

CHAPTER 1

INTRODUCTION

1.1 Background Problem

In December 2019, the world was shocked by a pneumonia outbreak with no known exact cause. This outbreak was first discovered in the city of Wuhan, China. Most of these pneumonia patients come from traders at the Huanan market that sells live animals in Wuhan; after conducting research, WHO officially named this disease COVID-19. The spread of this virus was so fast that in mid-March 2020, WHO declared COVID-19 a pandemic. The Indonesian Government has officially halted physical activity in all sectors. This effort is made to carry out physical distancing, namely an appeal to maintain distance between people, stay away from activities in all forms of crowds and assemblies, and avoid gatherings that involve many people.

One of the critical sectors affected by the virus is the education sector. In this case, the Government issued an appeal to carry out learning activities from home to break the chain of virus transmission and maintain the security and safety of students and educators. So, at that time, a joint decision letter was issued by the 4 Ministers Number 01/KB/2020 dated June 15th, 2020, concerning Guidelines for Organizing Learning in the 2020/2021 Academic Year and 2020/2021 Academic Year during the Corona Virus Disease (Covid) -19) Pandemic which agreed that the learning process, especially at the odd semester higher education level for the 2020/2021 academic year in all zones, must be held online for theoretical courses.

Three years have passed, and cases of the Covid-19 pandemic in Indonesia have decreased. Decreasing cases has led to new policies in the education sector, changing the concept of re-learning. Initially, during the Covid-19 pandemic, learning was only done from home. Then a regulation was initiated by the Government to conduct face-to-face learning (PTM) on a limited basis. After the New Normal Era, a combination of distance and limited face-to-face learning is the solution. As a result, it provides a challenge to all elements and levels of education to keep students active even in limited conditions and time.

Learning is creating student interaction with educators and being a source of knowledge in the learning environment. Learning is also assistance given to educators to acquire knowledge and knowledge, master skills, and build attitudes and trust in students. Learning is a process to deliver students to learn well. Learning is a set of external events that aim to design and support several internal learning processes. Learning is also shaped to produce learning. External learning activity situations must be designed in such a way as to be effective in enabling, supporting,

Based on Article 21, paragraph 2 of Rector Regulation No. 7 of 2022 concerning the Implementation of Education in the Andalas University Environment states that the Learning Process can be carried out by combining learning (blended learning) between face-to-face and online learning. Article 123, paragraph 3 of the regulation also explains that the learning process by combining face-to-face learning with online learning can be carried out for a maximum of 40% (forty per cent) of the planned number of meetings.

Blended learning is learning that is familiar in the world of education. In technology, In the digital era 4.0, the Government is taking anticipatory steps so that the world of education can run even in the COVID-19 Outbreak. Then blended learning is a learning solution for students in tertiary institutions. This method is face-to-face and online teaching. This understanding is confirmed by Istiningsih (2015). Blended learning can be an alternative to learning strategies because it combines conventional classroom learning activities with online learning toward independence.

Nurul Hidayah (2020), in her research entitled Effectiveness of Blended Learning in the Learning Process found that learning using the limited face-to-face method has several weaknesses because it is limited in place and time to achieve a process, as well as e-learning methods. on the one hand, this method can answer the process of acceleration and change in the digital era but also has weaknesses in building communication and the active role of students.

In addition, research conducted by Setiawan & Aden (2020) entitled The Effectiveness of Applying Blended Learning in Efforts to Improve Student Academic Capability Through the Schoology Network during the COVID-19

Pandemic concluded that applying the blended learning model using Schoology was able to improve student academic abilities. In other words, in the experimental class that applied blended learning, students' academic abilities were higher than those in the control class that did not apply blended learning.

The existence of backgrounds and differences of opinion in related research interested researchers in conducting research entitled "Effectiveness of Student Blended Learning Method Among Accounting Students of Andalas University During Pandemic COVID-19"

1.2 Research Problems

Based on the background of the problem, the authors formulate the problem, namely:

1. How effective is the Student Blended Learning Method to Accounting Students of Andalas University During Pandemic COVID-19 on indicators of learning quality?
2. How effective is the Student Blended Learning Method to Accounting Students of Andalas University During Pandemic COVID-19 on the indicator for appropriate level of learning?
3. How effective is the Student Blended Learning Method to Accounting Students of Andalas University During Pandemic COVID-19 on incentive indicators?
4. How effective is the Student Blended Learning Method to Accounting Students of Andalas University During Pandemic COVID-19 on the time indicator?

1.3 Research Objectives

1. To find out the effectiveness of Student Blended Learning Method to Accounting Students of Andalas University During Pandemic COVID-19 on indicators of learning quality.

2. To find out the effectiveness of Student Blended Learning Method to Accounting Students of Andalas University During Pandemic COVID-19 on the indicator of Appropriate Level of Learning.
3. To find out the effectiveness of Student Blended Learning Method to Accounting Students of Andalas University During Pandemic COVID-19 on indicator of incentives.
4. To find out the effectiveness of Student Blended Learning Method to Accounting Students of Andalas University During Pandemic COVID-19 on the indicator of time.

1.4 Research Purpose

This research is expected to provide benefits including:

1. For researchers, it can be used as an exercise in conducting research and adding insight and knowledge about learning activities and appropriate learning methods.
2. For the Department of Accounting, additional information related to the learning effectiveness of accounting students at Andalas University by using the Student Blended Learning model so that the faculty can evaluate, control, and improve the learning system in the accounting department.
3. For readers, it can be a useful source of information to increase knowledge and references for similar research

1.5 Writing Systematical

This study consists of five chapters. Chapter one is the introduction. This chapter contains an explanation of the research background, research problems, research objectives, research purposes, and writing systematically. Chapter two, Literature Review, comprises a theoretical basis, relevant research, and conceptual framework. Then, Chapter Three is Research Method. We can find data collection, analysis methods, and operational definitions of the research variables.

Chapter four is Research Results & Discussion, explaining the analysis of the research and the discussion explaining how the results of the study. Chapter five is

the Conclusion & Suggestion. This chapter includes conclusions, suggestions, researchers' limitations, and implications.

