (2-tailed)	.730		.100	.045	.039	.485	.383	.007	.035	ijaya ijaya
awijaya			0.9. (= 10)										ijaya
awijaya			N	32	32	32	32	32	32	32	32	32	ijaya
awijay													ijaya
awijaya			Pearson	.521**	.296	1	.680**	.137	.068	.097	.299	.785**	ijaya
awijay			Correlation										ijaya
awijay													ijaya
awijay		1	Sig. (2-tailed)	.002	.100		.000	.453	.713	.596	.096	.000	ijaya
awijaya													ijaya
awijaya			N	32	32	32	32	32	32	32	32	32	ijaya
awijaya													ijaya
awijaya			Pearson	.523**	.356 [*]	.680**	1	.295	.271	.461**	.367 [*]	.738**	ijaya
awijaya			Correlation										ijaya
awijay													ijaya
awijay			Sig. (2-tailed)	.002	.045	.000		.102	.133	.008	.039	.000	ijaya
awijay													ijaya
awijaya			N	32	32	32	32	32	32	32	32	32	ijaya
awijaya			_	405	0.00*	407			240		0=0	0.00*	ijaya
awijaya	a Uni	1	Pearson	.185	.366*	.137	.295	1	.219	.255	.259	.362*	ijaya
awijaya	a Uni		Correlation										ijaya
awijaya	a Uni	WB14	2 1										ijaya
awijaya	a Uni		Sig. (2-tailed)	.311	.039	.453	.102		.228	.159	.152	.042	ijaya
awijaya	a Univ		N	32	32	32	32	32	32	32	32	32	ijaya
awijaya	a Univ		IN	32	32	32	32	32	32	32	32	32	ijaya
awijaya	a Unive		Pearson	.106	.128	.068	.271	.219	1	.666**	.188	.398*	ijaya
awijaya	a Unive		Correlation		20	.000		0	•	.000		.000	ijaya
awijaya	a Unive		Correlation										ijaya
awijaya		WB15	Sig. (2-tailed)	.562	.485	.713	.133	.228		.000	.304	.024	ijaya
awijaya	a Unive		oig. (2 talled)	.002	.+00	., 10	. 100	.220		.000	.007	.027	ijaya
awijaya			N	32	32	32	32	32	32	32	32	32	ijaya
awijay													ijaya
awijay			Pearson	.212	.160	.097	.461**	.255	.666**	1	.309	.453**	ijaya
awijay			Correlation										ijaya
awijay													ijaya
awijay			Sig. (2-tailed)	.244	.383	.596	.008	.159	.000		.086	.009	ijaya
awijay													ijaya
awijay			N	32	32	32	32	32	32	32	32	32	ijaya
awijaya													ijaya
awijaya			Pearson	.316	.470**	.299	.367*	.259	.188	.309	1	.543**	ijaya
awijaya awijaya			Correlation										ijaya
awijaya													ijaya ijaya
awijaya			Sig. (2-tailed)	.078	.007	.096	.039	.152	.304	.086		.001	ijaya
awijaya													ijaya
awijaya			N	32	32	32	32	32	32	32	32	32	ijaya
awijay		•	Brawiiava Unive	rsitas	Brawiia	ava Ur	iversit	as Bra	wijava	Univ	ersitas		

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Univer "	Pearson	.689**	.375 [*]	.785**	.738**	.362 [*]	.398*	.453**	.543**	1	ijaya ijaya
Unive	Correlation										ijaya
Univer Univer	Sig. (2-tailed)	.000	.035	.000	.000	.042	.024	.009	.001	,	ijaya ijaya
Univer Univer	N	32	32	32	32	32	32	32	32	32	ijaya ijaya ijaya

Unive **. Correlation is significant at the 0.01 level (2-tailed).

Univer *. Correlation is significant at the 0.05 level (2-tailed).

