



PROCEEDING BOOK OF CONFERENCE

The 2nd International Conference on Religious and Cultural Sciences & Call for Paper

"Can Social, Economic and Business Science Relate to World Peace?"

Online Conference, 17 September 2020





INCRECS

PROCEEDING BOOK OF CONFERENCE
**The 2nd International Conference on Religious and Cultural Sciences &
Call for Paper**

“Can Social, Economic and Business Science Relate to World Peace?”

Online Conference, 17 September 2020



Publisher:
PENELEH



INCRECS

Preface

After the success of INCRECS1 with the theme “Religious and Cultural Paradox Social, Economic and Business Science”, now Yayasan Peneleh Jang Oetama and the Indonesian Alliance of Economics and Business Journals” (ALJEBI) present with utmost humility “INCRECS 2” with the theme “Can Social, Economic, and Business Science relate to World Peace?”

Sosrokartono once said:

Just like a lotus flower, with goodness and holiness, even if it grows in swamp, in dirty water, the lotus is still of many use, healthy to consume

If social, economic, and business science are the sciences that raise issues of social interaction and society, could then they add to the chaotic complexity of the world or could it actually trigger world peace? Can we as academics and practitioners in social, economic and business sciences be able to become like lotus by staying good, holy and useful in the midst of this dirty messyworld?

Malang, September 2020

Peneleh Research Institute Director



List of Contents

Introduction About the Conference	1
Key Speakers	4
Host	7
Co Hosts:	8
Summary of Key Speech	19
List of Abstract Title	36
Breakout Room List.....	42
Accepted Abstract	50



2nd INTERNATIONAL CONFERENCE on Religious and Cultural Science

17
Sept.
2020



SESSION 2

Can Social, Economic, and Business Science Relate to World Peace?



The Readiness of Blended Learning Application Used Analysis during Covid-19 Pandemic

Indah Kartika Sandhi, Kunti Sunaryo, Gita Astyka Rahmanda

Department of Accounting, UPN “Veteran” Yogyakarta, Indonesia

indahkartikasadhi@gmail.com

Abstract

This research aims to determine the effect of using blended learning applications on the readiness of implementing blended learning. This research is inspired by the Covid-19 pandemic which requires various educational institutions to carry out an online learning process. Learning activities that were initially carried out face-to-face remain to change. The learning activities for the next half of the semester are carried out by using online learning method to control the increasing of people infected by Covid-19. The blended learning process coerce lecturers to be more creative in designing an interesting and interactive learning even through by using e-learning media. This study analyzes the level of blended learning application readiness used by educational institutions. This research's data is a primary data. This research uses a survey method in data collection. The sample's selection was conducted by using a purposive sampling technique. The data analysis obtained by using descriptive analysis and regression analysis. This analysis is used to determine the effect of using blended learning applications on the readiness of implementing blended learning during the pandemic.

Keywords: Blended Learning Applications, Readiness of Blended Learning, Covid-19 Pandemic

The Effect of Blended Learning Method Readiness and Application Use at the Early Times Covid-19 Pandemic

Indah Kartika Sandhi¹, Kunti Sunaryo², Gita Astyka Rahmanda³

¹ UPN Veteran Yogyakarta, Yogyakarta, Daerah Istimewa Yogyakarta, Indonesia.

² UPN Veteran Yogyakarta, Yogyakarta, Daerah Istimewa Yogyakarta, Indonesia.

³ UPN Veteran Yogyakarta, Yogyakarta, Daerah Istimewa Yogyakarta, Indonesia.

¹ indahkartika@upnyk.ac.id ² kunti.sunaryo@upnyk.ac.id ³ gitaastika@upnyk.ac.id

Abstract

This research aims to analyze the bearing of blended learning application use, the readiness of the blended learning method on the student academic productivity performance at the early times of the Covid-19 pandemic. The Blended Learning method is used by educational institutions as the best learning solution when facing pandemic Covid-19. Limited time and space force educational institutions to carry out the learning process with the support of using various applications that are expected to increase the effectiveness and efficiency of the learning process. The methodology used in this research is a survey by distributing questionnaire instruments in one study program. The research data collected was tested for validity, reliability, and hypothesis tested to see the effect between variables. The results of this study indicate that the intensity of using the applied blended learning application has a positive effect on improving student academic productivity performance. In addition, the readiness to apply the blended learning method has proven to have a positive impact on improving student academic productivity performance. The implication of this research can provide a reference for each educational institution in order to prepare information system facilities and also ensure the readiness of blended learning devices before implementing the Blended Learning method in the learning process.

Keywords: Blended Learning method; Blended Learning Application Use; Readiness of Blended Learning; Student Academic Productivity Performance.

