

## THE EFFECT OF THE USE OF LEARNING RESOURCES AND LEARNING DISCIPLINE ON STUDENT LEARNING ACHIEVEMENT IN *BLENDED LEARNING*

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**Abstrak:** Penelitian ini bertujuan untuk mengetahui pengaruh pemanfaatan sumber belajar dan kedisiplinan belajar terhadap prestasi belajar mata kuliah dasar-dasar akuntansi 1 dalam *blended learning* pada mahasiswa Pendidikan Ekonomi Universitas Pamulang. Penelitian ini menggunakan pendekatan kuantitatif dengan metodologi asosiatif, penentuan sampel menggunakan teknik sampling dengan menggunakan teknik sampel jenuh. Pengumpulan data yang dilakukan dengan observasi, wawancara, penyebaran angket dan dokumentasi. Teknik analisis data yang digunakan adalah statistika inferensial melalui uji prasyarat yaitu uji normalitas, uji linieritas, uji multikolinearitas, uji heteroskedastisitas dan uji autokorelasi. Serta uji hipotesis regresi linier sederhana dan regresi linier berganda. Hasil penelitian ini dapat disimpulkan bahwa: 1) Terdapat pengaruh yang signifikan pemanfaatan sumber belajar terhadap prestasi belajar. 2) Terdapat pengaruh yang signifikan kedisiplinan belajar terhadap prestasi belajar. 3) Terdapat pengaruh yang signifikan pemanfaatan sumber belajar dan kedisiplinan belajar terhadap prestasi belajar

**Kata-kata Kunci:** sumber belajar, kedisiplinan belajar, pembelajaran online, *blended learning*..

## THE EFFECT OF THE USE OF LEARNING RESOURCES AND LEARNING DISCIPLINE ON STUDENT LEARNING ACHIEVEMENT IN *BLENDED LEARNING*

**Abstract:** This study aims to determine the effect of using learning resources and learning discipline on learning achievement in the basics of accounting 1 course in *blended learning* for Economics Education students at Pamulang University. This study uses a quantitative approach with associative methodology, determining the sample using a sampling technique using a saturated sample technique. Data collection was carried out by observation, interviews, distributing questionnaires and documentation. The data analysis technique used is inferential statistics through pre-requisite tests, namely the normality test, linearity test, multicollinearity test, heteroscedasticity test and autocorrelation test. As well as testing the hypothesis of simple linear regression and multiple linear regression. The results of this study can be concluded that: 1) There is a significant influence between the use of learning resources on learning achievement. 2) There is a significant influence between learning discipline on learning achievement. 3) There is a significant influence between the use of learning resources and learning discipline on learning achievement.

**Keywords:** learning resources, discipline, online learning, *blended learning*

## INTRODUCTION

In human life, education is one indicator of the development of a civilization. This is because education guides the direction of life and finds one's future, therefore this education can affect all aspects of both one's personality and the development of the person himself. This is in accordance with the purpose of education written in Law No. 20 of 2003 concerning the national education system article 3 which explains that the purpose of education is to cultivate the potential of children to become people who believe and fear the creator, have noble morals, are knowledgeable, creative, independent and give birth to a responsible and democratic society.

This education is inseparable from the words learning and learning where learning and learning are the implementation of education. In Djamaluddin and Wardana's book (2019: 6) entitled learning and learning, learning is a way or effort made by each individual to get changes in behavior, attitudes and positive values as an experience from various kinds of material that has been learned. And learning is a process that connects students with educators and learning resources in a learning environment. Learning and learning is a process that has a huge influence on education.

This learning and learning process produces a change for the better both in the fields of understanding, skills, values and attitudes. The change is in the form of an achievement produced by students or commonly called learning achievement. According to Wingkel in Wilvanna (2018: 23) explained that learning achievement is a proof of the success that has been achieved after making various efforts in learning. The efforts made in this learning are also carried out optimally.

At this time, the education unit continues to strive to develop the learning process, one of its developments, namely the teaching and learning method using *the blended learning* method. The *blended learning* method is a learning model that is one of the proposals to improve the quality of learning during a pandemic, this learning model is a combination of face-to-face learning systems and *online learning* (Banggur et al., 2018: 50).

Pamulang University is one of the universities in the Tangerang area that uses *a blended learning* method. Basic basic accounting course 1 in the Economic Education Study Program, Faculty of Teacher Training and Education is in semester 2, where the purpose of studying the course is that students are able to present financial statements through *blended learning*. Based on the results of observation, it is known that Pamulang University, economic education study program, learning achievement in accounting basics 1 course in *blended learning*, it is known that there are 38 students who have not been completed. Thing Such in detail are described in the following table:

Tabel 1. UTS score data Accounting Basics Course 1

Kelas	Nilai Minim	Sum Student	Jumlah Tuntas	Jumlah Tidak Tuntas
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	um			
Reguler B	60	13 Mahasiswa	1 mahasiswa	12 mahasiswa
Reguler C	60	26 Mahasiswa	-	26 mahasiswa
Jumlah		39 Mahasiswa	1 mahasiswa	38 mahasiswa
Presentase		100%	3%	97%

Based on the table of student learning achievement in the basic accounting 1 course above, it is known that only 3% are complete in the Basic - Basic accounting 1 course and there are 97% that have not been completed. There is only 1 student who completes the Basic of accounting 1 course. There are 38 students who have not completed the total.

To achieve these learning achievements, there are several influencing factors, including learning resources, including learning resources in print, non-print. According to Nugroho and Nurkhin (2015: 71) learning resources are everything that can provide relief to students in obtaining information both knowledge, experience and skills in the learning process. Therefore, it is important to utilize learning resources so that the learning process runs optimally, but until now learning resources have not been utilized optimally in the learning process, thus affecting learning achievement. Based on the results of observations in the Basic - Basic of Accounting 1 course in *blended learning*, there are still obstacles that affect Learning achievements include resources Learning that has not been fully utilized so that the learning process is less interesting, besides that the role of lecturers is still more dominant as a learning resource even though there are still many that can be used as learning resources such as reading books in the library, video tutorials on social media, and even peers.

Learning is carried out in *a blended* manner can utilize several media. Research by Indraningtyas, Dhamayanti and Sastrosupadi (2021) proves the influence of online and offline learning on learning achievement. Meanwhile, research by Nurhayati, Dhamayanti and Sastrosupadi (2022) shows that in the category of ease of online learning gets a percentage of 59%, and a percentage of achievement of 69% in conventional learning models.

In addition to the use of learning resources, there are other factors that affect learning achievement, these factors are factors in students or internal factors, one of these internal factors is learning discipline. According to Sholihat (2016: 47) explained that learning discipline is a form of awareness of actions to learn such as discipline in following learning, efficient in completing tasks, discipline in taking tests, discipline in keeping with learning schedules, compliance with rules that directly affect the ways and techniques of students in learning whose results can be seen from the learning achievements achieved. Based on observations in the Accounting Basics Lecture 1 There are student learning discipline problems, this can be seen from the accuracy in completing the tasks given by the lecturer, obedience to school rules, discipline in studying at home, besides

that students who are still passive in participating in learning activities so that the learning achievement of the Accounting Basics 1 course is still low.

Similar research on the use of learning resources on learning achievement shows that there is a significant influence of the use of learning resources on learning achievement (Widawati, Rochani and Rohmad, 2018; Sha'diyah, 2020). Similar research on learning discipline on learning achievement shows that there is a significant influence of learning discipline on student achievement (Wahab, Rahman, and Fitri, 2021; Mulyantari and Aryani, 2021).

Based on the background above, the objectives of this study are as follows to determine the significant influence of the use of learning resources on learning achievement in blended learning in economic education students of Pamulang University, to determine the significant influence of learning discipline on learning achievement in *blended learning* In Economic Education Students of Pamulang University and to determine the significant influence of the use of learning resources and learning discipline on learning achievement in *blended Learning* for Economic Education Students of Pamulang University.

Based on the objectives of the research above, the hypothesis in this study can be formulated as follows:

- H<sub>0(1)</sub>:** There is no significant effect on the use of learning resources on learning achievement in *blended learning* in Economic Education students of Pamulang University
- H<sub>1(1)</sub>:** There is a significant influence on the use of learning resources on learning achievement in *blended learning* in Economic Education students of Pamulang University
- H<sub>0(2)</sub>:** There is no significant influence of learning discipline on learning achievement in *blended learning* in economic education students of Pamulang University
- H<sub>1(2)</sub>:** There is a significant influence of learning discipline on learning achievement in *blended learning in Economic Education* students of Pamulang University
- H<sub>0(3)</sub>:** There is no significant influence on the use of learning resources and learning discipline on learning achievement in *blended learning* in economic education students of Pamulang University
- H<sub>1(3)</sub>:** There is a significant influence on the use of learning resources and learning discipline on learning achievement in *blended learning in Economic Education* students of Pamulang University.