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Correlations

awijaya	Unive								- · ·	-·-				ijaya
awijaya	Unive			BL1	BL2	BL3	BL4	BL5	BL6	BL7	BL8	BL9	Bld	ijaya
awijaya	Unive		_		*	**	***	**	**	**	**	**	**	ijaya
awijaya	Unive		Pearson	1	.442*	.912**	.654**	.649**	.772**	.703**	.640**	.542**	.838**	ijaya
awijaya	Univ		Correlation											ijaya
awijaya	Uni	BL1												ijaya
awijaya	Uni		Sig. (2-tailed)		.011	.000	.000	.000	.000	.000	.000	.001	.000	ijaya
awijaya	Uni													ijaya
awijaya	Uni		N	32	32	32	32	32	32	32	32	32	32	ijaya
awijaya	Univ													ijaya
awijaya	Univ		Pearson	.442 [*]	1	.482**	.566**	.430*	.337	.473**	.446*	.132	.595**	ijaya
awijaya	Unive		Correlation											ijaya
awijaya	Unive	BL2												ijaya
awijaya	Unive		Sig. (2-tailed)	.011		.005	.001	.014	.059	.006	.010	.471	.000	ijaya
awijaya	Unive													ijaya
awijaya	Unive		N	32	32	32	32	32	32	32	32	32	32	ijaya
awijaya	Unive			0.4.0**	400**		000**	700**	 **	700**	0.4.4**	00=*	070**	ijaya
awijaya	Unive		Pearson	.912**	.482**	1	.682**	.726**	.758**	.720**	.641**	.385 [*]	.870**	ijaya
awijaya	Unive		Correlation											ijaya
awijaya	Unive	BL3												ijaya
awijaya	Unive		Sig. (2-tailed)	.000	.005		.000	.000	.000	.000	.000	.030	.000	
awijaya	Unive		NI	00	00	00	00	00	00	00	00	00	00	ijaya
awijaya	Unive		N	32	32	32	32	32	32	32	32	32	32	ijaya
awijaya	Unive		Pearson	.654**	.566**	.682**	1	.609**	.572**	.765**	.704**	.421*	.822**	ijaya
awijaya	Unive			.034	.500	.002	ı	.009	.572	.705	.704	.421	.022	ijaya
awijaya	Unive		Correlation											ijaya
awijaya	Unive	BL4	Cir. (O toiled)	000	004	000		000	004	000	000	040	000	ijaya
awijaya	Unive		Sig. (2-tailed)	.000	.001	.000		.000	.001	.000	.000	.016	.000	ijaya
awijaya	Unive		N	32	32	32	32	32	32	32	32	32	32	ijaya
awijaya	Unive			32	32	32	32	32	32	32	32	32	32	3
awijaya	unive	DILLIG	Dianijaja viii	1013110	13 1111	wijerye	OHILL	OI JILU	2 DIGI	njuyu	WHITE	0131100	DICIN	ijaya

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awijaya		sitas	Brawijaya I	Jniversita	as Bra	wijaya	Univ	ersita	s Brav	vijaya	Univ	ersitas	s Braw	/ijaya
awijaya	Unive		Pearson	.649**	.430*	.726**	.609**	1	.580**	.684**	.583**	.270	.802**	ijaya
awijaya	Unive		Correlation	.010	. 100	0	.000	·	.000		.000	.2.0	.002	ijaya
awijaya	Unive		Correlation											ijaya
awijaya		BL5	Sig. (2-tailed)	.000	.014	.000	.000		.000	.000	.000	.135	.000	ijaya
awijaya	Unive		Sig. (2-tailed)	.000	.014	.000	.000		.000	.000	.000	.133	.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	02	ijaya
awijaya 	Unive		Pearson	.772**	.337	.758**	.572**	.580**	1	.798**	.613**	.334	.797**	ijaya
awijaya	Unive		Correlation											ijaya
awijaya	Unive		Corrolation											ijaya
awijaya		BL6	Sig. (2-tailed)	.000	.059	.000	.001	.000		.000	.000	.061	.000	ijaya
awijaya	Unive		3 ()											ijaya
awijaya	Unive		N	32	32	32	32	32	32	32	32	32	32	ijaya
awijaya	Unive													ijaya
awijaya	Unive		Pearson	.703**	.473**	.720**	.765**	.684**	.798**	1	.612**	.196	.836**	ijaya
awijaya awijaya	Unive		Correlation											ijaya
awijaya		BL7												ijaya ijaya
awijaya	Unive	DL1	Sig. (2-tailed)	.000	.006	.000	.000	.000	.000		.000	.283	.000	ijaya
awijaya	Unive													ijaya
awijaya	Unive		N	32	32	32	32	32	32	32	32	32	32	ijaya
awijaya	Univ		_		_									ijaya
awijaya	Uni		Pearson	.640**	.446*	.641**	.704**	.583**	.613**	.612**	1	.474**	.796**	ijaya
awijaya	Uni		Correlation											ijaya
awijaya	Uni	BL8												ijaya
awijaya	Unit		Sig. (2-tailed)	.000	.010	.000	.000	.000	.000	.000		.006	.000	ijaya
awijaya	Univ		N.	00	00	00	00	00	00	00	00	00	00	ijaya
awijaya	Univ		N	32	32	32	32	32	32	32	32	32	32	ijaya
awijaya	Unive		Pearson	.542**	.132	.385*	.421*	.270	.334	.196	.474**	1	.504**	ijaya
awijaya	Unive			.542	.132	.303	.421	.210	.554	.130	.474	'	.504	ijaya
awijaya	Unive		Correlation											ijaya
awijaya	Unive	BL9	Sig. (2-tailed)	.001	.471	.030	.016	.135	.061	.283	.006		.003	ijaya
awijaya	Unive		oig. (z-taileu)	.001	.+/	.030	.010	.133	.001	.203	.000		.003	ijaya
awijaya	Unive		N	32	32	32	32	32	32	32	32	32	32	ijaya
awijaya	Unive			52	52	52	52	52		52	52	52		ijaya
awijaya	Unive		Pearson	.838**	.595**	.870**	.822**	.802**	.797**	.836**	.796**	.504**	1	ijaya
awijaya	Unive		Correlation											ijaya
iwijaya	Unive		Contolation											ijaya
awijaya		Bld	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.003		ijaya
awijaya	Unive		oig. (Z-taileu)	.000	.000	.000	.000	.000	.000	.000	.000	.003		ijaya
wijaya	Unive		N	32	32	32	32	32	32	32	32	32	32	ijaya
wijaya	Unive		IN	32	32	32	32	32	32	32	3∠	32		ijaya
awijaya	Univer	* Ca	rrelation is signifi	icant at the	0 05 lo	vol /2 +	oilod)							ijaya
awijava	Univer	. 00	neialion is signifi	icani ai ine	o.oo ie	vei (∠-la	alleu).							/ijaya