INTRODUCTION

The education ecosphere has changed quite rapidly. Various curriculums are offered by Educational Institutions. Significant changes occur when a pandemic occurs in all countries, including Indonesia. This situation has triggered various educational institutions to design learning systems that can accommodate the learning process during the Covid-19 pandemic. The pandemic forces all parties to elaborate on the learning process and activities using online methods with the support of various applications. The face-to-face teaching and learning process was running well before the pandemic, then an immense decision was made to continue the learning process by using online methods. This forces educational institutions to implement the blended learning method at one time.

Research by Shaibi and Rusli indicates there is a significant impact of internet usage on the improvement of student academic performance. Their result confirmed that improvement in student academic performance give a powerful contribution to the university since students are the university's assets [1].

This research analyzes in terms of application user behavior and blended learning methods during a pandemic. Several studies related to blended learning have been done before. Dziuban's research reported that there is an indication that sustains the blended method and upsurges student access can produce an improved student success rate. Especially, it happens when the student can personally show their opinions in terms of learning adores and an effective learning atmosphere [2].



**International Conference and Call for Papers
Religious and Cultural Paradox in Social, Economic, and Business
Sciences**

Online Conference, 17 September 2020

Meanwhile, [3] stated that an effective and efficient blended learning requires a more custom-made, supple, and based on user request as well as the ultimate practical intensity of technology and personal skills. However, this research focuses on a new analysis, namely the level of blended learning application use and the readiness to apply the blended learning method toward the student academic productivity performance.

This research arises current issues about the effect of pandemic Covid-19 within the academic learning process. This research accommodates the gap of previous research which is elaborate not only on how the use of information technology can affect the user performance but also analyzing the readiness of the blended learning method itself.

Blended Learning Application Use

Various applications are offered to support the learning process blended learning method. At the beginning of the pandemic, numerous educational institutions used the blended learning method accidentally. This has an impact on the applications used during the pandemic which are still very simple. The applications offered include; use of WA Group, Google Class Room, email, Google Meet, Zoom Meeting, etc. The application is very user friendly for both teachers and students. There is a perspective that a high level of familiarity with application use and easy access to information technology being the main perspectives of the students [4].

Readiness of Blended Learning

Understanding of Blended Learning readiness can be described from two points of view which is the readiness of facilities offered as well as the readiness of the student and teacher in performing learning activities. From the student's point of view, blended learning readiness appoint at the capability of a student in accepting the learning process of using blended learning method. Students can achieve learning objectives efficiently if it is maintained by their readiness. Then, students will have a preference whether

study in the blended learning method is a good choice or not.

Winarso [5] stated that the higher the readiness of the students it will impact the greater result of learning while the student who was not ready enough will challenge problems in the learning process and getting irritated. While examining the student attitude to different learning aspects is critical in terms of assessing student adaptability and readiness to study within the blended learning method. Previous research found that students who have an interest in online learning, having good online interaction, flexibility of learning easily to adapt the blended learning methods [4].

In the other hand, the determination of a successful blended learning implementation can be influenced by various aspects such as; the technology used, trained for student and lecturer using online technology, and delivering material method being used. Technology-mediated should be provided as the main tool to cover student and teacher interaction during blended learning implementation [6]. This facility will develop student assignment in studying within the blended learning method.

Student Academic Productivity Performance

One of the determining factors in the learning process is the success degree of using the application and learning method applied. Assessment of student academic productivity performance level showed from the intensity to use applications, which affect the student learning rhythms to become more efficient, effective, and more productive. The confidence is that the absence of face-to-face contact between lecturers and students is no longer a major obstacle in increasing productivity in achieving learning goals.

The existence of various applications uses that support Blended Learning has a positive impact on increasing the productivity of student academic performance. This is supported by previous research such as research by Kenney showed that there is an effective impact on student grades for students in blended learning compare to non-blended



learning students [7]. Harahap points out that there is a positive impact of blended learning strategy use on student achievement [8].

H1: There is a positive relationship between Blended Learning Application Use and Students Academic Productivity Performance.

Conceptual Framework

This research examines the impact of blended learning application use and readiness of blended learning methods on student academic productivity performance. This research triggered by a pandemic condition that forces education institution performs a blended learning method. This research analyses intensity of various application use in implementing Blended Learning at the start of the Covid-19 pandemic. In the other hand, the readiness of blended learning implementation is expected to improve student academic productivity performance. Here is the conceptual framework.