## RESEARCH METHODS

In this study, the approach used was a quantitative approach. Quantitative approach is an approach used in research that is measurable and produces numbers and is analyzed using descriptive or parameterist statistics. According to Sugiyono (2021:

16), quantitative research is a research method based on positivism or exact science philosophy used to examine certain populations or samples by collecting data using research instruments, statistical data analysis with the aim of testing the hypothesis that has been chosen. This is in line with Arikunto's opinion (2013: 27) according to him the quantitative approach is an approach that demands using numbers starting from the data collected, the data interpreted to the results displayed.

In this study, the methodology used was also the associative method. According to Sugiyono in Nurohman (2022: 31), research using associative methods is research that answers problems that have the nature of relationships or influences between two or more variables. The variables in this study are learning achievement of accounting basics 1 (Y) as a dependent variable or influenced variable, as well as the use of learning resources (X<sub>1</sub>) and learning discipline (X<sub>2</sub>) as independent variables or influencing variables.

According to Sugiyono (2021: 126), population is a generalized area consisting of objects or subjects that have certain values and characters determined by a researcher to be studied and drawn conclusions at the end of the study. This is in line with corper et al., in Sugiyono (2021: 126) which explains that population is all material that will be made a generalization area, where the material in this population is the subject to be studied by measuring. The population in this study is students of pamulang university in the second semester of the 2022/2023 academic year.

According to Sugiyono (2021: 127), the sample is part of the number contained in the population. In sampling, there is a technique used when research is commonly called sampling technique. Arikunto in Andriani (2021: 40) if the population is less than 100 people, the number of samples is taken as a whole, but if the population is more than 100 people, 10-15% or 20-25% of the total population can be taken. In this study the population number is less than 100 people, therefore the technique used in this study uses saturated sample techniques. According to Sugiyono (2021: 133), saturated sampling is a sampling technique by taking all members of the population as samples or respondents. The sample in this study amounted to 39 students from Pamulang University in the second semester.

According to Ridwan in Andriani (2021: 41), data collection techniques are methods or methods used by researchers to collect data, this is in line with Sugiyono's opinion in Andriyani (2021: 41) which explains that data collection techniques are the main step taken during research because the purpose of research is to obtain data, when researchers do not know data collection techniques, researchers do not get data that meets the standards. In this study, to obtain the data using data collection techniques, research questionnaires were carried out to obtain primary data sources and observations and documentation to obtain secondary data.

According to Sugiyono (2021: 199), questionnaires or commonly called questionnaires are

techniques in collecting data that are carried out by using questions or written questions to respondents for later answers. There are 2 types of questionnaires, namely closed questionnaires and open questionnaires and given to respondents directly or sent by post or internet.

In this study, the type of questionnaire used was closed and directly given to respondents. This type of questionnaire is a questionnaire that requires respondents' self-answers and answer choices have been provided by researchers, respondents only need to choose the answers that have been provided. The questionnaire used in this study was given to students of Pamulang University of the second semester economic education study program as many as 39 students as respondents to obtain data About the Effect of Utilization of Learning Resources and Learning Discipline on Learning Achievement of the Basics of Accounting 1 Course in *Blended Learning*.

According to Hadi in Sugiyono (2021: 203), observation is a specific process where the process is composed of various processes, both biological and psychological. This observation is an instrument carried out before the study which is used as a direct observation carried out by researchers by paying attention to the symptoms of the problem. In this study, researchers made direct observations by visiting Pamulang University where it will be studied. This observation was made to observe the learning activities of the basics of accounting 1 course in *blended learning* at Pamulang University

According to Sugiyono in Nurohman (2022: 36), documentation is a record of events that have occurred, the document can be in the form of writing, pictures and historical works from someone. In research, documentation aims to find out the general description of the object to be studied. In this study, documentation was carried out to determine the number of student population and to determine student achievement in learning accounting basics 1 course which is seen from the UTS value of accounting basics course 1 second semester students of Pamulang University majoring in economic education for the 2022/2023 academic year.

Researchers asked respondents to fill out a sheet containing questions that had been asked with predetermined values. Each question item for each variable in the study was given five answer choices with their respective values as follows:

Table 2. Utilization of learning resources

Variabel	Indikator	Deskripsi
Utilization of learning resources( $X_1$ )	Pengetahuan	Source of all information to gain knowledge A source of all information to gain experience
	Experience	
	Skills	Source of all information to gain skills

Looking for clues	Source of all information to get clues
Learning objectives	Source of all information to get learning goals

Table 3. Learning discipline

Variabel	Indikator	Description
Learning Discipline ( $X_2$ )	Direct and indirect obedience	Obedience to rules directly and indirectly in learning Obey the rules directly and not Hands-on in learning
	Obey directly and indirectly	

Hypothesis testing is done with simple linear regression and multiple linear regression to find out how strong the influence of the independent variable on the dependent variable is. This analysis will provide an overview of the magnitude of the value of the related variable if the value of the independent variable changes (increases or decreases).

## RESULTS AND DISCUSSION

### RESULT

#### Simple linear regression test of learning resource utilization ( $X_1$ ) against learning achievement (Y)

##### Hypothesis Formulation

$H_0$ : There is no significant effect between the use of learning resources on learning achievement

$H_1$ : There is a significant influence between the use of learning resources and learning achievement

Table 4. Output 1 uji regresi linier sederhana  $X_1$  terhadap Y

Model	Model Summary			
	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,889 <sub>a</sub>	,790	,784	7,852

a. Predictors: (Constant), Pemanfaatan Sumber Belajar

Table 5. Output 2 simple linear regression test  $X_1$  against Y

Model	ANOVA <sup>a</sup>				
	Sum of Squares	f	Mean Square	F	Sig.
1 Regression	8568,53	1	8568,526	138,976	,000 <sub>b</sub>
Residual	2281,22	37	61,655		
Total	10849,74	8			

a. Dependent Variable: Learning Achievement  
b. Predictors: (Constant), Utilization of Learning Resources

Table 6. Output 3 simple linear regression test  $X_1$

Coefficients <sup>a</sup>	
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Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	12,44	3,880		9,0	,000
1 Utilization of Learning Resources	,92	,016	,889	11,8	,000

a. Dependent Variable: Prestasi Belajar

Based on the output of the summary model above, the R value is 0.889, which means that the level of relationship is very strong. Then obtained an R<sup>value</sup> of <sup>2</sup> of 0.790 which means that there is a contribution to the influence of the use of learning resources on academic results of 79% and then 21% influenced by other factors.

Based on the output obtained sig values of  $0.000 < 0.005$ , H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. This means that there is a relevant influence between the use of learning resources on learning achievement.

Based on the output coefficient, a constant value is obtained, so a value is 12.444 and b is 0.924. So the regression equation is  $Y=12.444+0.924X$ . This means that the contribution of influence outside the use of learning resources on learning achievement is constantly 12,444 and each increase will give a change of 0,924 to learning achievement.

### Simple linear regression test of learning discipline (X<sub>2</sub>) against learning achievement (Y)

#### Hypothesis Formulation

H<sub>0</sub>: There was no significant influence between learning discipline and learning achievement

H<sub>1</sub>: There is a significant influence between learning discipline and learning achievement

Tabel 7. Output 1 uji regresi linier sederhana X<sub>2</sub> terhadap Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,874 <sup>a</sup>	,765	,758	8,308

a. Predictors: (Constant), Kedisiplinan Belajar

Tabel 8. Output 2 uji regresi linier sederhana X<sub>2</sub> terhadap Y

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	8296,1		8296,031	120,199	,000 <sup>b</sup>
Residual	2553,7	37	69,019		
Total	10849,7	38			

a. Dependent Variable: Prestasi Belajar

b. Predictors: (Constant), Kedisiplinan Belajar

Tabel 9. Output 3 uji regresi linier sederhana X<sub>2</sub> terhadap Y

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	11,134	1,373		8,108	,000
1 Kedisiplinan Belajar	,366	,280	,874	10,964	,000

a. Dependent Variable: Prestasi Belajar

Based on the output of the summary model above, the R value is 0.874, which means that the level of relationship is very Then obtained an R value of<sup>2</sup> of 0.765 which means that there is a contribution to the influence of learning discipline on academic results of 76.5% then 23.5% influenced by other factors.

Based on the output obtained sig values of  $0.000 < 0.005$ , H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. This means that there is a relevant influence between learning discipline and learning achievement.

Based on the output coefficient, a constant value is obtained, so a value is 11.134 and b is 0.366. So the regression equation is  $Y=11.134 + 0.366X$ . That is: the contribution of influences outside the learning discipline on learning achievement is constant at 11.134 and each increase will give a change of 0.366 to learning achievement.

### Multiple linear regression test of learning resource utilization (X<sub>1</sub>) and learning discipline (X<sub>2</sub>) on learning achievement (Y).

#### Hypothesis Formulation

H<sub>0</sub>: There is no relevant influence between the use of learning resources and learning discipline on learning achievement.

H<sub>1</sub>: There is a relevant influence between the use of learning resources and learning discipline on learning achievement.

Tabel 10. Output 1 uji regresi linier berganda

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,890 <sup>a</sup>	,793	,781	7,907

a. Predictors: (Constant), Kedisiplinan Belajar, Pemanfaatan Sumber Belajar

Tabel 11. Output Multiple linear regression test

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	8599,071	2	4299,535	68,772	,000 <sup>b</sup>
Residual	2250,673	36	62,519		
Total	10849,744	38			

a. Dependent Variable: Prestasi Belajar  
 b. Predictors: (Constant), Kedisiplinan Belajar, Pemanfaatan Sumber Belajar

Tabel 12. Output 3 regresi linier berganda

Model	Coefficients <sup>a</sup>				Sig.	
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
1 (Constant)	12,307	1,411			8,720	,000
Pemanfaatan Sumber Belajar	,147	,668	,680	2,202		,034
Kedisiplinan Belajar	,757	1,082	,216	,699		,489

a. Dependent Variable: Prestasi Belajar

Based on the output of the summary model above, the R value is 0.890, which means that the level of relationship is very strong, the magnitude of the contribution of the influence of the use of learning resources and learning discipline on learning achievement is 79.3% and 20.7% is influenced by external factors.

Based on the output, a sig value of  $0.000 < 0.05$  is obtained, then  $H_0$  is rejected and  $H_1$  is accepted, which means that there is pengaruh yang signifikan antara variabel independen dengan variabel dependen.

Judging from the results above, the value of the multiple linear regression equation is as follows,  $Y = 12.307 + 0.147X_1 + 0.757X_2$  which means: 1) the contribution of the effect of the use of learning resources ( $X_1$ ) and learning discipline ( $X_2$ ) simultaneously on learning achievement ( $Y$ ) is constant at 12.307, 2) Every increase of one unit in the variable ( $X_1$ ) and variable ( $X_2$ ) together will give an increase of 0.147 and 0.757 to learning achievement ( $Y$ ).

## DISCUSSION

### The effect of the use of learning resources ( $x_1$ ) on learning achievement ( $y$ )

Based on the results of the analysis above, it is known that the use of learning resources affects learning achievement, therefore when students use learning resources well, it will have a positive effect on their learning achievement. When learning resources are used properly, learning achievement increases, and vice versa when learning resources are not used properly, it will reduce learning achievement. This can be seen from the learning achievements and the results of the questionnaire analysis that students fill out.

In this case, it is measured using indicators of the utilization of learning resources, namely learning resources that are already available such as modules Learning used as a learning resource respondents answered in agreement that learning modules were provided with the aim of increasing knowledge in learning, learning videos were used as learning resources respondents answered in agreement that learning videos were provided to add experience in

learning, knowledge books provided in the library respondents answered affirmatively as instructions in learning. However, based on the results of the answers from the response, it shows that students still cannot use learning resources properly so that learning runs less interestingly, as a result it affects student achievement.

Based on the results of the research above, learning resources were obtained at Pamulang University based on the results of the questionnaire, it turned out that learning resources were provided quite complete such as learning using modules, learning videos, knowledge books in the library. It's just that the use of learning resources that are still not used properly so that it affects student achievement. With optimal utilization of learning resources that affect student academic outcomes.

This is in line with the theory According to Nugroho and Nurkhin (2015: 71) learning resources are everything that can provide relief to students in obtaining information both knowledge, experience and skills in the learning process, therefore the importance of utilizing learning resources so that the learning process runs optimally.

This is reinforced by previous research on the use of learning resources on learning achievement conducted by Kusriani Widawati, Siti Rochani and Zaini Rohmad in 2018 showing that there is a significant influence of the use of learning resources on sociology learning achievement of SMA Negeri 3 Boyolali students with a sig value of  $0.000 < 0.05$ .

Then another study by Maulana Ibrahim (2015) which examined the use of learning resources on the economic learning achievement of grade VIII students of SMP Negeri 2 Gajah Demak Regency with the results of research there was a positive and significant influence on the economic learning achievement of grade VIII students of SMP Negeri 2 Gajah Demak Regency for the 2014/2015 school year, this was evidenced by the results of  $t_{count} = 3.274$  with  $p < 0.05$

### The Effect of Learning Discipline ( $X_2$ ) on Learning Achievement ( $Y$ )

Based on the results of the data analysis above, it is known that learning discipline affects student learning achievement. When students are disciplined in learning which is obedient and obedient to the existing rules either directly or indirectly, it will increase their learning achievement, otherwise if students have not been disciplined in learning, achievement will decrease. This can be seen from the results of the analysis of questionnaires filled in by students and their learning achievements.

Based on the results of the study, it can be measured using learning discipline indicators according to Tritiani (2016) which outlines learning discipline indicators including rules at school or university based on the results of questionnaires showing that respondents strictly comply with the rules that have been made by the university. Learning planning based on questionnaires of varied

respondents, some do study planning both outside of study hours, some study only when the schedule is in class, have an interest in learning activities based on the results of varied respondent questionnaires, there are students who have interests, some are not interested for one reason or another, tasks are completed on time based on the results of the questionnaire respondent is very varied, this is greatly influenced by discipline. Some students consider assignments trivial, some forget that there are tasks and some collect on time, contribute to class based on the results of the questionnaire, student contributions in class are satisfactory, this can be seen from the atmosphere in an orderly class.

Based on the results of the research above, learning discipline at Pamulang University from the results of the learning discipline questionnaire has a good effect on the rules obeyed by students, learning planning carried out outside the course schedule, having an interest in learning courses, assignments that are completed on time in accordance with predetermined provisions to student contributions in class so that classes become orderly and safe.

This is reinforced by the theory according to Sholihat (2016) explaining that learning discipline is a form of awareness of actions to learn such as discipline in following learning, efficient in completing tasks, discipline in taking tests, discipline in keeping with learning schedules, compliance with rules that directly affect the ways and techniques of students in learning whose results can be seen from the learning achievements achieved. And it is strengthened by the theory of Purwaningsih (2020) which says that this learning discipline exists because it creates a supportive and optimal learning atmosphere.

Also reinforced by previous research by Patricia Vivin Mulyantari, Rita Aryani (2021) There is a significant influence between learning discipline on learning achievement in grade VII 2 social studies subjects. This can be shown by the result  $F_{hit} (b / a) = 10.636$ , and  $p\text{-value} = 0.002 < 0.05$ .

### **The effect of the use of learning resources (X<sub>1</sub>) and learning discipline (X<sub>2</sub>) on learning achievement (Y)**

Based on the results of the analysis, it can be seen that the use of learning resources and learning discipline affect learning achievement. This can be seen when learning resources are used properly and student learning discipline is obedient and obedient both directly and indirectly in learning, it will have a positive effect on learning achievement, and vice versa if learning resources have not been utilized properly and student learning discipline is still not obedient and orderly, it will affect student achievement that decreases.

Based on the results of calculations and data processing in this study, it can be concluded in general that the use of learning resources and learning discipline affects the learning achievement of the basics of accounting 1 course in *blended learning* in economic education students of Pamulang University.

## CONCLUSION AND ADVICE

From the results of the research on the effect of the use of learning resources and learning discipline on the learning achievement of the basics of accounting 1 course in blended learning of economic education students of Pamulang University, it can be concluded that there is a significant influence between the use of learning resources on the learning achievement of the basics of accounting 1 course in *blended learning* at Pamulang University economics education students. This shows that if there is an increase in factors that affect the use of learning resources, it can also increase learning achievement. So, you should pay attention to the factors that affect the utilization of learning resources.

The results showed that there was a significant influence between learning discipline on the learning achievement of the basics of accounting 1 course in *blended learning* in economics education students of Pamulang University. This shows that if there is an increase in factors that affect learning discipline, it can also increase learning achievement. So, you should pay attention to the factors that affect learning discipline.

The results showed that there was a significant influence between the use of learning resources and learning discipline on the learning achievement of the basics of accounting 1 course in *blended learning* in economic education students of Pamulang University. This shows that if there is an increase in factors that affect the use of learning resources and learning discipline, it can also increase learning achievement. So, it should be considered the factors that affect the use of learning resources and learning discipline.

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