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Univer **. Correlation is significant at the 0.01 level (2-tailed).

awijaya awijaya			Brawijaya Unive			0.00							srawijaya Brawijaya
awijaya					DIGWI	jaya c		JILUS L	or a wrije	aya c	JIII V CI S		Irawijaya
awijaya					Co	rrelatio	ons						rawijaya
awijaya				DI 40	DI 44	DI 40	DI 40	DI 44	DI 45	DI 40	DI 47	D. I	rawijaya
awijaya				BL10	BL11	BL12	BL13	BL14	BL15	BL16	BL17	Bld	rawijaya
awijaya	Comment of the commen		Pearson Correlation	1	.381 [*]	.468**	.414 [*]	.483**	.175	.218	.460**	.625**	rawijaya
awijaya			rearson Correlation	'	.301	.400	.414	.403	.173	.210	.400	.023	rawijaya
awijaya awijaya		BL10	Sig. (2-tailed)		.031	.007	.018	.005	.338	.230	.008	.000	rawijaya rawijaya
awijaya		D 2.0	o.g. (2 talloa)		.001	.007	.010	.000	.000	.200	.000	.000	rawijaya
awijaya			N	32	32	32	32	32	32	32	32	32	rawijaya
awijaya													rawijaya
awijaya			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			N	32	32	32	32	32	32	32	32	32	rawijaya
awijaya			IN.	32	32	32	32	32	32	32	32	32	rawijaya
awijaya			Pearson Correlation	.468**	.762**	1	.886**	.434*	.257	.225	.683**	.880**	rawijaya
awijaya awijaya													rawijaya rawijaya
awijaya		BL12	Sig. (2-tailed)	.007	.000		.000	.013	.156	.215	.000	.000	rawijaya
awijaya													rawijaya
awijaya			N	32	32	32	32	32	32	32	32	32	rawijaya
awijaya	Uni		Pearson Correlation	.414 [*]	.688**	.886**	1	.421*	.354 [*]	.317	.657**	.888**	rawijaya
awijaya	Uni		r carson conclation	.414	.000	.000	'	.421	.004	.017	.007	.000	rawijaya
awijaya		BL13	Sig. (2-tailed)	.018	.000	.000		.016	.047	.078	.000	.000	rawijaya
awijaya													rawijaya
awijaya	100		N	32	32	32	32	32	32	32	32	32	rawijaya
awijaya	100		D 0 1 "	400**	E40**	40.4*	404*	_	000	040	400**	F07**	rawijaya
awijaya awijaya			Pearson Correlation	.483**	.519**	.434 [*]	.421 [*]	1	.329	.218	.460**	.597**	rawijaya rawijaya
awijaya		BI 14	Sig. (2-tailed)	.005	.002	.013	.016		.066	.230	.008	000	rawijaya
awijaya		DE	o.g. (2 talloa)	.000	.002	.010	.010		.000	.200	.000	.000	rawijaya
awijaya			N	32	32	32	32	32	32	32	32	32	rawijaya
awijaya													rawijaya
awijaya			Pearson Correlation	.175	.211	.257	.354*	.329	1	.693**	.304	.461**	rawijaya
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awijaya 		BLID	Sig. (2-tailed)	.338	.246	.156	.047	.066		.000	.090	.008	iamjaya
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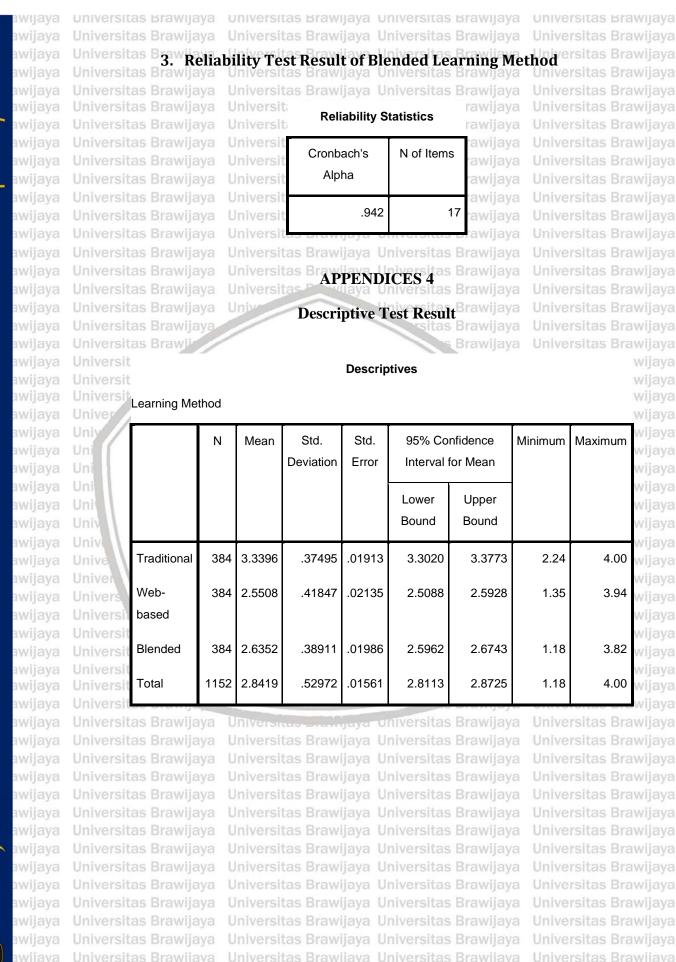
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APPENDICES 5 as Brawijaya Universitas BNormality Testing Brawijaya Universitas Bra Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

One-Sample Kolmogorov-Smirnov Test

S			Traditional	Web-based	Blended	Brawijaya Brawijaya
9	N		384	384	384	Brawijaya Brawijaya
9		Mean	3.3396	2.5508	2.6352	Brawijaya Brawijaya
19	Normal Parameters ^{a,b}	Std. Deviation	.37495	.41847	.38911	Brawijaya Brawijaya
rs		Absolute	.069	.049	.060	Brawijaya Brawijaya
9	Most Extreme Differences	Positive	.040	.049	.060	Brawijaya Brawijaya
20 00		Negative	069	047	036	Brawijaya
	Kolmogorov-Smirnov Z		1.356	.958	1.183	Brawijaya Brawijaya
	Asymp. Sig. (2-tailed)		.050	.318	.122	Brawijaya Brawijaya Brawijaya

- a. Test distribution is Normal.
- b. Calculated from data.



Paired T-Test Result

		Paired S	Samples Sta	tistics	
		Mean	N	Std. Deviation	Std. Error Mean
Dair 4	Traditional	3.3396	384	.37495	.01913
Pair 1	Web-based	2.5508	384	.41847	.02135
Pair 2	Traditional	3.3396	384	.37495	.01913
Fall 2	Blended	2.6352	384	.38911	.01986
Pair 3	Blended	2.6352	384	.38911	.01986
	Web-based	2.5508	384	.41847	.02135

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Unive			N	Correlation	Sig.				
Unive	Pair 1	Traditional & Web-based	384	013	.801				
Unive	Pair 2	Traditional & Blended	384	.151	.003				
Unive	Pair 3	Blended & Web-based	384	.212	.000				

Paired Samples Correlations

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			Pai	ired Sam	ples Tes	st			
Paired Differences					t	df	Sig. (2- tailed)		
	Mean Std. Std. 95% Confidence Deviati Error Interval of the on Mean Difference								
					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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