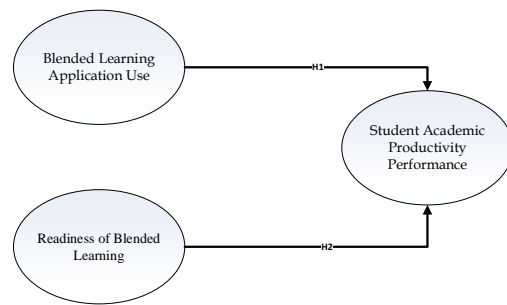


Figure. 1. Conceptual Framework

Blended learning application use is an acquired behavior to realize gains in productivity from the utilization of information systems. Each application or information system will give any advantage if it is being used by the user. The productivity of effective and efficient activities will be gained later after the user having an active interaction with the application. Some researchers such as [9] and [10] conducted research which showed a positive connection between in-formation systems use on the rise of individual productivity performance. The prominence is on the ap-plication of blended learning on the adaptation of the use of information systems applications and the application of a combination of traditional methods and e-learning or online methods [11].

The readiness of educational institutions to prepare various infrastructure and skills in applying the blended learning method determines the success rate of implementing the learning method. Educational institutions who readier in facilitating blended learning will trigger students to favor the blended learning method so that students enjoy learning which has an impact on the ease, increasing the effectiveness and efficiency of the blended learning process to achieve their academic performance. The blended learning approach, when introduced in chemistry class would enable the learners to perform better performances. It needs to explore more teaching variables and examine a learning environment that enhances academic achievement [12].

Readiness is a significant factor in determining blended learning success. The better student's learning readiness the better the learning result. Therefore, readiness is needed since it will impact student study results [5].

H2: There is a positive relationship between Readiness of Blended Learning and Students Academic Productivity Performance.

METHOD

This research uses a purposive sampling technique to determine the sample of the population. Population used in this research are Accounting Students of UPN Veteran Yogyakarta. The sample uses specific criteria such as:

1. Respondents are straightforwardly use the blended learning application.
2. User of Blended Learning Application are Accounting students UPN Veteran Yogyakarta who use blended learning applications in supporting the blended learning process.
3. Respondents use blended learning application platforms offered such as WA Group, Google Class



This research is quantitative research which used a survey technique. This research spread questionnaire as a research instrument. The dependent variable in this research is student academic productivity performance. Meanwhile, independent variables are blended learning application use and the readiness of blended learning. Variable construct of student's academic performance consists of statements in terms of efficiency and effectiveness using the applications and learning method offered.

Research testing used are validity test, reliability test, and regression test. Regression Analysis performed to test the hypotheses testing. One hypothesis would be accepted if the probability value is less than the significance level. If the value of $p \leq 0.05$, then the hypothesis is accepted, and if the value of $p \geq 0.05$ then the hypothesis is rejected.

RESULT AND DISCUSSION

This research applied in Accounting Department UPN "Veteran" Yogyakarta as the population of this research. Collected respondent's data are 112 from the total population. Collected data were tested by

<u>Variable</u>	<u>Validity Value</u>	<u>Reliability Value</u>
<u>SAPP</u>	<u>0,768</u>	<u>0,877</u>
<u>BLAU</u>	<u>0,505</u>	<u>0,751</u>
<u>RBL</u>	<u>0,944</u>	<u>0,961</u>

validity test and reliability test. Table 1. show the result of validity and reliability test of collected data.

Table 1. Validity and Reliability Value

Table 1 shows that the validity value of student academic productivity performance is 0.768 and the validity value of the use of the blended learning application use is 0.505. while the validity value of readiness of blended learning is 0,944. All the validity value of research's

variables is more than 0.50. Consequently, the research's validity value is very good or valid. Meanwhile, the result of reliability test shows that the constructs tested in this research have trustworthy indicators. This is revealed in the reliability value which is more than 0.60, academic productivity performance reliability value is 0.877 while the Blended Learning Application Use's reliability value is 0.751, and the Readiness of Blended Learning reliability value is 0,961. Thus, altogether constructs of this research are valid and feasible to be analyzed.

Regression Test

<u>H</u>	<u>Causality</u>	<u>Predict</u>	<u>Std. Coef.</u>	<u>Sig. Value</u>	<u>Result</u>
<u>H1</u>	<u>BLAU --</u> <u>> SAPP</u>	<u>Positive</u>	<u>0,297</u>	<u>0,000</u>	<u>Supported</u>
<u>H2</u>	<u>RBL --></u> <u>SAPP</u>	<u>Positive</u>	<u>0,413</u>	<u>0,000</u>	<u>Supported</u>

Table 2. Hypothesis Test Result

The regression test results in Table 2 show significant and supported results. It can be inferred from the significant level value. The significant level value is smaller than the p-value which is 0.05, so the hypothesis is proven significantly. Hypothesis testing result (H1) show 0.297 at significant value 0.000, at p-value 0.05 level. It supported the hypothesis which is confirmed the high intensity of Blended Learning Application Use impact to increase the student academic performance productivity of the application user. The more familiar application being used, the easier to perform, then the more intends students use the application offered. The blended learning application use increases student productivity performance in term of efficient in time and effective in achieving the study goals.

While the second hypothesis result (H2) shows 0.413 at a significant value 0.000, at the p-value 0.05 level. This result proved the hypothesis that there is a positive relationship between Readiness of Blended Learning and Student's Academic



**International Conference and Call for Papers
Religious and Cultural Paradox in Social, Economic, and Business
Sciences**

Online Conference, 17 September 2020

Productivity Performance. The better of Readiness of Blended learning impact the better of student academic performance. Excellent preparation of blended learning methods in terms of facilities and various delivering methodology helps students in the learning process. In the other hand, student ability in adapting for a new methodology of learning helps them to achieve study goals.

CONCLUSION

The excessive evolution of technology has impacted all sectors include the education sector. Integrated advanced technology and learning method is a decent collaboration for the learning process. The use of various applications in blended learning method eases the user to carry out the learning process. The more familiar the application used, the easier to use it in understanding learning material. Thus, it is more efficient and effective in achieving learning goals. On the other hand, the readiness of the various facilities offered by the blended learning method affects students' behavior in choosing the best learning method. Student readiness impressions on their ease of adapting to the blended learning method. The more ready the students and the facilities offered, simplify to increase the achievement of student activity performance.

Somehow, this research has a limitation which is the limited scope of samples being used. As well as the variants of blended learning applications used are quite simple and familiar ones for the lecturer and student. There are some suggestions for the next research to elaborate more variables such as student attitude as well as the lecturer's capability in executing the blended learning method.

Future research needs to broaden the scope of samples. It is better for analyzing other platforms used in running the learning process along the pandemic. In addition, the academic institutions should have a good plan, and preparation in establishing the infrastructure, infrastructure and application platform accessible to run perfect blended learning method.

Acknowledgment: The authors thanks to LPPM UPN Vetrean Yogyakarta and Fakultas Ekonomi dan Bisnis UPN Veteran Yogyakarta persons who provide critics and substantial input.

REFERENCES

- [1] M. S. Shaibi and K. N. K. Rusli, "The Influence of Internet Usage on Student's Academic Performance," *International Journal of Academic Research in Business and Social Sciences*, pp. Vol. 7, No. 8 ISSN: 2222-6990, 2017.
- [2] C. Dziuban, C. Graham, P. Moskal and A. a. S. N. Norberg, "Blended learning: the new normal and emerging technologies," *International Journal of Educational Technology in Higher Education*, pp. 1-16, 2018.
- [3] L. C. Medina, "Blended learning: Deficits and prospects in higher education," *Australasian Journal of Educational Technology*, pp. 34 (1). 42-56, 2018.
- [4] C. Meng Tang and Y. C. Lee, "Readiness for Blended Learning: Understanding Attitude of University Students," *International Journal of Cyber Society and Education*, pp. 79-100, Vol. 6, No. 2, 2013.
- [5] W. Winarso, "Assessing the Readiness of Student Learning Activity and Learning Outcome," *Jurnal Pencerahan*, pp. 74-88, 2016.
- [6] C. Sriwichai, "Students' Readiness and Problems in Learning English through Blended Learning Environment," *Asian Journal of Education and Training*, pp. 23-34, 2020.
- [7] J. Kenney and E. Newcombe, "Adopting a blended learning approach: Challenges encountered and lessons learned in an action research study," *Journal of Asynchronous Learning Networks*, pp. 15(1), 45-57., 2011.
- [8] F. e. Harahap, "The Effect of Blended Learning on Student's Learning Achievement and Science Process Skills in Plant Tissue Culture Course," *International Journal of Instruction*, pp. Vol.12, No.1. 521-538, 2019.
- [9] V. Jain and S. Kanungo, "Beyond perception and usage: Impact of nature of information system use on information system-enabled productivity,"



**International Conference and Call for Papers
Religious and Cultural Paradox in Social, Economic, and Business
Sciences**

Online Conference, 17 September 2020

INCRECS
*International Journal of Human-
Computer Interaction*, pp. 19:1, pp. 113-
136, 2005.

- [10] D. L. Goodhue and R. L. Thompson,
"Task-technology fit and individual
performance," *MIS Quarterly*, pp. 19, pp.
213-236, 1995.
- [11] Khan and et.al, "Study of Blended
Learning Process in Education Context,"
*I.J. Modern Education and Computer
Science*, vol. 9, no. 2012.09.03, pp. 23-29,
2012.
- [12] R. Hinampas and et.al., "Blended
Learning Approach: Effect On Students'
Academic Achievement And Practical
Skills In Science Laboratories,"
*International Journal Of Scientific and
Technology Research*, pp. Vol. 7 Issue
11. 63-69, 2018.

Organized by:

