

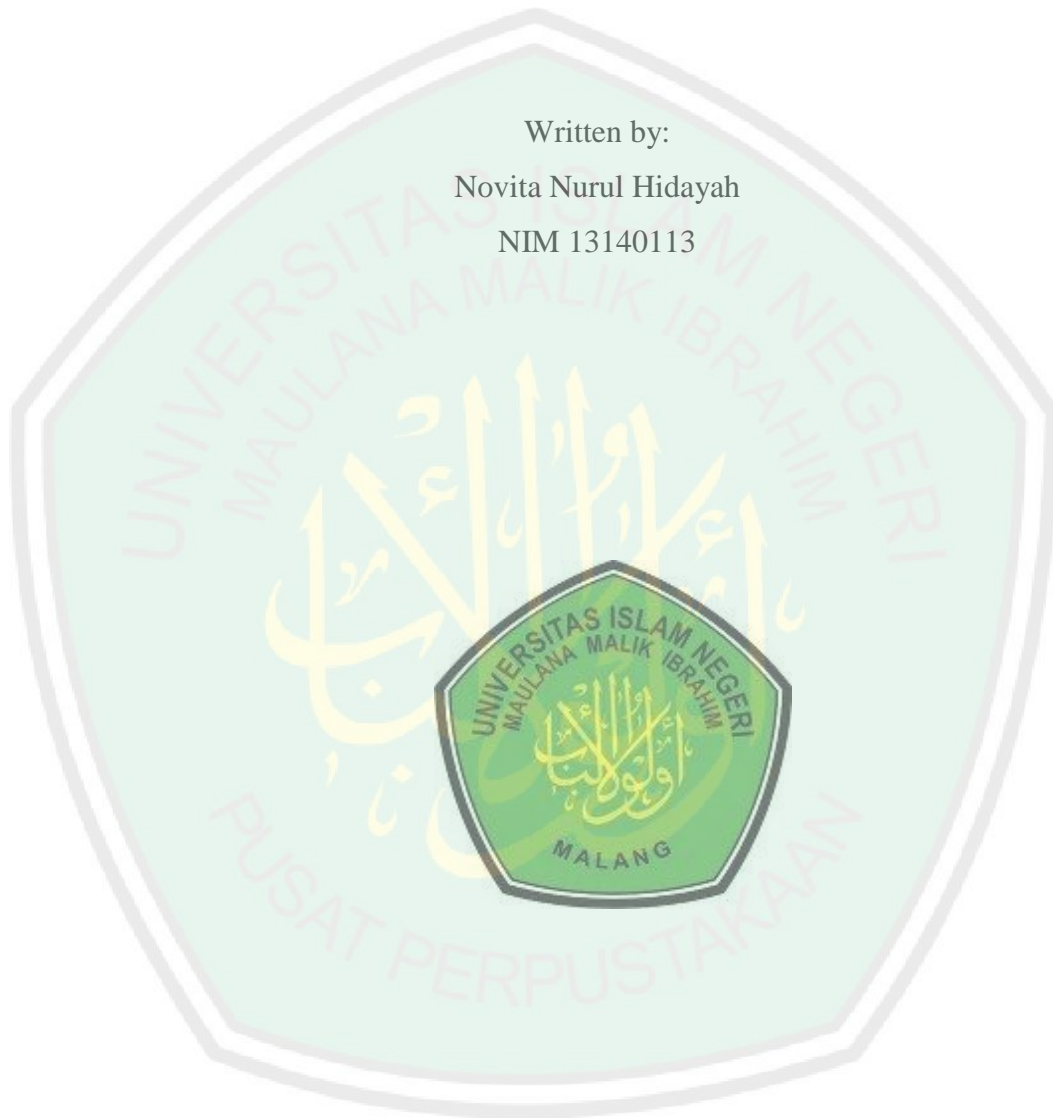
**THE INFLUENCE OF GENDER AND *BIMBEL* TO THE FIFTH GRADE
STUDENTS' LEARNING ACHIEVEMENT AT MIN 2 KOTA MALANG**

THESIS

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**ISLAMIC PRIMARY TEACHER EDUCATION PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY**

MALANG

July, 2017

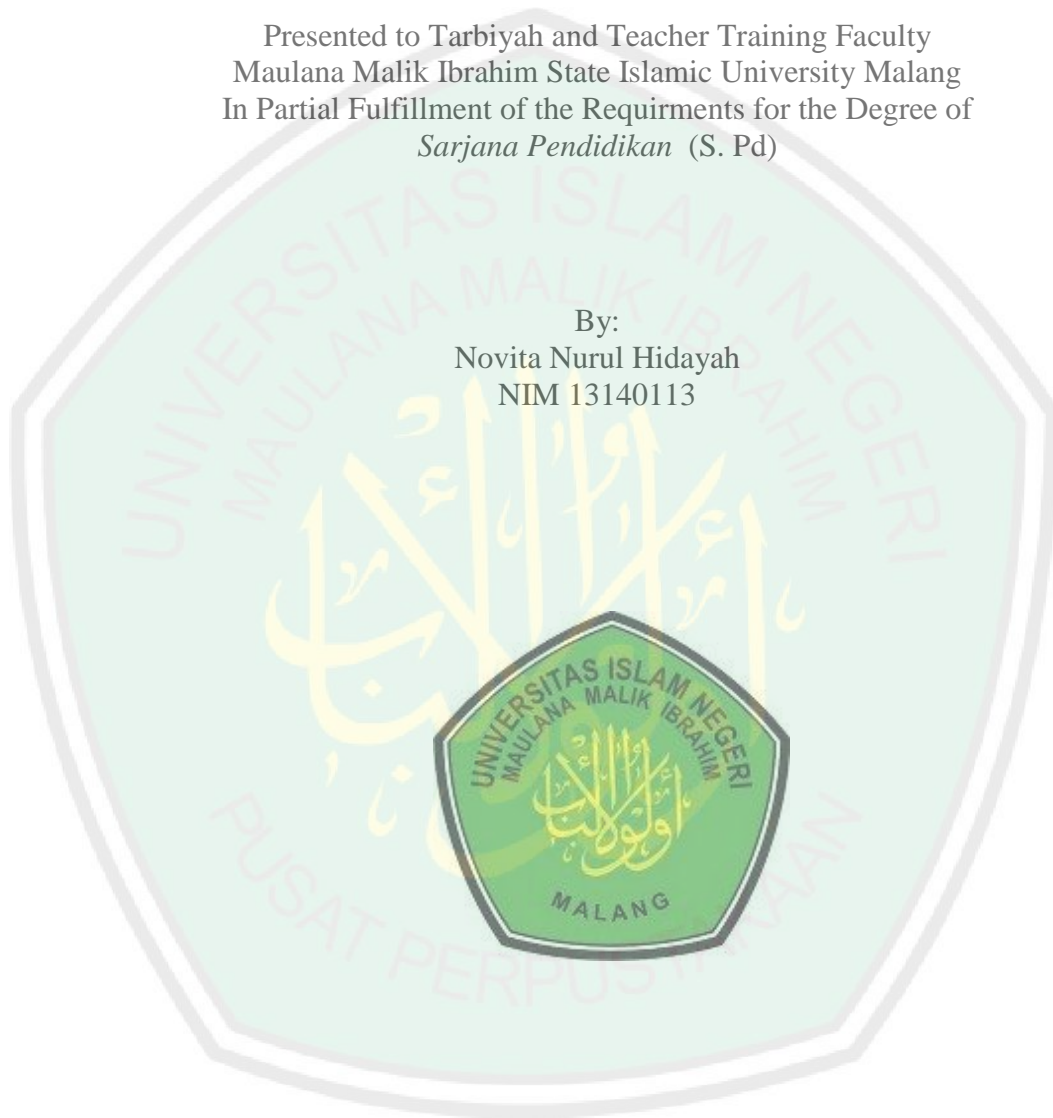
**THE INFLUENCE OF GENDER AND *BIMBEL* TO THE FIFTH GRADE
STUDENTS' LEARNING ACHIEVEMENT AT MIN 2 KOTA MALANG**

THESIS

Presented to Tarbiyah and Teacher Training Faculty
Maulana Malik Ibrahim State Islamic University Malang
In Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S. Pd)

By:

Novita Nurul Hidayah
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**ISLAMIC PRIMARY TEACHER EDUCATION PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG
July, 2017**

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THE INFLUENCE OF GENDER AND *BIMBEL* TO FIFTH GRADE
STUDENTS' LEARNING ACHIEVMENTS AT MIN 2 KOTA MALANG
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THE INFLUENCE OF GENDER AND *BIMBEL* TO THE FIFTH GRADE STUDENTS' LEARNING ACHIEVEMENT AT MIN 2 KOTA MALANG

THESIS

Submitted by

Novita Nurul Hidayah (13140113)

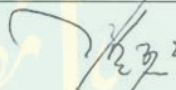

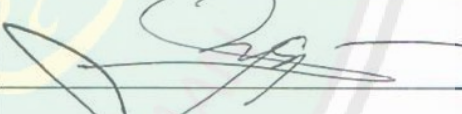

This thesis has been defended in front of the board of examiners on

October 5th, 2017 and has been stated

PASSED


and has been approved by the board of examiners as the requirement to be

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DEDICATION

Praise to God Almighty for giving everything in my life. This thesis is a great effort in the realization of my aspiration. Shalawat and Salam always bless to our Prophet Muhammad SAW because of him we get the brilliant religion.

This thesis work is dedicated to my parents, **Mr Sumardan** and **Mrs Sriyati**, who have always loved me unconditionally and whose good examples have taught me to work hard for the things that I aspire to achieve. I also dedicate this thesis to My brothers, Aris Hariyanto and his wife, Rahmat Supriono, Muhammad Hanif Hanafi and My Big Family who has been encouragement in my life. And then big thanks for malangs' family especially PPTQ Al falah, PGMI 2013.

MOTTO

Mimpi itu hanya mimpi, tetapi dengan kemauan itu bukan sekedar mimpi.

“Quote of Flying Colours Movie”



H. Mokhammad Yahya, MA., Ph.D
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ADVISOR OFFICIAL NOTE

Matter : Thesis of Novita Nurul Hidayah
Malang, 2017
Appendixes : 4 (four) Exemplar

Dear,
The Dean of Tarbiyah and Teaching Science Faculty
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At
Malang

Assalamu'alaikum Wr. Wb

After carrying out several times for guidance, both in terms of content, language and writing techniques, and after reading the following thesis:

Name : Novita Nurul Hidayah
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Program : Teacher Education of Islamic Elementary School
Title of Thesis : The Influence of Gender and *Bimbel* to the fifth grade Students' Learning Achievements at MIN 2 Kota Malang

As the advisor, we argue that this thesis has been proposed and tested decent. Thus please tolerate presence.

Wassalamu'alaikum Wr. Wb

Advisor,



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STATEMENT LETTER

Hereby state that on this thesis there is no work that ever submitted to obtained a bachelor of education on one university, and as far as I know there is no work or opinion that ever written or published by another person, except for in writes that is referenced on this thesis and mentioned on the bibliography.



TRANSLATION GUIDELINES OF ARAB LATIN

Translation of Arab Latin in this thesis utilize the translation guidelines based on the agreement between Religion Minister and Educational and Culture Minister of Indonesia number 158/1987 and number 0543b/ U/ 1987. Those are:

A. Huruf

ا= a	ز= z	ق= q
ب= b	س= s	ك= k
ت= t	ش= sy	ل= l
ث= ts	ص= sh	م= m
ج= j	ض= dl	ن= n
ح= h	ط= th	و= w
خ= kh	ظ= zh	ه= h
د= d	ع= ‘	ة= ,
ذ= dz	غ= gh	ي= y
ر= r	ف= f	

B. Vokal Panjang

Vokal (a) panjang= â

Vokal (i) panjang= î

Vokal (u) panjang= û

C. Vokal Diftong

أو = aw

أي = ay

أُ = û

إي = î

PREFACE

Praise to Allah The All Merciful and The All Compassionate. Thanks to Allah because of all blessing and guidance, so the writer is able to finish the arrangement of Quantitative Research “The Influence of Gender and *Bimbel* to Fifth Grade Students’ Learning Achievements at MIN 2 Kota Malang” as the final instruction activities on The State Islamic University of Maulana Malik Ibrahim Malang. Salawat and salam uninterruptedly extended to Prophet of Muhammad, and all the families, friends, and all Moeslem.

The aim of this thesis is the requirement for obtaining bachelor degree of education (S.Pd). The specific purpose of this thesis is as a discourse of education that is still a lot of things from an education that must be developed.

There is no pronounceable word that can be extended except the great gratitude to the excellency :

1. Prof. Abdul Haris, M.Ag., as Rector of The State Islamic University of Maulana Malik Ibrahim Malang.
2. Dr. H. Agus Maimun, M.Pd., as Dean Faculty of Tarbiyah and Teaching Sciences, The State Islamic University of Maulana Malik Ibrahim Malang.
3. H. Ahmad Sholeh, M.Ag, as The Chief of Teacher Education of Islamic Elementary School Program.
4. Dr. Mokhammad Yahya., as Advisor who always give guidance and a lot of suggestion in order to complete the arrangement of research report.

5. Mrs. Luthfi and Mrs. Nur Laily., as material expert that has taken time to give guidance and a lot of suggestion in order to complete the arrangement of research report.
6. All civitas of MIN 2 Kota Malang especially student at fifth grade. Thank you for the ease of research and permission has been granted.
7. All the colleagues of ICP PGMI 2013 who always encourage and give support to the writer in process of arrangement and observation this report.
Hopefully this simple thesis can be beneficial to all researchers and readers. Hopefully this thesis can become part of academic discourse in order to develop the science to the pgmi's. This thesis is still a lot of shortcomings. Therefore, the author expects criticism and suggestions from all parties for the perfection of this thesis.

Malang, July 31st 2017

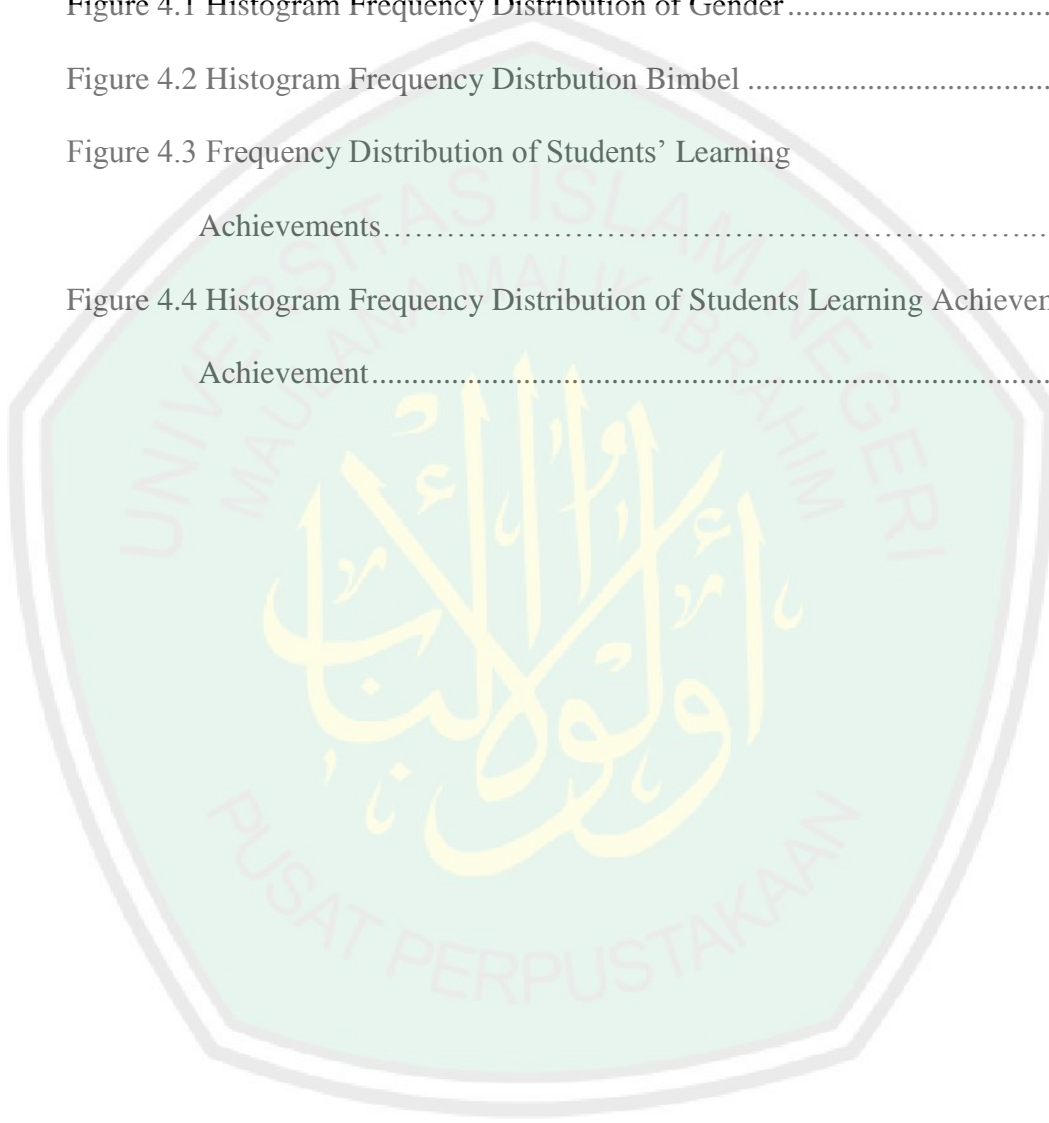
Writer

LIST OF TABLES

Table 1. 1 Scope of the Research.....	9
Table 1.2 Previous Research Table.....	13
Tabel 2.1 Diferrentiation of Sex and Gende.....	19
Table 2.1 Variables considered as predictors of learning achievement.....	41
Table Table 3.1 Data and Data Source Research.....	48
Table 3.1 Validity and reliability of variables Bimbel	53
Table 4.1 Data Distribution Gender.....	62
Table 4.2 Frequency Distribution of Students Following <i>Bimbel</i> by Gender.....	62
Table 4.3 Students Following Bimbel.....	63
Table 4.4 Score Frequency Distribution <i>Bimbel</i>	65
Table 4.5 Distribution Frequency Students' Learning Achievement	68
Table 4.6 Distribution Trends Students Learning Achievements	70
Table 4.7 Validity and Reliability Variable Bimbel	71
Table 4.8 Normality Test	72
Table 4.9 Multicolinearity Test.....	73
Table 4.9 Heteroskedastistas Tests	74
Table 4.10 Regression Analysis.....	74
Table 4.10 Determination Test.....	75
Table 4.11 Partial Test	76
Table 4.12 Simultaneous Test.....	77
Table 5.1 Variables Considered as Probable Predictors of Learning Achievement by Type	90

LIST OF FIGURES

Figure 2.1 Framework	43
Figure 4.1 Histogram Frequency Distribution of Gender	63
Figure 4.2 Histogram Frequency Distrbution Bimbel	66
Figure 4.3 Frequency Distribution of Students' Learning Achievements.....	68
Figure 4.4 Histogram Frequency Distribution of Students Learning Achievement.....	70



LIST OF APPENDIXS

- 1st Appendix : Questionnaire Research
- 2nd Appendix : Processed Instrument Data
- 3rd Appendix : Output Processed Data with SPSS 16
- 4th Appendix : Photos of Research trials at SD N Bakalan Krajan 1
- 5th Appendix : Photos of Research at MIN 2 Kota Malang
- 6th Appendix : Evidence of Consultation
- 7th Appendix : Researche Lecense
- 8th Appendix : Researche Proof
- 9th Appendix : Curriculum Vitae

TABLE OF CONTENTS

Title Sheet	ii
Approval Sheet	iii
Legitimation Sheet	iv
Dedication	v
Motto	vi
Official Note.....	vii
Statement Letter.....	viii
Translation Guide	ix
Preface.....	x
List of Table.....	xii
List of Figure	xiii
List of Appendixes	xiv
Table of Content.....	xv
Abstract	xix
 CHAPTER I INTRODUCTION	
A. Background.....	1
B. Research Questions.....	6
C. Research Objectives.....	7
D. Research Significances.....	7
E. Research Hypothesis.....	8
F. Scope of the Researchs.....	9
G. Research Originality.....	10
H. Operational Definition	
1. Gender	15

2. <i>Bimbel</i>	16
3. Students' Learning Achievements	16
I. Systematic Discussion	16
CHAPTER II LITERATURE REVIEW	
A. Theoretical Foundations	
1. Gender	
a. Definition of gender	19
b. Gender Differences in Education.....	20
c. Gender Patterns in Science Achievement.....	23
d. Influence Gender in Learning Achievement.....	27
e. Gender in Islamic Perspective.....	29
2. <i>Bimbel</i>	
a. Definition of <i>Bimbel</i>	31
b. Functions and aims of <i>Bimbel</i>	34
c. Benefits of the <i>Bimbel</i>	35
d. Factors Affecting Tutoring.....	36
e. Influence of <i>Bimbel</i> to the Learning Achievement.....	37
3. Students' Learning Achievement	
a. Definition of Students' Achievement.....	40
b. Factors that Affect Learning Achievement.....	41
c. Assessment of the Results of Learning.....	43
d. Assessment of the Results of Learning.....	44
B. Analytical Framework	47
CHAPTER III RESEARCH METHOD	
A. Research Location	48
B. Approach and Type of the Research	48
C. Research Variables	

1. Independent variables.....	49
2. Dependent Variables.....	50
D. Populations and Samples	
1. Populations	51
2. Samples	51
E. Data and Data Sources	
1. Data	51
2. Data Sources	51
F. Research Instruments	52
G. Technique of Data Collection	
1. Questionnaire	54
2. Documentation	54
H. Validity and Reliability Test	
1. Validity Test	54
2. Realibility Test	56
I. Data Analysis	
1. Descriptive Statistic.....	58
2. Classical Assumption Test	
a. Normality Test	59
b. Multicollinierity Test	59
c. Heteroscedasticity Test.....	60
3. Multiple Regression Testing.....	61
4. Hypothesis Test	
a. Partial Test	61
b. Simultaneous Test.....	62
J. Research Prosedure	63
CHAPTER IV DATA FINDINGS AND RESULTS	
A. Data Findings.....	64
B. Research Results	
1. Data Description	
a. Gender Variable.....	65

b. <i>Bimbel</i> Variable.....	67
c. Students' Learning Achievements Variable.....	70
2. Validity and Realibility.....	74
C. Data Analysis	
1. Classic Assumption Test	
a. Normality Test	76
b. Multicolinearity Test.....	77
c. Heterocedastity Test.....	77
2. Linear Regression Analysis.....	78
3. Hypothesis Testing	
a. Determination Test R^2	79
b. Partial test (<i>T test</i>)	80
c. Simultaneous Test (<i>F test</i>).....	81
CHAPTER V DISCUSSION	
A. The Influence of Gender to the Fifth Grade Students' Learning Achievement at Min 2 Kota Malang	82
B. Influence of the <i>Bimbel</i> to the Fifth Grade Students ' Learning Achievement at Min 2 Malang.....	88
C. The Influence of Both Gender and <i>Bimbel</i> to the Fifth Grade	
D. Students' Learning Achievement at Min 2 Kota Malang.....	92
CHAPTER VI CONCLUSION AND RECOMENDATION	
A. Conclusion.....	96
B. Recomendation.....	97
BIBLIOGRAPHY	
APPENDIXES	

ABSTRACT

Hidayah, Novita Nurul. 2017. Pengaruh Gender dan *Bimbel* terhadap Prestasi Belajar Siswa Kelas V MIN 2 Kota Malang. Skripsi, Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: H. Mokhammad Yahya, MA., Ph. D

Kata Kunci: Gender, *bimbel*, Students' Learning Achievments

Pendidikan merupakan salah satu tolak ukur kualitas sumber daya manusia di suatu bangsa. Terwujudnya pendidikan yang berkualitas dapat di realisasikan melalui lembaga pendidikan. Sekolah merupakan lembaga pendidikan yang memiliki peran penting untuk meningkatkan prestasi siswa. Selain sekolah terdapat factor lain yang dapat menjadi pengaruh prestasi belajar yaitu gender dan *bimbel*. Gender dalam pendidikan merupakan salah satu factor prestasi belajar. Begitu juga dengan *bimbel* sudah menjadi solusi untuk para orang tua agar anak mereka mudah untuk memahami pelajaran yang sudah diberikan sekolah.

Tujuan dari penelitian ini adalah (1) untuk menguji pengaruh gender terhadap prestasi belajar siswa kelas 5 MIN 2 Kota Malang (2) untuk menguji pengaruh *bimbel* terhadap prestasi belajar siswa kelas 5 MIN 2 Kota Malang, (3) untuk menguji pengaruh gender dan *bimbel* terhadap prestasi belajar siswa kelas 5 MIN 2 Kota Malang.

Metode penelitian ini menggunakan penelitian kuantitatif, instrument yang digunakan berupa angket dan dokumentasi. Populasi dalam penelitian ini adalah siswa kelas V MIN 2 Kota Malang jumlahnya 79 siswa dengan mengambil sampe 54 dari populasi siswa. Analisis datayang digunakan dalam penelitian ini menggunakan analisis regresi, determinasi, uji T dan uji F.

Adapun hasil penelitian yang telah dilakukan menyatakan bahwa: (1) tidak ada pengaruh gender terhadap prestasi belajar siswa dengan nilai T_{hitung} (0,067) < T_{tabel} (2,01) dengan nilai signifikansi 0,947. Artinya gender tidak mempunyai pengaruh yang signifikan terhadap prestasi belajar siswa MIN 2 Kota Malang. (2) terdapat pengaruh *bimbel* terhadap prestasi belajar siswa ditunjukkan dengan nilai T_{hitung} (3.560) > T_{tabel} (2,01) dengan nilai signifikansi 0,001. Artinya bahwa *bimbel* mempunyai pengaruh yang signifikan terhadap prestasi belajar siswa MIN 2 Kota Malang. (3) terdapat pengaruh gender dan *bimbel* terhadap prestasi belajar siswa ditunjukkan dengan F_{hitung} (6,392) > F_{tabel} (3,18) dengan nilai signifikansi 0,003. Dan diperoleh nilai regresi linier berganda sebesar $Y = 81,027 + 0,534 X_1 + 0,024 X_2 + e$.

ABSTRACT

Hidayah, Novita Nurul. 2017. The Influence of Gender and *Bimbel* to The Fifth Grade Students' Learning Achievments at MIN 2 Kota Malang. Thesis, Teacher Education of Islamic Elementary School Program, Faculty of Tarbiyah and Teaching Sciences, The State Islamic University of Maulana Malik Ibrahim Malang. Advisor : H. Mokhammad Yahya, MA., Ph.D

Keywords: Gender, *bimbel*, Students' Learning Achievments

Education is one of the way to measure the quality of human resources in a country. The realization of quality education can be realized through educational institutions. School is an educational institution that has an important role to improve students' learning achievement. In addition to school there are other factors that can be the influence of students' learning achievement, which they are gender and *bimbel*. Gender in education is one of the factors of students' learning achievement. Likewise with the *bimbel* has become a solution for parents so that their children are easy to understand the lessons that have been given the school.

The purpose of this research is as follows (1) To examine gender influence to learning achievement among fifth grade students at MIN 2 Kota Malang (2) To examine *bimbel* influence to learning achievement among fifth grade students at MIN 2 Kota Malang, (3) To examine gender and *bimbel* influence to learning achievement among fifth grade students at MIN 2 Kota Malang.

Method of this research is quantitative, Instruments used in the form of questionnaires and documentation. Population in this research is student of class Fifth Populasi V MIN 2 Kota Malang the amount are 79 students Taking sample 54 of the student population. Data analysis used in this research use regression analysis, determination, T test and F test.

The results of research that has been done states that: (1) There is no influence between the gender to the achievement of students of class V MIN 2 Malang the result is T_{hitung} gender variable equal to 0,067 with significance 0,947 where as value of T_{tabel} for $n = 54$ equal to 2,01. Obtained T_{hitung} (0,067) $< T_{tabel}$ (2,01) and significance value (0,947) $> \alpha$ (0,05). (2) There is influence between *bimbel* to student achievement class V MIN 2 kota Malang. Result of hypothesis test II using partial test, obtained T_{hitung} variable of *bimbel* equal to 3,560 with significance 0,001 whereas value T_{tabel} for $n = 54$ equal to 2,01. Obtained T_{hitung} (3.560) $> T_{tabel}$ (2,01) and significance value (0.001) $< \alpha$ (0.05). (3) There is influence between gender and *bimbel* on student achievement class V MIN 2 Malang. Based on the calculation of F Test through SPSS 16 program contained in column F above that the results obtained is 6.392 with a significance level of 0.003. While the value of F_{tabel} for $n = 54$ of 3.18. Obtained F_{hitung} (6,392) $> F_{tabel}$ (3,18) and significance value (0.003) $< \alpha$ (0.05) And obtained multiple linear regression value of $Y = 81,027 + 0,534 X_1 + 0,024 X_2 + e$.

الملخص

نور العداقي، نوفيتا. 2017. تأثير نوع الجنس والمستوي الخامس علي التحصيل الدراسي للطلبة في الصف الثاني مالانغ. اطروحة ، تعليم مدرسي برنامج المدارس الابتدائية الاسلاميه ، كلية التربية والعلوم التربوية ، الجامعة الاسلامي ة الحكومية في مالانغ مولانا مالك إبراهيم. المستشار: السيد محمد يحيي ، المحستير ، دكتوراه في الصحة

الكلمات الرئيسية: نوع الجنس ، بيمبل ، التحصيل الدراسي للطلبة

والتعليم هو أحد المعايير المرجعية لنوعيه الموارد البشرية في الدولة. التعليم العالي الجودة لا يمكن ان يتحقق من خلال هذه المؤسسة. والمدرسة مؤسسه تعليمية لها دور هام في تحسين إنجازات الطلاب. الاضافه إلى المدرسة ، هناك عامل آخر قد يكون تأثير الجنسين والتحصيل التعليمي ، وهما ببيل. والجنس في التعليم عامل من عوامل تحقيق التعلم. وكذلك الأمر بالنسبة للإباء الذين أصبحوا الحل للسماح لأطفالهم بسهولة فهم الدروس التي أعطت المدرسة. والغرض من هذا البحث هو (1) اختبار تأثير نوع الجنس علي الإنجازات التعليمية للطلبة من الدرجة 5 دقيقه 2 مالانغ (2) لاختبار تأثير ببيل علي إنجازات الطلاب الصف 5 دقائق 2 مالانغ ، (3) اختبار تأثير المساواة بين الجنسين والإنجازات التعليمية علي الصف 5 دقيقه 2 مالانغ.

هذه الطريقة البحثية باستخدام البحث الكمي ، وهو الصك الذي يستخدم في شكل السؤال والوثائق. السكان في هذا البحث هو الصف الخامس دقيقه 2 مالانغ عدد 79 الطلاب أخذ $n = 54$ من الطلاب سانس السكان. تحليل البيانات المستخدمة في هذه الدراسة باستخدام الانحدار تحليل وتحديد واختبار T و F لاختبار.

وفيما يتعلق بنتائج البحوث التي تم القيام بها والتي تنص علي ما يلي: (1) لا يوجد تأثير للجنس علي إنجازات تعلم الطلاب بقيمه $T_{hitung} (0.067) < T_{tabel} (2.01)$ مع اهميه قيمه 0.947. وهذا يعني ان الجنس لم يكن له تأثير كبير علي الإنجازات التعليمية التي حققها الطلاب ضد مين 2 مالانغ. (2) هناك تأثير ببيل ضد التحصيل التعليمي للطلاب التي تمثلها قيمه $T_{hitung} > T_{tabel} (3,560) (2.01)$ مع قيمه 0.001 الاهميه. وهذا يعني ان الببيل كان لها تأثير كبير علي

إنجازات تعلم الطلاب ضد مين 2 مالانغ. (3) وهناك تأثير للجنسين والإنجازات التعليمية التي حققها الطلاب ضد يميل يمثلها (3، 18) $F_{hitung} (6,392) > F_{tabel}$ بقيمه 0.003 الاهميه.

والانحدار الخطي متعددة الحصول علي قيم $Y = 0534 + 81,027 X_1 + 0.024 X_2 + e$



CHAPTER I

INTRODUCTION

A. Background

Education is one of the way to measure the quality of human resources in a country. High or low quality of human resources in a country is a fundamental issues that discussed in education. The best way to get qualified human resources is through a gradual and sustainable approach namely educational system that is good in its quality both informal and non formal, started from basic to higher education.

In UU No. 20 year 2003 article 4 of the national education system it says that:¹

National education is working to develop the ability and formed the characters and civilisations nations of dignity in order to educate the life of the nation, aims for the development of the potential learners in order to become a man who believe and the fear of the Lord is the One True God, moral, healthy, magicians, capable, creative, independent and become a citizen of democracy and responsible.

Education will change the behavior of human beings in order to be able to live independently and creative. With education is expected to produce qualified human and responsible and able to meet the progress of the

¹ Bidang DIKBUD KBRI Tokyo, Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 (<http://www.inherent-dikti.net/files/sisdiknas.pdf>, accessed 21 maret 2017 at 07.20)

nation in the future. Education is also working to develop the ability and formed the characters and civilisations nations of dignity in accordance with the laws of the national education system.

Even in the Islamic education is the first time God remind through QS. Al - Alaq verse 1-5 :

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣)
الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

(1)Read in the name of your Lord Who created (2) He created man from a clot (3) Read and your Lord is Most Honorable,(4) Who taught (to write) with the pen (5) Taught man what he knew not.

From QS Al Alaq can be known that God calls to all mankind continue to learn in this life to prepare for life in the future. God commanded to all Muslims to not only sit quietly to see the development of the period continue to bound in ignorance.

Syaikh Muhammad Abduh in his interpretation: "Not acquired the words that more depth and the reason that more perfect than this verse in stating the importance of reading and writing knowledge in all branches and pleased. Thus the first opened all the revelation that will come down in the back."²

Availability quality education can be in realization through educational institution or school quality education institution that has an important role in the process of learning and teaching. The education

² Tafsir oleh Buya Hamka, Tafsir Al Azhar (<http://tafsir.cahcepu.com/alalmaq/al-alaq-1-5/> , accessed on March 24, 2017 at 07.50)

institution is a facility which determine whether or not achieved or the purpose of education. Education dissemination has the purpose of which is to prepare the learners to while suffering from gastric ability to advance to the next education until college one. One institution that can be used to achieve that goal is the Madrasah Ibtidaiyah.

In Malang city there are State Madrasah Ibtidaiyah that known with the students' learning achievements is good. MIN 2 Kota Malang city have mission which making the madrasah continues to prepare the learners achieving good academic and non-academic.

Advance when MIN 2 Malang city is still not much is known of society, head of madrasah make policy that must continue to improve the achievements of learners first. Their students take part in various academic and non academic competition. It is one of the ways that is used to measure students' learning achievements. In addition to following the competition researcher measured achievement learning students use student learning outcomes on final exams semester odd.

Based on the exposure of MIN 2 Kota Malang is causing the researchers want to do research in the Madrasah. Which in this research object research classes V due to the class V is frightened to be able to think concretely rational.

The students' learning achievements are a measure that he has succeeded in learning, students' learning achievements are the result

of student learning in to achieve the students when to follow and do the task or learning activities.

Students' learning achievements are not easy to get it. There are several factors that can make increasing the achievement or even create a decrease in students' learning achievements. Students' learning styles can be one of influence to students' learning achievement. There are seven students' learning styles, they are visual, aural, verbal, physical, logical, social, dan solitary.³ Therefore it is important for teachers to know what factors that can make the achievements of learners increased.

Gender is one of the factors students learning achievements. Gender is only one of the factors that affect achievement in various subject fields. Socioeconomic status is a very strong factor; thus it is important to consider family background alongside gender when supporting children who are under-achieving.⁴ Male and female students have different abilities. As mentioned in a study on the tendency of students' learning ability Males and females learn differently from each other (Grebb, 1999; Ebel, 1999; Cavanaugh, 2002). Males tend to be more kinaesthetic, tactual, and visual, and they need more mobility in a more informal environment than females. Males are more nonconforming and peer motivated than female. Males tend to learn less by listening. Females, more than males, tend to be auditory, authority-oriented, need significantly more quiet while learning, they are

³ <https://www.time4learning.com/learning-styles.shtml>. october 13 2017. 06.00 wib

⁴ Androlla Vassiliou, *Gender Difeerences in Edcational Otcomes: Study on the Measures Taken and the Current Situation in Europe* (Eruope, European Commision:2010), P.11

more self and Authorities – motivated, and are more conforming than males (Marcus, 1999; Pizzo, 2000)⁵.

The difference between men and women is almost in every good life on education, social, political and so on. In this research will be discussed further how the difference between men and women in the field of education. The difference form of the attitude of acceptance of a male student and female students is very important to note especially in the learning process. Teachers as facilitators must know the difference between the characteristics of the students. This is important to determine strategi and learning methods. So that the purpose of the lesson can be achieved by a maximum.

Not only gender as variable that being one of thing that take effectto students' learning achievements but also *bimbel*⁶ which nowadays *bimbel* be a solution for parents to make their children get good learning achievements. Because almost all students follow *bimbel* even since they are on PAUD age until their high school. For elementary school students own almost all of the students followed the *bimbel* in various institutions is good for all subjects or just a few subjects.

An observer of education is also a educators, St Kartono, expressed by following the *bimbel* means both the students and parents to send their children to follow the *bimbel* tend to not believe that teaching in the schools

⁵Anna Tatarinceva, Influence of the Gender Factor on A Student's Learning Style and Achievements in Language Learning (Transport And Telecommunication Institute Lomonosova) P.67

⁶ *Bimbel* is an abbreviation from *bimbingan belajar* (Private Tutition). This *bimbel* activity means an extra learning guidance that is taken place outside the school time. *Bimbel* is usually done by some students of MIN 2 Malang on daily basis on during the weekend. For the rest of the writing in this thesis, the word *bimbel* will be constantly used throughout the thesis.

will be able to bring their children can be more achievement. It is clearly very regretful because the burden of the cost of education among others through education donation costs covered by the parents of the students the higher, while improving the quality of a superstition invented the school can not be proved the result. Students who participate in the *Bimbels* most thus from the schools that the favorite academic ability thus relatively better. This means that the school failed to improve the quality of them. It was a symbol of distrust of schools, finally students follow the *bimbel* so that can still maintain their achievements through the given materials *bimbel* with new methods.⁷

With the background that with the announcement of minimum value of completion learners which is determined by the government, with so the parents and the students feel the need to add hours studying outside the hours of learning in formal schools.

It is therefore very important to prove true that gender and the *bimbel* influence on the achievement of student learning. So here the writer took the title of the research that is The Influence of Gender and *Bimbel* to the Fifth Grade Students' Learning Achievement at MIN 2 Kota Malang.

B. Research Questions

Based on the background that have expressed above, so it can be determined the formulation of the problem in this research is as follows.

1. Does gender influence to learning achievement among fifth grade students at MIN 2 Kota Malang ?

⁷ Indriyani R, Pengaruh Bimbel Terhadap Prestasi Belajar Siswa ([http:// psikologi45.blogspot.co.id/2011/03/pengaruh-bimbingan-belajar-terhadap.html](http://psikologi45.blogspot.co.id/2011/03/pengaruh-bimbingan-belajar-terhadap.html) diakses 24 Maret 2017 Jam 15.46

2. Does *bimbel* influence to learning achievement among fifth grade students at MIN 2 Kota Malang?
3. Do gender and *bimbel* influence to learning achievement among fifth grade students at MIN 2 Kota Malang?

C. Research Objectives

In accordance with the formulation of the problem that has been described, then the purpose of this research is as follows.

1. To examine gender influence to learning achievement among fifth grade students at MIN 2 Kota Malang.
2. To examine *bimbel* influence to learning achievement among fifth grade students at MIN 2 Kota Malang.
3. To examine gender and *bimbel* influence to learning achievement among fifth grade students at MIN 2 Kota Malang.

D. Research Significances

The results of this research is expected to provide benefits as follows.

1. Theoretical
 - a. The findings of this research is expected to provide information about the influence of gender and the *bimbel* against learning achievements.
 - b. For the development of science education, this research is expected to strengthen the theories that have been there before about the difference between the qualification students in learning achievements.

- c. The findings of this research is also expected to be used as a reference for researchers in the implementation of the relevant research.

2. Practical

This research is useful for principals and teachers. The results of this research are important information that can be used as a reference in an effort to draw up a strategy and appropriate learning methods in teaching and learning activities. Through the effort to understand needs learn that different between male student and female students, teachers and school can optimize the learning process so that they can maximize the potential and achievement learners.

E. Research Hypothesis

So that variables can be observed and measured, it needs to be discussed further in the form of the hypothesis. The hypothesis is an answer while from the formulation of the problem that must be tested the truth.

There are two hypotheses that are used in this research.

1. The zero hypothesis H_0 who stated that there is no influence and revealed in the negative sentences.
 - a. There is no influence of gender to the fifth grade students' learning achievement at MIN 2 Kota Malang.
 - b. There is no influence of the bimbel to the fifth grade students' learning achievement at MIN 2 Kota Malang.
 - c. There are no influence of both gender and bimbel to the fifth grade students' learning achievement at MIN 2 Kota Malang.

2. The H_1 said there is a relationship between the variables X and Y and stated in positive sentences. The formulation of the working hypothesis:

- a. There is influence of gender to the fifth grade students' learning achievement at MIN 2 Kota Malang.
- b. There is influence of the bimbel to the fifth grade students' learning achievement at MIN 2 Kota Malang.
- c. There are influence of both gender and bimbel to the fifth grade students' learning achievement at MIN 2 Kota Malang.

F. Scope of the Research

The scope of this research consist three variables, namely: (1) two independent variables which are gender and *bimbel*, and (2) one only dependent variable that is student's achievement.

Table 1. 1 Scope of the Research

No	Variables	Sub Variables
1	Gender	<ol style="list-style-type: none"> 1. Definition and the concept of Gender 2. The influence of gender bias in education 3. Gender equality in education 4. Efforts to tackle the negative impact of gender bias in education
2	<i>Bimbel</i>	<ol style="list-style-type: none"> 1. Definition <i>bimbel</i> 2. Function of <i>Bimbel</i> 3. The purpose of the <i>bimbel</i> 4. Benefits of <i>bimbel</i> 5. <i>Bimbel</i> influence of learning achievements.⁸

⁸ Indriyani R. *Pengaruh Bimbel Terhadap Prestasi Belajar Siswa* (Tugas Desain Analisis Eksperimen, 2010)

3	Student's learning achievement	<ol style="list-style-type: none"> 1. Definition of student's achievement 2. The factors that affect learning achievements 3. Assessment of the results of learning⁹
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In this study researchers restrict the scope of the discussion that covers:

1. The main focus of this research is gender and *bimbel* grade V MIN 2 Kota Malang.
2. The achievement of students in grade 5 MIN 2 Kota Malang. The achievement here is the result of learning will be imbued to the achievement akademik learners.

G. The Research Originality

Research Originalitas will display the previous research that has some focus issues that different, different concentration and some similarities that will be produced.

In previous research has been done in the previous researchers:

1. The first earlier researchers named Dewi Intan Sari is students at 2009 Islamic Primary Teacher Education Program. Researchers took the title of the research is the influence of the discipline of Mathematics Teacher of grade 5 students learning achievements in the Madrasah Ibtidaiyah Bahrul Ulum Rock. The research done as a condition of getting a bachelor degree in education in the State Islamic University Maulana Malik Ibrahim Malang in 2013.

⁹ Abu Ahmadi, Widodo Supriyono, *Psikologi Pendidikan* (Jakarta : PT Asdi Mahasatya, 2004), hlm 138.

The results of the research carried out is the focus to:

- a. Discipline teachers in mathematics teaching.
- b. The achievement of student learning.
- c. The existence of the influence of the discipline of mathematics teacher of grade 5 students learning achievements in the Madrasah Ibtidaiyah Bahrul Ulum rock.

Similarities in the previous research with the research i do is in the variable *Y* i.e. students learning achievements and the subject of research is the grade V. The difference between the previous research with the research i do is on the previous researchers discuss the influence of the discipline of mathematics teacher to student learning achievements while the research that I do discuss the influence of gender and the *bimbel* against beajar achievement students. So can also that the lies in the variable *X* and the parallel lies in the variable *Y*.

2. The second is earlier researchers Rizky Wardana students host 2010 science program social education entitled The Influence of creativity and motivation to learn against the learning achievements of economic subjects the students of class x at SMK Yayasan Perguruan YP 17-2 Malang. The research done as a condition of getting a bachelor degree in education in the State Islamic University Maulana Malik Ibrahim Malang in 2013.

The results of the research carried out is the focus to:

- a. The creativity of the (X_1) and the motivation of student learning (X_2).
- b. The achievement of student learning (Y).
- c. The existence of the influence of creativity and motivation toward learning achievements the students of class X at SMK Yayasan Perguruan YP 17-2 Malang.

Similarities in the previous research with the research i do is a variable (Y) i.e. learning achievement. The difference between the previous research with the research i do is on the previous researchers discuss the influence of creativity and motivation toward the achievement of student learning while the research that i do discuss the influence of gender and the *bimbel* toward students learning achievement. So it can be said that the located on the variables (X_1) and (X_2) then sparing located in the variable (Y).

3. The second is earlier researchers Rohmah Dwi Yuniarti students host 2009 Education study program of Indonesian Language and Literature entitled The Influence of Gender and attitudes toward the Indonesian language learning achievements in Junior Secondary School students of class VII in Sleman District Yogyakarta 2013/2014. The research done as a condition of getting a bachelor degree in education in University of Yogyakarta in the year 2014.

The results of the research carried out is the focus to:

- a. The attitude of (X_1) and Gender (X_2).

- b. The achievement of student learning (Y).
- c. The existence of the influence of Gender and attitudes toward learning achievements the students of class VII in the SMP Sleman in Yogyakarta.

Similarities in the previous research with the research i do is a variable (X_2) namely gender and variables (Y) i.e. learn achievement. The difference between the previous research with the research i do is on the previous researchers discuss the influence of the attitude while the research that I do discuss the influence of gender and the *bimbel* toward students learning achievement. So it can be said that the located on the variables (X_1) then sparing located on (X_2) variables (Y).

Table 1.2 Previous Research Table

No	The name of the researcher and the title of the Form (theses/ thesis/ journal/ etc), publishers and years of research	Similarities	The Difference	The Originality of Research
1	Dewi Intan Sari, the influence of the discipline of Mathematics Teacher of grade 5 students learning achievements in the Madrasah Ibtidaiyah Bahrul Ulum Rock (theses), Islamic Primary Teacher Education Program, 2013	<ul style="list-style-type: none"> • Using the Quantitative Approach • In the variable Y that is learning achievements • Research subjects the students of class V • To qualify for a education graduated 	<ul style="list-style-type: none"> • The variables X discipline The mathematics teacher • The research done by 2013 • Researchers students host 2009 	<ul style="list-style-type: none"> • The research done on 2017 • The researcher is a student of the host 2013 • Using the quantitative approach • Have two variables X: - (X_1): Gender - (X_2) : <i>Bimbel</i> • Have one Y variable:

No	The name of the researcher and the title of the Form (theses/ thesis/ journal/ etc), publishers and years of research	Similarities	The Difference	The Originality of Research
2	Rizky Wardana, the influence of creativity and motivation to learn against the learning achievements of economic subjects the students of class x at SMK Yayasan Perguruan YP 17-2 Malang (bachelor theses), Education Social Science. 2013	<ul style="list-style-type: none"> • Using the Quantitative Approach • In the variable Y that is learning achievements • To qualify for a education graduated 	<ul style="list-style-type: none"> • In the variable (X_1) creativity and (X_2) motivation • The research done on 2013 • The subject is a vocational school • Researchers students host 2010 	- Y: Learning Achievements
3	Rahma Dwi Yuniarti, the influence of the attitudes and Gender Against the achievements of learning Bahasa Indonesia at the Junior Secondary School students of class VII in Sleman District Yogyakarta 2013/2014 (bachelor theses) University of Yogyakarta, 2014.	<ul style="list-style-type: none"> • Using the quantitative approach • In the variable Y learning achievements • In the variable (X_2) namely Gender • To qualify for a education graduated 	<ul style="list-style-type: none"> • In the variable (X_1) i.e. the attitude • The research done by 2014 • The subject of this research are the students of class VII Junior Secondary School • The researcher is a student of the host 2009 	

No	The name of the researcher and the title of the Form (theses/ thesis/ journal/ etc), publishers and years of research	Similarities	The Difference	The Originality of Research
			<ul style="list-style-type: none"> The researcher is a student of Education Bahasa Indonesia 	

H. Operational Definitions

In order not to happened misunderstand and readers can understand and follow with clear what researchers mean, then researchers will provide understanding of the terms found in the title of the proposal in detail. To facilitate understanding of the title is meant, researchers group as follows:

1. Gender

Sex and gender are two different things but still have continuity. Gender is defined as the individual differences between the sexes male and female based on biological brought since birth, while gender is a psychosocial aspects of male and female. Gender can be said as a term used to describe the differences abound between men and women in social.

Gender in education means related to the world of schools such as the interaction between the teachers and students in the classroom. The treatment of teachers in the classroom often caused gender inequity

between students of male and female students. It can affect the performance of the students.

2. *Bimbel*

Bimbel can be interpreted as a program that provided the school or outside of the institution that has the function of providing assistance, beneficiaries, direction, guidelines, guidance, guide, in learning. Or the understanding that more clearly *bimbel* was the assistance provided to the individual (learners) in order to resolve the problems in the teaching in schools.

3. Students Learning Achievements

The achievement is the result of an activity that has been done, created both individually or in groups. The achievement acquired after a person doing an activity. And not easy for a person to get the achievements.

Learning is the process of behavior change or appearance through a series of activities such as reading and observing imitate, listen, writing and other.

Learning achievement is a result of the gains made by individuals or groups based on the experience of school activities, good regarding the jurisdiction of cognition, affective and psychomotoric aspects.

I. Systematic Discussion

In the early chapters there is a nine sub chapter pemahasan namely the background, the formulation of the problem, the aim of the research, the

benefits of the priorities of the research hypothesis, the scope of research, originalitas research, the definition operasioanal and systematics discussion. The whole has a relevance and will not be out of the discussion of purpose in a formulation of problems. These early chapters have some characteristics which discusses the scope of the research compiled. There is a specific reason in drawing up the research presented in the background.

The next chapter is the second chapter or study of the library consisting of two sub chapter that is the basis of the theory and the framework of thinking. On the basis of the theory provides a strengthening of the underlying causes of a matter the development of teaching materials that will be arranged. The basis of the theory that written covers, study about gender, *bimbel* or les personal status and learning achievements. The framework of thinking contains a chart or the concept of the show the way from a procedure in the draft research. The framework of this thinking has a function to make it easier for researchers and readers more focus and know the steps researchers traveled. The framework of thinking will be presented with a comprehensive means the theory that there will be adjusted with the materials that have been selected in the draft research.

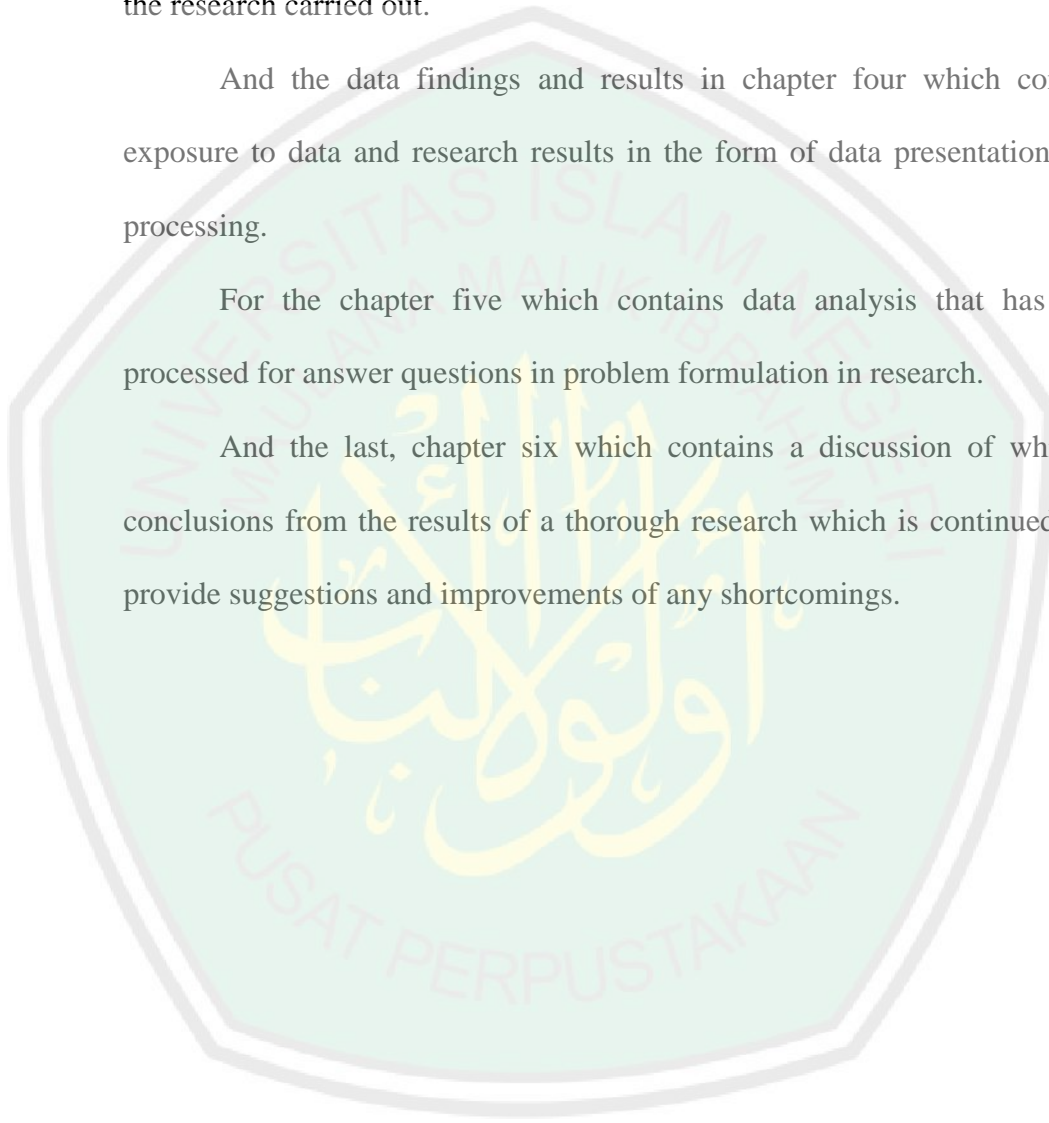
There are research method in chapter three which consists of ten sub chapter important is the location of the research approaches and types of research, priorities variable, population and sample, data and data sources, research instrument, engineering data collection, validity test and reliability analysis and research procedures. On research method on the researchers with

one another will vary the theory that there will be a basic, but researchers have the right to walk in complete research and procedures that will be taken. So the researchers had features/characteristics as proof of the authenticity of the research carried out.

And the data findings and results in chapter four which contains exposure to data and research results in the form of data presentation, data processing.

For the chapter five which contains data analysis that has been processed for answer questions in problem formulation in research.

And the last, chapter six which contains a discussion of which is conclusions from the results of a thorough research which is continued with provide suggestions and improvements of any shortcomings.



BAB II

LITERATURE REVIEW

A. Theoretical Foundations

1. Gender

a. Definition of Gender

Gender is the socio-cultural and psychological dimension of the male and female. The term of gender is differentiated from the term sex. Sex is related to the biological dimension of male and female.¹⁰

Gender is all of things that are associated with sex of someone, including also the roles, behaviors, preferences, and other attributes that describing masculine or femininity in the culture. Male are expected stronger, dominant, religiously, while female should have the nature of care, sensitive and expressive. Some behavioral scientists argued that male and female comparing two-dimensional personality stand alone. Male embrace greater self-assertion and their aggressiveness more expressing distress in directly or indirectly, more rugged in deed, language and feeling. Female express theirselves more easily distressed and sympathetic, more ashamed of shame, more voters and culturally sensitive aesthetic appearance, in general more emotional, stronger hold moral, more weak in controlling emotions and weak in physical things.¹¹

¹⁰ John W. Santrock, *Psikologi Pendidikan* (Jakarta : Prenadamedia Group, 2015), hlm. 194

¹¹ Retno Yuliningsih, *Pengaruh Sikap, Motivasi Belajar Dan Gender Terhadap Prestasi Belajar Akuntansi Siswa Kelas Xi Ma Fathul Ulum Kabupaten Grobogan Tahun Ajaran 2008/2009* (Skripsi, Universitas Negeri Semarang, 2009). Hlm. 40

Gender is range of characteristics and differentiation between masculinity and femininity.¹²

Gender can be categorized as operational device to measure issues of male and female especially related at roles in society that was constructed by the society itself.¹³ The table below will clarify the difference of sex and gender. So there is no confusion between the understanding of the concept of sex and gender.¹⁴

Tabel 2.1 Diferrentiation of Sex and Gender

Sex Not interchangeable (nature)		Gender Can be exchanged and a human Adjectives	
Male The characteristics and functions	Women The characteristics and functions	Male The Image/ self/ role	Women The Image/ self/ The Role
The Penis Jakun The sperm Fertilize	The Vagina The Egg Cell Lactation Bare	Strong Rationale Handsome Coarse Masculine The public	Weak Emotional Beautiful Fine/Soft Feminine Domestic

b. Gender Differences in Education

The male is more likely to *drop out* of school rather than women, although the difference is small (15 percent vs 13 percent) (National Center for Educational Statistics, 2001). Women (90 per cent) more may have completed upper secondary school education in

¹² Wikipedia, *gender* (<https://en.wikipedia.org/wiki/Gender> accessed, March 25 2017 hours 06.23)

¹³ Joseph Wibi Sono, *Gender in Education* (<http://garasikeabadian.blogspot.co.id/2013/03/gender-dalam-pondidikan.html> accessed March 25 2017)

¹⁴ Tim Pengarustamaan Gender, *Panduan Pelatihan Pengarusutamaan Gender Kementerian Keuangan* (Jakarta : Kementerian Keuangan, 2010), hlm. 12

the United States rather than men (87 percent). Recent evidence shows that the son of man is worse academic achievement dissemination. This means that even though many men that the achievement of good, but 50 percent from the number of students that achievement is not good is the son of man.¹⁵

By combining the information about the *drop out of school*, percentage of men that achievement is not good, and the percentage of men who enter college, we can conclude that women showed a higher academic achievement in the United States. The son of women more likely to learn academic materials, full attention in class, willing to learn more diligence and achievement devote more than the son of man.¹⁶

In broad outline the phenomenon of gender gap in education can be classified in some dimensions, among others:¹⁷

- 1) The lack of participation of (a-participation). In the case of the participation of education, women all over the world face the same problem. Compared to that of the enemy type, the participation of women in the formal education much lower. In third world countries where basic education is not required, the number of women disciples generally only half or a third of the number of students of man.

¹⁵ John W. Santrock, *Psikologi Pendidikan* (Jakarta: Prenadamedia Group, 2015) p.200

¹⁶ Ibid.

¹⁷ Yusuf Wibi Sono, Gender Dalam Pendidikan (<http://garasikeabadian.blogspot.co.id/2013/03/gender-dalam-pendidikan.html> diakses 25 maret 2017 jam 08.26)

- 2) The lack of female representation (under-representation). The participation of women in education as a teacher and leader also shows tendency progressive disparitas. The number of female teacher on the levels of basic education generally equal or exceed the number of teacher man. But on the advanced degrees and higher education, the number shows the drastic decline.
- 3) Unfair treatment (unfair treatment). The learning activities and the process of interaction in the classroom is often harmful to women disciples. Teachers unconsciously tend to hope and a greater attention to boys than women disciples. The teachers sometimes tend to think toward the "self-fulfilling prophecy" against women because students perceive women did not need to obtain a high level of education.
- 4) The dimensions of access to education facilities is difficult to achieve or the opportunity to use resources without possesses authority to decide against the product/result as well as the method for administrative resources. Factors among others: less availability of secondary schools in each sub-district, long distance from the dwelling place of the burden of household tasks that many burden on children. Accumulation of these factors make many children are quick to leave school.
- 5) The dimensions of the learning process is educational materials such as there is in the examples of the questions where all of

ownership always have invoked the man. In the book of books such as all the formal positions in the book as the Camat and director described headed by man. In addition the illustration also gender biased, which seems to illustrate that the tasks of the women is as a housewife with the tasks of sewing, cooking and wash. Factors stereotypes gender.

- 6) The dimension of the self is the capabilities of a person to promote its role in the community. The factors that utilization minim, the role of which is not absorbed by the community and still keep the old values that are not terreformasi. For example only illiteracy which is dominated by women.
- 7) The control dimension is the ability or authority to decide using the product or the results, even also to determine the method empowerment, so that they have the power to get the benefits from the resources. Factors does not have the authority or the ability to use and utilizing resources.
- 8) The dimensions of the benefits is a good thing to obtained or received by seseorang from the process of the use of or utilizing resources. Factors dimensions, access control, or participation that obtained small.

c. Gender Patterns in Science Achievement

In science, gender differences tend to be the smallest of the three subjects discussed here. Moreover, subject to the emphasis of the test,

e.g. physics or life sciences, and age group tested, international student assessment surveys report different gender patterns. TIMSS studies often find gender gaps in favour of boys, whereas PISA reports generally show no significant gender differences.¹⁸

TIMSS 1995 data showed that there were no significant gender differences in science achievement in the fourth year of schooling in seven participating European educational systems, whereas males outperformed females in five Mullis et al in 2000. In the eighth year, however, gender differences in science were present in most participating countries. Boys had higher achievement, particularly in physics, chemistry and earth sciences. In the final year of secondary school, males had significantly higher achievement in scientific literacy than females in all countries. However, achievement differed by subject areas: males outperformed females in earth sciences, physics and chemistry, but not in life sciences or environmental education.

TIMSS-R 1999 showed that, in the eighth year of schooling, boys outperformed girls in eight European countries, while there was no gender gap in seven countries. A significant reduction in the gender difference between 1995 and 1999 occurred only in Slovenia (however, it was due to boys scoring lower than before, not girls

¹⁸ Androlla Vassiliou, *Gender Differences in Educational Outcomes: Study on the Measures Taken and the Current Situation in Europe* (Eruope, European Commision:2010), p.36

improving); in the remaining countries the gender gap stayed the same.

TIMSS 2003 revealed that there was no gender gap in the fourth year in most countries (the Flemish Community of Belgium, Italy, Latvia, Hungary, Slovenia, the United Kingdom (England) and Norway). However, in year eight, boys had significantly higher achievement than girls in the majority of countries. Only in Estonia and Cyprus was there no gender gap in science achievement. Nevertheless, girls showed greater improvement on average than boys, especially from 1999.

TIMSS 2007 again found no gender gap in the fourth year of schooling in seven European countries (Denmark, Latvia, Lithuania, Hungary, Sweden, the United Kingdom (England and Scotland) and Norway) but reported a lead for boys over girls in six (the Czech Republic, Germany, Italy, the Netherlands, Austria and Slovakia). Regarding science achievements of pupils in year eight, there was no gender difference in most countries (Lithuania, Malta, Slovenia, Sweden, the United Kingdom (England and Scotland) and Norway); girls scored higher in Bulgaria, Cyprus and Romania, whereas boys performed better in the Czech Republic, Italy and Hungary.

Contrary to TIMSS findings, the PISA 2000 assessment of 15-year-olds' science achievements did not report significant gender differences. Males scored better in Denmark and Austria, while

females did in Latvia (OECD, 2001). PISA 2003 found male advantage only in a few countries (Denmark, Greece, Luxembourg, Poland, Portugal, Slovakia and Liechtenstein) and no gender gap in the majority. Girls outperformed boys in Finland and Iceland (OECD, 2004). The differences between TIMSS and PISA results might be partly explained by the fact that the PISA assessment emphasises life sciences more than TIMSS. This is an area where females perform better also in TIMSS.

PISA 2006 also reported that overall gender differences were the smallest in science when compared to reading and mathematics. As Figure 2.2c shows, on average there was no gender gap in most countries. Females had higher results in Bulgaria, Greece, Latvia, Lithuania, Slovenia and Turkey, while males scored higher in Denmark, Luxembourg, the Netherlands and the United Kingdom (England). However, despite performing equally as well as boys in most countries, girls tend to have lower self-concept than males in science i.e., on average, girls had lower levels of belief in their scientific abilities than boys in all European countries. Boys also had higher self-efficacy, i.e. a higher level of confidence in tackling specific scientific tasks in all countries, except Austria, Poland and Portugal.

As PISA 2006 focused on science, it reported other interesting issues. On average females were stronger in identifying scientific

issues, while males were stronger at explaining phenomena scientifically. In most other aspects of self-reported attitudes towards science there were no consistent gender differences. Both boys and girls had similar levels of interest in science and there was no overall difference in boys' and girls' inclination to use science in future studies or jobs.

William (2000) likewise suggests that sex differences in cognition are small and have narrowed further in some subject areas in recent years.

Perhaps the most important finding from the literature and ... analyses is that sex-differences in achievement, even in subjects like mathematics and science, are small and have been decreasing steadily over the last 20 years. Very few of the tests show a standard mean difference in favour of either males or females of more than 0.4 which means that less than 4 % of the variation in individuals' test scores is related to sex differences (William 2000,p. 661).¹⁹

d. Influence Gender in Learning Achievement

The most pronounced gender difference in achievement is the advantage of girls in reading. On average, girls read more and enjoy reading more than boys. Girls' advantage is consistent across countries, different age groups, survey periods, and study programmes. In mathematics, boys and girls have similar results at the fourth and eighth school years in most countries. Boys' advantage emerges in the

¹⁹ Androula Vassiou, Gender Differences in educational Outcome (Europe, European Commission;2010),pg.23

later school years and is especially noticeable among students who attend the same teaching programmes and year groups.²⁰

Gender differences in science achievement are the smallest. Despite performing equally well as boys in most countries, girls tend to have a weaker self-concept in science than males, i.e., on average, girls had lower levels of belief in their science abilities than boys. Yet, both boys and girls are similarly interested in science; and there is no overall difference in boys' and girls' inclination to use science in future studies or jobs. Reading, however, is considered important by far more girls than boys in all European countries. Boys are more likely to be amongst the poorest performers in reading. In mathematics and science, there are no gender differences amongst low achievers in most countries. In mathematics, girls are more likely to perform at lower levels in approximately one third European education systems. Gender is only one of the factors that affect achievement in various subject fields. Socioeconomic status is a very strong factor; thus it is important to consider family background alongside gender when supporting children who are under-achieving.²¹

Males and females learn differently from each other (Grebb, 1999; Ebel, 1999; Cavanaugh, 2002). Males tend to be more kinaesthetic, tactual, and visual, and they need more mobility in a more

²⁰ Androlla Vassiliou, *Gender Difeerences in Edcational Otcomes: Study on the Measures Taken and the Current Situation in Europe* (Eruope, European Commision:2010), P.11

²¹ Androlla Vassiliou, *Gender Difeerences in Edcational Otcomes: Study on the Measures Taken and the Current Situation in Europe* (Eruope, European Commision:2010), P.11

informal environment than females. Males are more nonconforming and peer motivated than female. Males tend to learn less by listening. Females, more than males, tend to be auditory, authority-oriented, need significantly more quiet while learning, they are more self and Authorities – motivated, and are more conforming than males (Marcus, 1999; Pizzo, 2000)²²

Research reports are not explicit on the effect of gender on achievement. Zember and Blume (2011) report that most studies show that girls perform more better than boys in schools. This corroborate an earlier report by Dayioglu and Turut - asit (2004) in a study, saw that girls, though enter Jurkish universities with low grades, but upon their entry, out perform their male counterparts. Abubakar and Oguguo (2011) in their comparison, found no significant difference between the performance of boys and girls. This agrees with Uduosoro (2011) who found no significant different between the performance of boys and girls.²³

e. Gender in Islamic Perspective

The religion of Islam itself never discriminated the existence of women. Thus the religion of Islam is to free women from a culture of ignorance in the past. As we know about the condition of women in the

²²Anna Tatarinceva, Influence of the Gender Factor on A Student's Learning Style and Achievements in Language Learning (Transport And Telecommunication Institute Lomonosova) P.67

²³ Odagboyi Isaiiah Amedu, *The Effect of Gender on the Achievement of Students in Biology Using the Jigsaw Method* (Akwanga, Primary Education Department, College Of Education,2015), p.177

time of ignorance. When a society gave birth to a woman then it is a disgrace that women must sometimes killed alive by his own parents. Continue with the existence of the prophet that brought mercy for all the worlds. The position of women be saved and upheld the dignity and dignity. This is the reflection should be for us as muslimin muslimat to maintain the teaching that is done by the messengers of our Lord is the Prophet that never do discrimination or negative dichotomy toward women.²⁴

In the religion of Islam also arises different views because there are differences in the understanding of the texts Al-Quran about gender. The Prophet Muhammad bringing the teachings that puts women in the place of honor, equivalent to the man. Verse Al-Quran mentions that women are aligned with the male as 4 Al An-Nahl: 97 :

مَنْ عَمِلَ صَالِحًا مِّنْ ذَكَرٍ أَوْ أُنْثَىٰ وَهُوَ مُؤْمِنٌ فَلَنُحْيِيَنَّهٗ حَيٰوةً طَيِّبَةً وَلَنَجْزِيَنَّهُمْ أَجْرَهُمْ بِأَحْسَنِ مَا كَانُوا يَعْمَلُونَ ٩٧

97. Whoever does good whether male or female and he is a believer, We will most certainly make)live a happy life and We will most certainly give them their reward for the best of what they did.

Islam commanded both men and women to possess the knowledge and does not become a fool. God strongly criticizes the people who did not possess the knowledge, both men and women. As in 4 Az -Zumar verse 9 :

²⁴ Fitroh Merkuri W, *Gender Dalam Perspektif Islam* ([Http://Www. Academia. Edu/7037020/ Gender_ Dalam_ Perspektif_ Islam](http://www.Academia.Edu/7037020/Gender_Dalam_Perspektif_Islam) Diakses 25 Maret 2017 Jam 14.43)

أَمَّنْ هُوَ قُنْتُ ءَانَءَ اللَّيْلِ سَاجِدًا وَقَائِمًا يَحْذَرُ الْآخِرَةَ وَيَرْجُوا رَحْمَةَ رَبِّهِ
 فُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ (٩)

9)Subtitled! He who is obedient te hours of the night, prostrating himself and standing, takes care of the hereafter and hopes for the mercy of his Lord! Say: Acres an organization know and training who do not know alike license? Only the men of understanding acres mindful.

Thus it can be said that Islam thus cleared a social system that is not fair to women and replace it with a system that contains justice. Islam sees the woman is the same with men in terms of humanity. Islam gave the rights to women as given to men and inflicted on the same obligation to both.²⁵

2. *Bimbel*

a. Definition of *Bimbel*

According to Dang and Hai-Anh (2008) private tuition is defined as feebased tutoring that provides supplementary instruction to children in academic subjects that they study in the mainstream education system. Stevenson, Lee and Baker (1992) refer to private tuition as a shadow education system because the system exists primarily on the basis of existence of the mainstream system. Stevenson et al. (1992) further argue the magnitude of the shadow education changes in relation to changes in the mainstream system and

²⁵ Ibid.

that in almost all societies, much more public attention focuses on the mainstream system than on its shadow. Stevenson et al. (1992) also argue the features of the shadow system are less distinct vis-a-vis those of the mainstream system. Bray (2005) also refers to private tuition as shadow education. Just like Stevenson et al. (1992), Bray (2005) concurs that the existence of private tuition depends on the mainstream education system.²⁶

Tutoring refers to the individuals who are not teachers professionally but they assist and support the learning of others in an interactive, purposeful, systematic and efficient way. Generally it is performed on a one-to-one basis, in a pair. These tutors can be parents; brothers and sisters; other family members; other learners from the peer groups and a wide range of volunteers. To assist others in learning, tutors often learn themselves.²⁷

Bimbel is a process of giving help to the individual so that the individual can know and can solve the problems of his own life so that he can enjoy life happily.²⁸

There is also guidance to learn (*bimbel*) addition *bimbel*. The learning method used is the classical, with the number of children is restricted. There is also a learning method used is tutor come to the

²⁶ Metho Joeton Kilonzo, Influence of Private Tuition on Standard Eight Pupils' Academic Achievement in Mbooni West District, Kenya (Kenya, University Of Nairobi, 2014), P.2

²⁷ Qaiser Suleman & Ishtiaq Hussain, *Effects of Private Tuition on the Academic Achievement of Secondary School Students in Subject of Mathematics in Kohat Division* (Pakistan; Kohat University of Science & Technology Kohat, Khyber Pakhtunkhwa, 2014) ,p.32

²⁸ Oemar Hamalik, *Psikologi Belajar dan Mengajar* (Bandung: CV. Sinar Baru, 1992), hlm. 194

child. The number of children who took part in the private *bimbel* usually totals only 1-3 children only. The subjects that provided more depending on the needs of the children. Usually, who studied is the material that is considered very difficult solved by the children.²⁹

The words of simple guidance when or guide has two meanings, i.e. in general and specifically. In General, the simple guidance when have the same meaning by educating and imparting values, Jodie Foster moral and directs learners so that the learner be I feel. Whereas, in amalgamation, the simple guidance when is defined as an effort or programs that help optimize the development of learners. In practice, this simple guidance when is given through the help resources' the issues facing the learners at the same time giving impetus to the development of potentialities.³⁰

Tutoring here is a series of action or assistance provided by an expert in their fields to provide updates to the individual who is mentored in order to become a more useful people.³¹

Tutoring Agency is a program to help students/students master the school disseminates lessons and get maximum value when the school

²⁹ Nazylatul Mutamimah, Skripsi "*Pengaruh Bimbingan Belajar Terhadap Prestasi Belajar Siswa Di Mi Al-Umron Bendosewu Talun Blitar*" (Blitar,2013)

³⁰ Vita Junivanka Tarwiah, *Pengaruh Bimbel Dalam Meningkatkan Prestasi Belajar Peserta Didik Kelas Viii Mts Negeri Godean, Sleman, Yogyakarta* (Yogyakarta: Skripsi Universitas Islam Negeri Sunan Kalijaga, 2012) hlm.22

³¹ ibid

exams, exams increase exam class, national, as well as the college entrance examination.³²

It can be concluded that *bimbel* is an additional learning activity that is done after school activities are completed. This activity can be private tuition or group. In the course of tutors can visit the students' home or students come to the place of study that has been provided by the institution.

b. Functions and aims of *Bimbel*

The function of tutoring is to assist and facilitate learners. Tutors help or facilitate students to become self-sufficient and independent learners who can perform on their own. The aim of tutoring is to improve the learning of a student in the classroom or outside the classroom.³³

In addition the function of the guidance obtained from other references:

- 1) To reported the possibility of a problem in learning.
- 2) Distributes appropriate students with talent and interest so that learning can · develop optimally.
- 3) So that students can adjust to the learning environment.
- 4) Repair against conditions that interfere with the learning process of students.

³² Bimbel Ranking, *Proposal Lembaga Bimbel* (<http://ranking.co.id/> diakses 26 Maret 2017 Jam 00.02)

³³ Qaiser Suleman & Ishtiaq Hussain, *Effects of Private Tuition on the Academic Achievement of Secondary School Students in Subject of Mathematics in Kohat Division* (Pakistan; Kohat University of Science & Technology Kohat, Khyber Pakhtunkhwa, 2014) p.32

- 5) Effort to for preserve and enhance the learning s Star of students.³⁴

The aims of the guidance of learning personal status is to provide assistance in particular and individuuil in learning, especially for the eyes of the lessons less and still could not be understood by the students.³⁵

c. Benefits of the *Bimbel*

According to Ngiam (2010), following are the benefits of private tutoring:

- 1) Students get more attention as compared to the regular classroom activities.
- 2) Due to the private home tuition, the achievement level can be increased.
- 3) With the help of private home tuition, parents can improve the classroom performance of their children.
- 4) Through private home tuition, communication and interaction between students and teachers ensured. In this way the students can find the answer of each and every question from their tutor.
- 5) Due to private home tuition, the participation and involvement of the parents can be ensured in each and every academic activity of their children.

³⁴ Indriyani R, *Pengaruh Bimbel Terhadap Prestasi Belajar Siswa* (Makassar: Universitas Makassar, 2010)

³⁵ Nazylatul Mutamimah, *Skripsi " Pengaruh Bimbingan Belajar Terhadap Prestasi Belajar Siswa Di Mi Al-Umron Bendosewu Talun Blitar"* (Blitar,2013)

Washington Tutoring is the most part for the learners, considering at this time the students are required to be was. Therefore, students acres was much bigger to follow the simple guidance when of learning as a tool to face future challenges. In addition, the benefits of tutoring is able reserves to make students get creative in teaching and learning activities, and receiving complain attributes achievement at school. Here it is very washington for the students to follow the simple guidance when of learning, so that they are able reserves to keep up with the demands of the times at the moment.³⁶

d. Factors Affecting Tutoring

- 1) Internal factors (factors from within students), namely the state / condition of the physical and spiritual students.
- 2) External factors (factors from outside students), namely environmental conditions around students.
- 3) Factor approach to learning (approach to learning), namely the type of student learning efforts that include strategies and methods used by students to conduct activities to learn lesson materials. Can be understood as any means or strategies used by students in supporting the effectiveness and efficiency of the process of studying certain materials. Strategy in this case means a set of operational steps that are engineered in such a

³⁶ Nazylatul Mutamimah, *Skripsi " Pengaruh Bimbingan Belajar Terhadap Prestasi Belajar Siswa Di Mi Al-Umron Bendosewu Talun Blitar"* (Blitar,2013)

way as to solve a problem or achieve a specific learning objective.

e. Influence of *Bimbel* to the Learning Achievement

Learning at school from at 07.00 wisconsin 13.30 of course is very limited to how consulting working on the questions that if tested. As we know that the time of the teaching of each subject is limited. For example, mathematics only given time 1 x 45 minutes in every face-to-face. This became the cause of students and teachers would not be able to discuss at length. So by following the *Bimbel* students can ask and talk about all the things that frightened still puzzled him.³⁷

According to Bray et al. (2008), many people assume that shadow education (private tuition) delivers positive results in academic achievement. However, argue Bray et al. (2008) this assumption might not be true given the potential endogeneity of private tuition which many students have failed to address. This school of thought is also shared by Hai-Anh and Rogers. According to Hai-Anh and Rogers (2008), private tuition yields substantial increase in learning gains. However, argue Bray et al. (2008), the assumption that private tuition delivers positive results in academic achievement is not always true. In Singapore, Cheo, Roland and Quah (2005) investigated the learning achievement of 429 grades 8 'express' in

³⁷ Nazylatul Mutamimah,

three premier secondary schools. Their study established that private tuition has a positive influence on the subject that private tuition is received.³⁸

Verbalized mentioned that Atta, et al at 2011 conducted a study to know the effects of private home tuition on educational attainments of students at secondary school level in Dera Ismail Khan (Khyber Pakhtunkhwa) Pakistan and concluded that there is a significant effect of private home tuition on the educational attainments of 10th class students for rural and urban schools. According to Goh (2010), as each and every child is different and performs differently at home and in schools. Some children are very talented and some need extra attention. In order to meet this competency, private home tuition has become essential for each and every student. A brilliant student needs private home tuition to compete with other while weak students need it for achieving good marks.³⁹

The students are directed to understand the concept and the basic principles of the subjects so that the learning process more quickly and easily understood. The existence of monitoring the development of learning, the advantages and disadvantages of the

³⁸Metho Joeton Kilonzo, *Influence of Private Tuition on Standard Eight Pupils' Academic Achievement In Mbooni West District Kenya* (Kenya, University of Nairobi, 2014) p. 15

³⁹Qaiser Suleman & Ishtiaq Hussain, *Effects of Private Tuition on the Academic Achievement of Secondary School Students in Subject of Mathematics in Kohat Division* (Pakistan; Kohat University of Science & Technology Kohat, Khyber Pakhtunkhwa, 2014) p.32

students so that problems / difficulties learning can be identified, evaluated, search for the solution and applied in the method and style of teaching to get the best results. The method of teaching in private bimbel adjusted with the nature of the characters, how to learn and ability of each student.

On the results of research showing the conclusion that the variables of study guidance studied in this study have an influence on the improvement of achievement Learning on the students. This is evidenced by the test results from T test analysis, which in the analysis $T_{count} > T_{table}$ of $7.973 > 2,074$. This explains that in the hypothesis received on the T test is H_a . Where the meaning of H_a is the guidance of learning has an influence Significant toward student achievement in MA Al-Utrujyiah.⁴⁰ In the research also mentioned that there is a significant influence on mathematics learning achievement. This is evidenced to the results of the Regression Analysis $F_{count} 5,49 > F_{table} 3,89$ so H_a accepted and H_o rejected.⁴¹

⁴⁰ Andi Thahir & Babay Hidriyanti, *Pengaruh Bimbingan Belajar Terhadap Prestasi Belajar Siswa Pondok Pesantren Madrasah Aliyah Al-Utrujyiah Kota Karang Bandar Lampung* (Lampung), p.33

⁴¹ Desti kurnia Sarasweni, *Pengaruh Bimbingan Beajar terhadap Prestasi Belajar Matematika Siswa kelas V Sekecamatan kebasen* (Yogyakarta, Universitas Negeri Yogyakarta, 2012) p.74

4. Students' Learning Achievement

a. Definition of Students' Achievement

The achievement is the result of an activity that has been carried out, created, both individually and group. Star acres never produced for someone not doing an activity. In fact, to get the achievement is not as easy as envisioned, but facial full of struggle with a variety of challenges that must be faced to achieve it. only with persistence and optimism left; that can help to achieve them. Therefore, it is natural that achievement must be with the persistence work.

While learning is an activity that is done consciously to get some impression from the materials that have been studied. the result of the activity of learning is a change from the individual. United States such learning is said to have been successful when there is a change in the individual. otherwise if no change occurred in the individual, then the study is said to no avail.

Thus, it can be understood, screened the s Star of the study is the assessment of the progress of the student's education in all things learnt at school related skills or knowledge/skills assessment results after the stated.⁴²

⁴² Syaiful Bahri Djamarah, *Prestasi Belajar dan Kompetensi Guru* (Surabaya : Usaha Nasional, 2012), hlm.19

b. Factors that Affect Learning Achievement

The learning star achieved as a result of the interaction of various factors is it initial baok from within (internal factor) or from outside of ourselves (external factors) of the individual.⁴³

Internal factors acres:

- 1) A physiological factor is is congenital or tubs. That includes these factors such as vision, hearing, body structure, and so on.
- 2) Psychological factors screened acres either innate or acquired consists of:
 - a) This is done by Intelektif factors include:
 - Potential factors i.e. intelligence and talent
 - Real skills factor, namely the accomplishment has been owned.
 - b) The factors of non-intelektif, screened is a amalgamation personality elements such as attitudes, habits, interests, needs, motivation, emotion, self adjustment.
- 3) Physical or psychic maturity factor:

The external is classified us:

- 1) Social factors is consists of:
 - a) Family environment
 - b) School environment
 - c) Neighborhoods

⁴³ Abu Ahmadi, Widodo Supriyono, *Psikologi Belajar* (Jakarta: PT Rineka Cipta, 2004), hlm. 138

- d) Environmental group
- 2) Cultural factors such as customs, science technology, arts.
 - 3) Environmental factors such as the physical facilities, on-site learning and climate.

In a study there are variables that are considered as things that affect learning achievement.

Table 2.1 Variables considered as probable predictors of learning achievement by type⁴⁴

Socio-economic factors	School-related factors	Additional educational inputs
<ul style="list-style-type: none"> • Sex of student • Age of student • Area of residence • Mothers' education • Fathers' education • Religion • Ethnicity • Electricity at home 	<ul style="list-style-type: none"> • Class size • Student–teacher ratio • Teachers' educational qualification • Teachers' professional training • Teachers' length of Experience • SMC meeting • Distance between school and <i>upazila</i> 	<ul style="list-style-type: none"> • Students' participation in pre-school education • Students' duration of having private tutor • Guardians' attendance in school meeting • Guardians' discussions with teachers • Students' participation in co-curricular activities • Students' access to mass media

Based on the above table it can be seen that sex of students and private tuition becomes one of the factors that affect student achievement.

c. Assessment of the Results of Learning

The assessment always holds the role of orienting in all forms of effective teaching. with the assessment obtained an inverse is used to fix and revise materials or teaching methods or to adjust the other

⁴⁴ Samir Ranjan Nath, *Factors Influencing Primary Students' Learning Achievement in Bangladesh* (Bangladesh, BRAC Research and Evaluation Division,2012), p.60

ingredients with the development of science. Custom and useful to know where is the Protege's invitation bothered to get the purpose of the lessons.⁴⁵

By knowing the s Star of learning, class teachers can take constructive action is good for high achievers students as well as for student achievers learn low.

For it all, us a teacher can take concrete steps as follows:⁴⁶

- Data Collecting the results of student learning
- Every time there is an attempt to evaluate the te disseminates lessons taking place
- Conduct an evaluation at the end of the lesson
- Data analyzing results of student learning. with this step the teacher can find out:
 - Protege who discovered the learning patterns of ain
 - Success or whether the student in learning
 - Using the results of the study, is covers the Protégé
 - Birth of the feedback for shipbuilders student and teacher need to know this
- With feedback that class teachers can be analyzed with appropriate follow up or next activities.

⁴⁵ Syaiful Bahri Djamarah, *Prestasi Belajar dan Kompetensi Guru* (Surabaya : Usaha Nasional, 2012), hlm.104

⁴⁶ Ibid, hlm. 106

d. Students Learning Styles

There are currently seven “Learning Styles”⁴⁷.

- 1) Visual (spatial): You prefer using pictures, images, and spatial understanding. If you use the visual style, you prefer using images, pictures, colors, and maps to organize information and communicate with others. You can easily visualize objects, plans and outcomes in your mind's eye. You also have a good spatial sense, which gives you a good sense of direction. You can easily find your way around using maps, and you rarely get lost. When you walk out of an elevator, you instinctively know which way to turn.
- 2) Aural (auditory-musical): You prefer using sound and music. If you use the aural style, you like to work with sound and music. You have a good sense of pitch and rhythm. You typically can sing, play a musical instrument, or identify the sounds of different instruments. Certain music invokes strong emotions. You notice the music playing in the background of movies, TV shows and other media. You often find yourself humming or tapping a song or jingle, or a theme or jingle pops into your head without prompting.
- 3) Verbal (linguistic): You prefer using words, both in speech and writing. The verbal style involves both the written and

⁴⁷ <https://www.time4learning.com/learning-styles.shtml>. october 13 2017. 06.00 wib

spoken word. If you use this style, you find it easy to express yourself, both in writing and verbally. You love reading and writing. You like playing on the meaning or sound of words, such as in tongue twisters, rhymes, limericks and the like. You know the meaning of many words, and regularly make an effort to find the meaning of new words. You use these words, as well as phrases you have picked up recently, when talking to others.

4) Physical (kinesthetic): You prefer using your body, hands and sense of touch. If the physical style is more like you, it's likely that you use your body and sense of touch to learn about the world around you. It's likely you like sports and exercise, and other physical activities such as gardening or woodworking. You like to think out issues, ideas and problems while you exercise. You would rather go for a run or walk if something is bothering you, rather than sitting at home.

5) Logical (mathematical): You prefer using logic, reasoning and systems. If you use the logical style, you like using your brain for logical and mathematical reasoning. You can recognize patterns easily, as well as connections between seemingly meaningless content. This also leads you to classify and group information to help you learn or understand it.

6) **Social (interpersonal):** You prefer to learn in groups or with other people. If you have a strong social style, you communicate well with people, both verbally and non-verbally. People listen to you or come to you for advice, and you are sensitive to their motivations, feelings or moods. You listen well and understand other's views. You may enjoy mentoring or counseling others.

7) **Solitary (intrapersonal):** You prefer to work alone and use self-study. If you have a solitary style, you are more private, introspective and independent. You can concentrate well, focusing your thoughts and feelings on your current topic. You are aware of your own thinking, and you may analyze the different ways you think and feel. You spend time on self-analysis, and often reflect on past events and the way you approached them. You take time to ponder and assess your own accomplishments or challenges. You may keep a journal, diary or personal log to record your personal thoughts and events.

B. Analytical Framework

The framework of thought bothered common conceptual models of how the theory relates to the various factors is have been identified as an washington issue.⁴⁸

Based on the support of the Foundation theoretical obtained from the exploration of the theory of generalised references konsep sional variable, then the research can be drawn up the framework of thought as follows:



⁴⁸ Sugiyono, *Qualitative Quantitative Research Method and R & D* (Bandung : Alfabeta, 2013) p.30

CHAPTER III

RESEARCH METHOD

A. Research Location

This study selects the object at the State Islamic Elementary School 2 Malang which is located on the street Kemantren 2/4 A Bandungrejosari Village District of Sukun Malang.

B. Approach and Type of the Research

This research will study about the influence of gender and *bimbel* to fifth grade students' learning achievements MIN 2 Malang. The approach used in this research is quantitative. This is because the definition of the approach is a much-demanded research using numbers, ranging from data collection, interpretation of the numbers, as well as the appearance of the results.⁴⁹

While this type of research is correlational, because this research is designed to determine the magnitude of independent variables (gender and *bimbel*) to the dependent variable (student learning achievement). This is in accordance with what is proposed by Arikunto that, correlational research aims to determine whether or not there is a relationship and if there is, how closely the relationship and how significant the relationship. Correlational research also aims to compare the measurement results between two

⁴⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Yogyakarta: Rieneka Cipta, 2010), hlm. 12.

different variables so that it can be determined the level of relationship variables.⁵⁰

Thus, from the data obtained and then analyzed, will be known how much independent variables have an influence on the dependent variable shown by the numbers considering this research is a research with a quantitative.

C. Research Variables

The variable is phenomenon that variants in the form, quality, quantity, standard and soon. Variables across effects that vary are the object of research.⁵¹ In this study, Researchers used two variables, variables that influence and causal variables. Variables that affect a variable called the cause, free or independent variables (X). While the result of variable is called the dependent variables (Y).

Based on this research consistently explanation can be describe the command as follows:

1. Independent variables in this research consisted of:
 - a. Gender x_1 as dummy variable or variable doll which is an explanatory variable. In this study, the dummy variable is gender (male and female). Gender in this study is the difference of male and female students psychologically which is distinguished through

⁵⁰ Ibid., hlm. 159

⁵¹ Suharsimi Arikunto, *Research Procedure a practical approach* (Yogyakarta: Rieneka Cipta, 2010).page.99

biological data or sex data. The female student group was coded D_1 and the male student group was coded D_2 .

b. *Bimbel* x_2 defined as an extra learning guidance that takes place outside of the school time. Indicators:

- 1) The professionals tutors or teachers
- 2) The different methods of Bimbel ⁵²
- 3) The good concept of Bimbel
- 4) The social skill. ⁵³

2. Dependent variable

The dependent variable (Y) in this study is students' learning achievement which is defined as the result that has been achieved by a person in terms of the change of knowledge understanding, skill and values-attitude after doing mental / psychic activity that taking place in active interaction with environment. Student achievement is obtained from the value of fifth grade student's report of the State Islamic Elementary School 2 Malang.

a. Independent variables (X): (X_1) Gender

(X_2) *Bimbel*

b. Dependent variables(Y) : (Y_1) Student's Learning Achievements

⁵²<http://www.primagama.co.id/kenapa-primagama/jenis-belajar>, diakses 10 april 2017 pukul 21.07 wib

⁵³<https://www.zenius.net/cg/1/sd>, diakses 10 april 2017 pukul 21.20 wib

D. Population and Samples

1. Population

The population is the region of generalization consists of the object or subject, that has certain qualities and characteristic, which is determined by the researcher to learn and then take the conclusion.⁵⁴ The population in this study are all students of class V MIN 2 Malang academic year 2016/2017, amounting to 78 students.

2. Samples

The sample is the partial or representative of the population under study. In sampling if the subject is less than 100, it is better to take all. The sampling technique used in this study is population.⁵⁵ Therefore, this study is called population research.

E. Data and Data Sources

1. Data

Data is the whole explanation or information to strengthen research. Data is also a good finding of fact and figures. Thus the data referred to in this study is a variety of information relating to the research conducted. The data used is quantitative data which is described by the numbers that can be measured and calculated directly.

2. Data Sources

The data used in this study are primary data and secondary data.

Primary data is data obtained directly from the source, while the secondary

⁵⁴ Sugiyono, statistics for Education (Bandung: Alfabeta, 2012), pg.4

⁵⁵ Suharsimi Arikunto, *Research Procedure a practical approach* (Yogyakarta: Rieneka Cipta, 2010).page.120

data is data obtained from the documentation we need. Primary data were obtained from questionnaire data completed by the students of class V and secondary data obtained from UAS first semester grade value V MIN 2 Malang.

Table 3.1 Data and Data Source Research

No.	Data	Data source
1	Gender	Students (respondents)
2	<i>Bimbel</i>	Students (respondents)
3	Learning achievement	Documentation

F. Research Instrument

Research instrument is a tool or a research facility that used by researcher in collecting the data in order to research easier and the results better, in the sense that a more thorough, complete and systematic making it easier.⁵⁶

The use of instruments to support the data collection process and obtain the desired data, the instrument include:

1. Researchers use questionnaires to collect field data to find data about gender and *bimbel*. Where the statement items in the questionnaire developed from indicators based on theory relevant to each research variable. Furthermore, the statement is measured by using Likert scale. According to Ridwan and Sunarto Likert scale is the scale used to measure attitudes, opinions and perceptions of a person or a group of social events or symptoms. The answer of each item of statements has

⁵⁶ Ibid. Pg. 134

level, from a very positive to very negative level in the form of words with a score of each choice of answers to the following statement:

- a. Score 4: to answer always
 - b. Score 3: to answer frequently
 - c. Score 2: to answer sometimes
 - d. Score 1: for answers never
2. The researcher uses final exam scores to find out the data on student learning achievement and other documents related to the research, such as the document on school profile.

G. Technique of the Data Collection

The instrument used to Obtain a number of was much bigger the data will be used as an instrument of the data collection in the form of questionnaires, and tests the acquisition of learning outcomes. The administered questionnaire was used to collect the data about the responses and suggestions and describing all feedback, comments and suggestions of the Evaluators Obtained from the administered questionnaire sheet. The administered questionnaire is required, among other things:

Instruments used to obtain a much larger amount of data will be used as an instrument of data collection in the form of questionnaires, and test the acquisition of learning outcomes. The given questionnaire was used to collect data on responses and suggestions and illustrate all feedback, comments and suggestions from the evaluators obtained from the

questionnaire sheets provided. The questionnaire given is needed, among others:

a. Questionnaire

Questionnaire is a collection of data sorted by giving a set of questions and written statements to the respondent's answer. Questionnaires in this study will be devoted to the subject of the trial.⁵⁷ The questionnaires were selected as instruments of data collection for more effective and efficient questionnaires

b. Documentation

Arikunto explained that the documentation of the origin of the word is a document, written in the hold means empirically about the development of this assessment instrument investigators collect documents related to arranging the development of assessment instruments.

H. Validity and Reliability Test

1. Validity Test

Validity test is a measure that indicates the validity level of an instrument. A valid instrument has high validity. Otherwise the less valid instrument means having low validity. An instrument is said to be valid if it can reveal the data of the variables studied appropriately. The high degree of instrument validity indicates the extent to which the data

⁵⁷Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2011), hal .142

collected does not deviate from the description of the validity mentioned.⁵⁸

In this research to test validity of instrument is done by using the computer SPSS 16 (Statistical Program for Social Science) for Windojws. The formula of the correlation between Product Moment as follow:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(N\Sigma X^2 - (\Sigma X)^2)\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Description:

- r_{xy} : correlation coefficient between the X and Y variables
 N : number of respondents
 ΣXY : multiplication between the scores of the X and scores Y
 ΣX : The number of the entire X scores
 ΣY : The number of all the Y scores
 ΣX^2 : The number of compute square roots of X
 ΣY^2 : The number of compute square roots of Y

Testing with two sides with equal significance 0.05 with testing criteria is as follows:

- a. If $r_{hitung} > r_{tabel}$ (test two side with sig 0.05) then the instrument or item questions correlates significantly to total score (declared valid).
- b. If $r_{hitung} < r_{tabel}$ (test two side with sig 0.05) then not statement item correlates significantly to the total score (declared Invalid).⁵⁹

⁵⁸ Suharsimi Arikunto, pg. 160

⁵⁹ Duwi Priyitno, *Mandirir SPSS* (Yogyakarta; Mediakom,2008), hlm 44

2. Reliability test

Reliability test refers to an understanding that an instrument is reasonably reliable to use as a means of data collection because the instrument is good. A good instrument will not be tendentious to direct respondents to select specific answers. Reliable instruments will produce reliable data as well. The resulting data cultivated can be trusted. The phrase that states that the instrument must be reliable actually means that the instrument is good enough to be able to uncover data that can be trusted.⁶⁰

The method used to look for reliability both external and internal. The method used to test internal reliability is to seek reliability with the alpha formula. The alpha formula used to search for instrument value reliability is an extension between several values eg 1-4.⁶¹

To test the reliability of the documents in this research is done by using the computer program SPSS 16 for windows with the formula alpha:

$$r_i = \frac{n}{(n-1)} \left\{ 1 - \frac{\sum \sigma_i^2}{\sigma_i^2} \right\}$$

Description :

r_i : The reliability of the item

$\sum \sigma_i^2$: Sigma of the variance value shipbuilders items

σ_i^2 : The total bear variance

⁶⁰ Suharsimi Arikunto, pg.170-171

⁶¹ Ibid, pg. 192

The instrument can be said reliably if it has a reliability coefficient > 0.6 . The value of the instrument reliability obtained is interpreted by following the correlation index R

Between 0,800 up to 1,000 = Very High

Between 0,600 up to 0,800 = High

Between 0,400 up to 0,600 = Medium

Between 0.200 up to 0.400 = Low

Between 0.000 up to 0.200 = Very Low⁶²

Valid instruments will then be tested reliability, the following are the results of reliability testing.

- Bimbel Variable (X_2)

Table 3.1 Validity and reliability of variables Bimbel

No. Item Questionnaire	Person Correlation R Count	R Table	value Significance	Information
1	0.739	0.374	0,000	Valid
2	0.258	0.374	0.169	Invalid
3	0.669	0.374	0,000	Valid
4	0.623	0.374	0,000	Valid
5	0.738	0.374	0,000	Valid
6	0.454	0.374	0,012	Valid
7	0,375	0.374	0,041	Valid
8	0.558	0.374	0,001	Valid
9	0.408	0.374	0,025	Valid
10	0.484	0.374	0.007	Valid
11	0.422	0.374	0,020	Valid
12	0.491	0.374	0,006	Valid
13	0.613	0.374	0,000	Valid

⁶² Ibid. pg 319

14	0.436	0.374	0,016	Valid
15	0,462	0.374	0,010	Valid
16	0,782	0.374	0,000	Valid
17	0.649	0.374	0,000	Valid
18	0,550	0.374	0,002	Valid
Reliability		0.741		Reliable

Source: Processed Data

Validity of test results that have been done on the variable bimbel, found there is an item of invalid statement that item item number 2. then the researcher decided to delete the statement item for further research. Then on the reliability test can be decided that the instrument is reliable. This is because the value of cronchbach's alpha is 0.741. Of the value determined that the instrument has a high reliable..

I. Data Analysis

Data analysis is a way to process data that has been collected and then provide interpretation.⁶³ In this study used multiple regression that serves to determine the effect of several independent variables through SPSS 16 for windows. The result of this data analysis is used to answer the research problem.

1. Descriptive Statistics

Descriptive statistics are statistics used to analyze data by describing data that has been collected without making general conclusions or generalizations.⁶⁴

⁶³ Wina Sanjaya. *Penelitian Tindakan Kelas*. (Jakarta: Kencana Prenada Media Group, 2009), hal. 106

⁶⁴ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D* (Bandung: Alfabeta), hlm.147

- a. Determine the range, that are the largest data reduced by smallest data.
- b. Determine the required class count is 5, so $k = 5$.
- c. Determine the with of of each class (intervals).

$$i = \frac{\text{sum of number}}{k}$$

2. Classical Assumption Test

In the research using regression analysis, before it is Analyzed must first be freed from the classical assumption test that are:

a. Normality test

Normality test aims to test whether the regression model is dependent or independent variable and has normal deviation or not. A good regression model is one that has a normal distribution. To test the normality Data used is by using Kolmogorov-Smirnov sample test by SPSS 16 for significance score obtained $< 0,05$ then the distribution is not normal, then at significance $> 0,05$ then the distribution is normal.

b. Multicollinierity Test

Multicollinearity test is used to test the regression model to find correlation between independent variables. A good regression model is no correlation between independent variables.

Multicollinearity detection can be used VIF (variance factor infaction), when VIF score < 10 and tolerance value $> 0,1$ means free regression model of multicollinearity.

c. Heteroscedasticity Test

Heteroscedasticity tests are used to test the regression model of residual types occurring from one observation to another. If the observed residue to another observation is the same then it is called homoscedasticity and if there is a difference it is called heteroscedasticity.

3. Multiple Regression Testing

The method is used in this research is the statistical method. The technique used to test the hypothesis of the research is the multiple regression technique. A multiple regression is conducted by using more than two variable independent. And this research use two independent variables. A multiple regression equation with two independent variables (X_1 and X_2) and one dependent variables would have the form.

$$y' = a + b_1x_1 + b_2x_2 + e$$

y' : students' learning achievement

a : constanta

b_1 : greatly enhanced of gender

x_1 : gender

b_2 : greatly enhanced of the *bimbel*

x_2 : *bimbel*

e : error

4. Hypothesis Test

a. Partial Test (T_{test})

Partial test is a statistical test to determine the effect of each independent variable on dependent variable by using T test.

To do T test can use the formula:

$$t_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Description:

T : hypothesis test

R : coefficient

N : the number of respondents

Now the steps to test the t is:

- 1) If $t_{hitung} < t_{tabel}$ H_o accepted and H_a rejected, this means there is no effect between the variables X and Y , then if $t_{hitung} > t_{tabel}$ then H_o rejected and H_a accepted this means there is the influence between variables X and Y .
- 2) How short and fast to see significant T tests is when the number of degree of freedom is 20 or more and the level of the degree of belief of 5% so H_o that states can be $b_1 = 0$ rejected when the value of $T > 2$ in absolute value). In other words, H_1 received, stating that one individual independent variables Affect the dependent variables.

b. Simultaneous Test (F_{test})

Simultaneous analysis is used to Determine independent variables that have a mutual influence on the dependent variable. To find out if there is a significant multiple correlation then used the formula F test as follows:

$$F_{hitung} = \frac{\frac{R^2}{k}}{\frac{1 - R^2}{(n - k - 1)}}$$

Description:

F : F_{hitung} will be Compared with F_{tabel}

R^2 : Double correlation coefficient has been found
roomates

k : The number of free variables

n : Many samples

Now the steps used to test the F is:

- 1) If $F_{hitung} < F_{tabel}$ then H_0 accepted and H_0 rejected, this means there is no influence simultaneous by a variable X and Y . And if $F_{hitung} > F_{tabel}$ so H_0 rejected and H_0 accepted, this means there is a simultaneous influence by a variable X and Y .
- 2) How short and fast to see the significance test F , namely when $F_{hitung} > 4$, so H_0 that $b_1 = b_2 = \dots .bk = 0$ can be rejected on the degree of belief of 5%. In other words, we

receive H_0 that says all independent variables simultaneously and significantly affect the dependent variables.⁶⁵

J. Research Procedures

In this reserach there are three steps:

1. Pre-research is looking for the problems through written materials, observation, interview with teacher, discussions with friends who knowledgeable about the the problems, compose a concept of research, write the proposal, improvement of the be proposals.
2. The research phase. Researchers prepare everything whatever needed in a research, prepare reference materials, stationery,-administered questionnaire. Researcher enters in a subject of research, give-administered questionnaire, interview with teacher and students. The research collect data shanghai through interviews, observation,-administered questionnaire, and documentation. Then result of them bothered analyzed.
3. Post-research. The researcher writers the report of research based on the data that has been obtained.

⁶⁵ Kuncoro Mudrajat, *Metode Kuantitatif teori dan aplikasi untuk Bisnis dan Ekonomi*, (Yogyakarta: STM YKPN, 2007), Pg. 83

CHAPTER IV

DATA FINDINGS AND RESULTS

A. Data Findings

1. Profile MIN 2 Malang

School name : State Islamic Elementary School 2 Kota sMalang

Name of Principal : Drs. Supandri

School address : Jl. Kemantren II / 26 Bandungrejosari district
Sukun Malang East Java

Postal code : 65148

Phone number : 0341-804186

Website : www.minmalang2.sch.id

E-mail : min2malang@gmail.com

2. Vision and Mission State Islamic Elementary School 2 Malang

a. Vision

Superior in achievement, mastering skills and technology as well as global vision on the basis of Faith and Taqwa Against Allah SWT.

1) Indicator vision:

a) Superior in the application of religious worship according to Islamic teachings

b) Superior in the cultivation of values akhlakul karimah.

c) Superior in academic and non academic achievement;

d) Excellent in the development of education personnel

- e) Skilled in the field of computer, information technology, and English;
- f) Having adequate educational facilities and infrastructures;
- g) Has a safe, comfortable, cool and conducive Madrasah environment for the education process.

b. Mission

- 1) Organizing and developing active, innovative, creative, effective, fun and contextual learning model based on faith and taqwa in order to improve the competence of learners in the mastery of science and technology with global perspective.
- 2) Foster and develop all students' potential to build the capacity of learners who are smart, skilled, creative, physically and mentally healthy, and have a competitive advantage in academic and non academic fields.

B. Research Results

1. Data Description

This section describes the distribution of respondents to the study variables.

a. Variable Gender

Gender data is the data of students by gender following data table of students by grade and gender.

Table 4.1 Data Distribution Gender

No.	Group Class	The number of students	Students Male	Female Student
1	VA	27	8	19
2	VB	26	12	14
3	VC	26	15	12
Amount		79	35	44

Source: Data Student Class V MIN 2 Malang 2017

There are 79 students of fifth grade that are divided into three classes: VA, VB, and VC. And each class has different number of students VA consisting of 27, 8 male students and 19 female students, students VB consisting of 26, 12 male students and 14 female students, students VC consisting 26, 15 male students and 11 female students. It can be concluded that students of class V Min 2 Malang consisting of 35 male students and 44 female students.

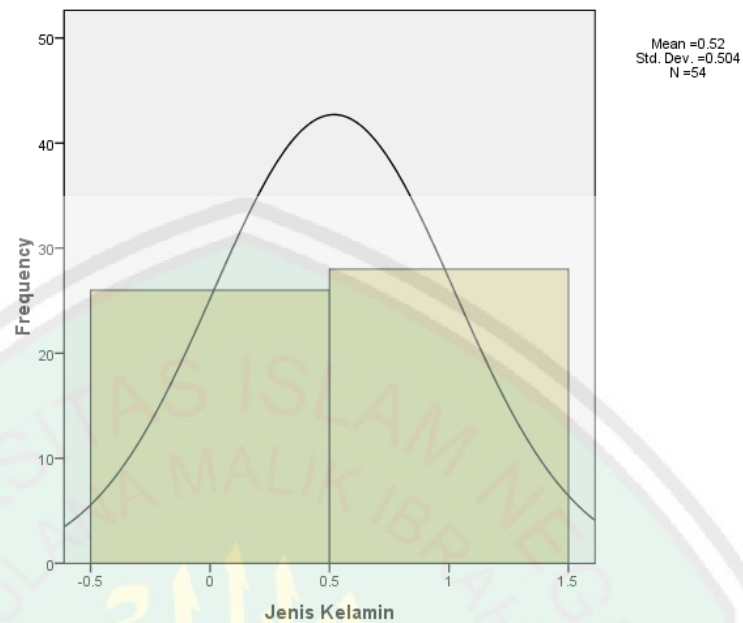
Then from the distribution of questionnaires is known that not all students of MIN 2 Malang follow the *bimbel*. Data of students who take the *bimbel* can be seen in the following table.

Table 4.2 Frequency Distribution of Students Following Bimbel by Gender

No.	Gender	Code	Frequency	Percentage (%)
1	Male	1	26	48.1
2	Female	0	28	51.9
Total			54	100

Source: Processed Data

The table of gender distribution can be illustrate in the following histogram.

Figure 4.1 Histogram Frequency Distribution of Gender

b. Bimbel Variabel

In MIN 2 Malang, many students of fifth grade follow the bimbel outside the school time. Below the table of students who follow and do not follow bimbel :

Table 4.3 Students Following Bimbel

No.	Class	The number of students	The Following Bimbel	Not Following Bimbel
1	VA	27	13	14
2	VB	26	20	6
3	VC	26	21	5
Amount		79	54	25

There are 25 students did not join to the *bimbel* from the fifth grade students of MIN 2 Malang. While 54 students in MIN 2 Malang follow the *bimbels*.

In this study *bimbel* measured by 4 indicators, then made into a statement measured with a score of 1 to 4, it is in accordance with alternative answers on this research instrument. Based on the data the interval class length can be determined through the difference of the highest score value minus the lowest score and added by 1, the result is divided by many interval classes.

Calculation to calculate the interval classes, interval and long range class can be seen as follows:

- 1) Counting the number of class intervals using the formula Sturges

$$K = 1 + 3,3 \log n$$

K = kelas interval

n = jumlah data

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 54$$

$$K = 1 + 3,3 \times 1,73$$

$$K = 6,7 = 7$$

- 2) Calculating the interval range

$$RI = X_{max} - X_{min} + 1$$

RI = rentang interval

X_{max} = skor data terbesar

X_{min} = skor data terkecil

$$RI = X_{max} - X_{min} + 1$$

$$RI = 63 - 31 + 1$$

$$RI = 33$$

3) Calculate the length of the class

$$PK = \frac{RI}{K}$$

PK = panjang kelas

RI = rentang interval

K = kelas interval

$$PK = \frac{RI}{K}$$

$$PK = \frac{33}{7}$$

$$PK = 4,71 = 5$$

After conducting the calculation using SPSS 16 can be known frequency distribution table as follows:

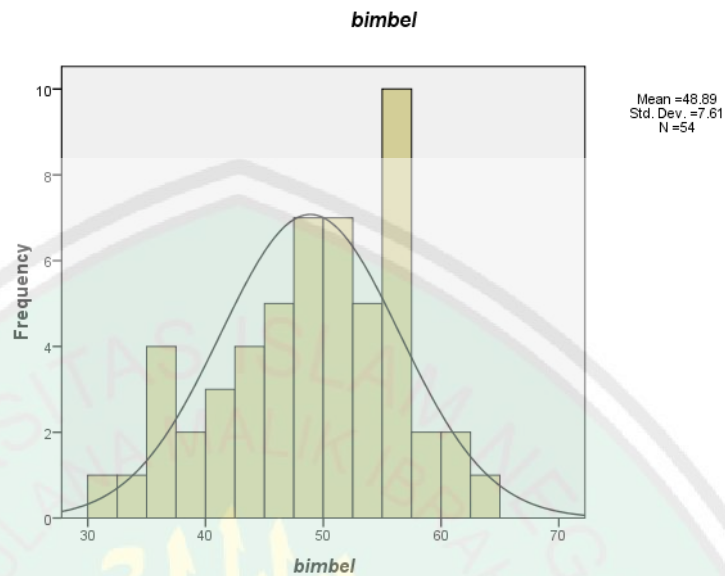
Table 4.4 Score Frequency Distribution Bimbel

No. Class	class interval	Frequency	Percentage (%)
1	30-35	3	5.6
2	36-41	7	13
3	42-47	10	18.5
4	48-53	16	29.6
5	54-59	15	27.8
6	60-65	3	5.6
7	66-71	0	0
Total		54	100

Source: Data processed,

The frequency of Bimbel distribution score can be described in the following histogram.

Figure 4.2 Histogram Frequency Distribution Bimbel



c. Variable Students' Learning Achievements

Learning achievement data is taken from the value of the average student at the end of the semester 1 which is obtained from each classroom teacher. Here is a table of data frequency distribution of student achievement. Documents learning achievement can be found in the appendix.

To create a frequency distribution table also necessary calculations as it has done in the frequency distribution table Bimble.

- 1) Counting the number of class intervals using the formula struges

$$K = 1 + 3,3 \log n$$

$K = \text{kelas interval}$

$n = \text{jumlah data}$

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 54$$

$$K = 1 + 3,3 \times 1,73$$

$$K = 6,7 = 7$$

2) Calculating the interval range

$$RI = X_{max} - X_{min} + 1$$

$RI = \text{rentang interval}$

$X_{max} = \text{skor data terbesar}$

$X_{min} = \text{skor data terkecil}$

$$RI = X_{max} - X_{min} + 1$$

$$RI = 91 - 68 + 1$$

$$RI = 24$$

3) Calculate the length of the class

$$PK = \frac{RI}{K}$$

$PK = \text{panjang kelas}$

$RI = \text{rentang interval}$

$K = \text{kelas interval}$

$$PK = \frac{RI}{K}$$

$$PK = \frac{24}{7}$$

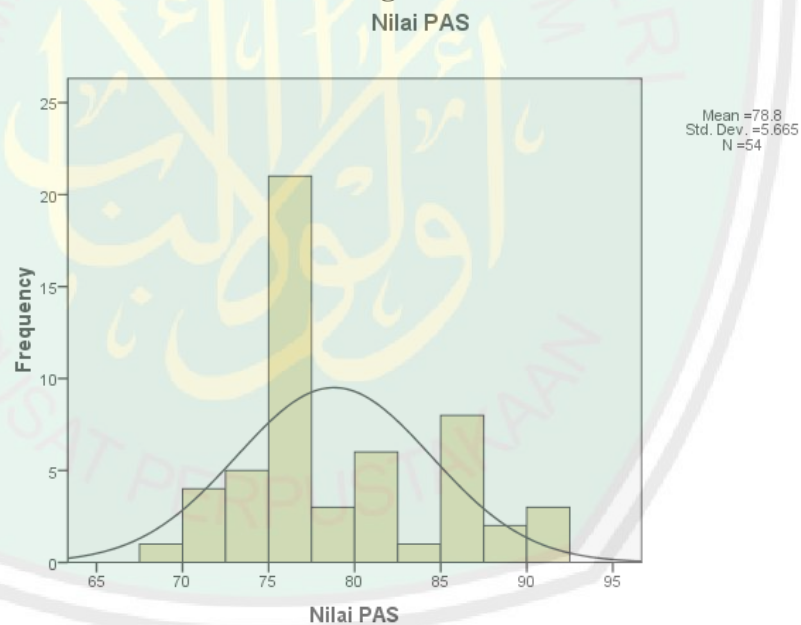
$$PK = 3,42 = 3$$

Table 4.5 Distribution Frequency Students' Learning Achievement

No. Class	Class Interval	Frequency	Percentage (%)
1	65-68	1	1.9
2	69-72	4	7.4
3	73-76	18	33.3
4	77-80	16	29.6
5	81-84	2	3.7
6	85-88	8	14.8
7	89-92	5	9.3
Total		54	100

The frequency distribution of students' learning achievements can be described in the following histogram.

Figure 4.3 Frequency Distribution of Students' Learning Achievements



The level of learning achievement is measured by the benchmark formula measuring levels as follows.

- higher category $> (M + 1SD)$
- category was *(antara $M - 1SD$) sampai $(M + 1SD)$*

c) Category low $< (M - 1SD)$

Information :

M : The average value obtained from the ideal size of $\frac{1}{2}$ (+ highest score lowest score)

SD : standard Deviation⁶⁶

Based on the results of a calculation using the formula, obtained following categories of learning achievement.

a) higher category

$$> (M + 1SD)$$

$$> \left(\frac{1}{2} (X_{max} + X_{min}) + 1SD \right)$$

$$> \left(\frac{1}{2} (91 + 68) + 6 \right)$$

$$> 85,5$$

b) category was

antara $(M - 1SD)$ sampai $(M + 1SD)$

antara $(79,5 - 6)$ sampai $(79,5 + 6)$

antara $(73,5)$ sampai $(85,5)$

c) Category low

$$< (M - 1SD)$$

$$< (79,5 - 6)$$

$$< 73,5$$

⁶⁶ Dwi Rohmah Yuniarti, hal.55

Distribution of Indonesian Language learning achievement can be seen in the following table.

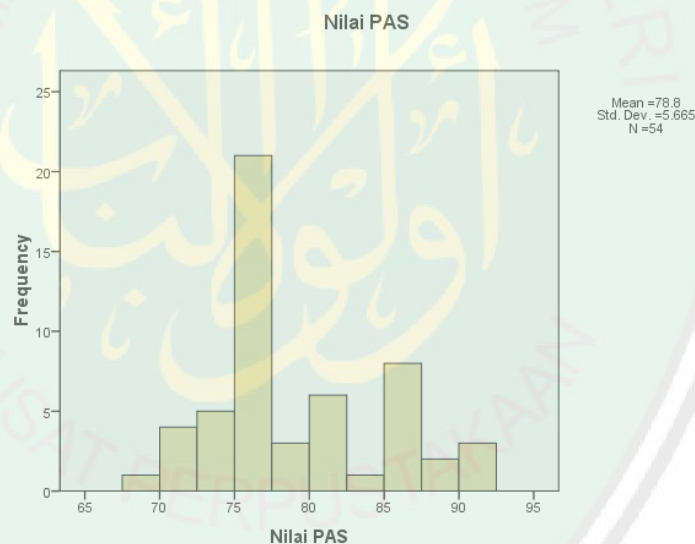
Table 4.6 Distribution Trends Students Learning Achievements

Category	Interval Trends	Frequency	Percentage (%)
High	86-98	8	14.8
Moderate	73-85	41	75.9
Low	60-72	5	9.3
Total		54	100

Source: Processed Data.

The distribution table if described using the histogram as follows,

Figure 4.4 Histogram Frequency Distribution of Students Learning Achievements Achievement



2. Validity and Test Reliability

a. Variable of Gender

In validity and reliability test, variable X_1 or gender variable is nominal variable (dummy) where nominal variable is a variable that can not be calculated mathematically so it can be

concluded that every nominal variable (dummy) has 100% validity and reliability.

b. *Bimbel* Variable

The validity test in this questionnaire has passed the validity test stage when conducting the trial and deleted invalid statement item.

Can be seen in the test table of validity of the following *Bimbel* questionnaire.

Table 4.7 Validity and Reliability Variable *Bimbel*

No. Item Questionnaire	Person Correlation R Count	R Table	Value Significance	Information
1	0.430	0.374	0,001	Valid
2	0.551	0.374	0,000	Valid
3	0.448	0.374	0,001	Valid
4	0,656	0.374	0,000	Valid
5	0.586	0.374	0,000	Valid
6	0,622	0.374	0,000	Valid
7	0,544	0.374	0,000	Valid
8	0.516	0.374	0,000	Valid
9	0.481	0.374	0,000	Valid
10	0.553	0.374	0,000	Valid
11	0,439	0.374	0,001	Valid
12	0.471	0.374	0,000	Valid
13	0.558	0.374	0,000	Valid
14	0.553	0.374	0,000	Valid
15	0.678	0.374	0,000	Valid
16	0.415	0.374	0,002	Valid
17	0.492	0.374	0,000	Valid
S	Reliability		0.739	Reliable

source:Data processed

Based on the above table has obtained the results of validity tests that indicate that all items about the statement / question of the

variables that have been answered by respondents is declared valid. Then the results of reliability test on this instrument obtained by 0.739, so it is declared reliable because $0.739 > 0.6$.

C. Data analysis

1. Classic Assumption Test

a. Normality test

Normality test is used to find out whether the distribution of data in the study is normally distributed or not. This normality test uses Kolmogorov-Smirnov technique.

Normality test results can be seen in the following table.

Table 4.8 Normality Test

One-Sample Kolmogorov-Smirnov Test	Residual unstandardized
Asymp. Sig. (2-tailed)	0.385

Sources: Processed Data

Based on the above output is known that the significance value of $0.385 > 0.05$. It can be concluded that the data were normally distributed.

b. Multicollinearity Test

Multicollinearity test is used to test the regression model to find correlation between independent variables. A good regression model is no correlation between independent variables.

Multicollinearity test result can be seen in the following table.

Table 4.9 Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
Gender	0.973	1.028
<i>bimbel</i>	0.973	1.028

Sources: Processed Data

Table above shows the test results multikolinierity with interpretation as follows:

- 1) Based on the output value of tolerance
 - gender as X_1 has a tolerance value of 0.973 means that $0.973 > 0.1$ then there is no multicollinearity.
 - *Bimbel* as X_2 has a tolerance value of 0.973 means that $0.973 > 0.1$ then there is no multicollinearity.
- 2) Based on the output value of VIF
 - gender as X_1 has a VIF value of 1.028 means that $1.028 < 10$ then there is no multicollinearity.
 - *Bimbel* as X_2 has the VIF value of 1.028 means that $1.028 < 10$ then there is no multicollinearity.

So the conclusion is that all the variables that have been tested by the multicollinearity test are all good, X_1 and X_2 no multikolinieritas occurred. And the data used in this research is good data because there is no multicollinearity.

c. Heterokedastistas Tests

Heterocedastity tests are used to test the regression model of residual types occurring from one observation to another .

Heterokedastistas testing results can be seen in the table below.

Using the Rank Spearman.

Table 4.9 Heteroskedastistas Tests

Spearman's rho		Residual Unstandardized
Gender	Sig.	0,824
<i>Bimbel</i>	Sig.	0,942

Sources : Processed data

Based on heteroskedastisitas test by Rank Spearman method on variables have significant value of 0,942 meaning $0,942 > 0,05$. And on gender variable has significance value equal to 0,824 mean $0,824 > 0,05$. So the conclusion is the variables of guidance and gender does not occur heteroskedastisitas.

2. Linear Regression Analysis

Table 4.10 Regression Analysis

Model	Coefficients Unstandardized
	B
Constant	54 033
Gender	0,122
<i>Bimbel</i>	0,543

Sources : Processed data

The dependent variable in the regression is the students' learning achievements (Y) while the independent variables are *Bimbel* (X_1) and gender (X_2). According to the table above, the regression model can be made as follows:

$$Y = 54\,033 + 0,122(X_1) + 0,543(X_2) + e$$

- a. Constant = 54 033

This means that if gender and *bimbel*, its value is 0, then the learning achievement value by 54 033.

- b. Gender variable coefficient = 0.122

This means that gender has a positive effect on learning achievement by 0.122 or 12.2%.

- c. Bimbel variable coefficient = 0.543

That is Bimbel positive effect on learning achievement by 0.543 or 54,3%.

3. Hypothesis Testing

- a. Determination test R^2

The coefficient of determination is used to measure how much the influence of the independent variable as a whole to the ups and down variations in the value of the dependent variable.

The score of coefficient determination is between zero and one. If $R = 0$ means that between independent variables and dependent variables there is no relation, where as $R = 1$ means that between independent variables and dependent variables have strong relationship.

Table 4.10 Determination R^2 Test

Model	R Square
1	0,200

Sources: Processed Data

Based on summary model output, it is known that the coefficient of determination (R Square) is 0,200 or equal to 20%. This number means that bimbel and gender influence on learning achievement of 20%. While the remaining 80% influenced by other variables outside

this regression model. The magnitude of the influence of other variables is often referred to as error (e). To calculate the error can be used formula $e = 1 - R^2$.

b. Partial Test (*T test*)

At this time the test is used to determine the effect of one or more independent variables on the dependent variable (dependent).

Table 4.11 Partial Test

Model	T	Sig.
Constant	6,740	0,000
Gender	0,067	0,947
<i>Bimbel</i>	3,560	0,001

Sources: Processed Data

Result of hypothesis test I using partial test. It is obtained result T_{hitung} gender variable equal to 0,067 with significance 0,947 whereas value of T_{tabel} for $n = 54$ equal to 2,01. Obtained T_{hitung} (0,067) < T_{tabel} (2,01) and significance value (0,947) > α (0,05), which means that H_0 is accepted, then gender does not have a significant influence on student achievement MIN 2 Kota Malang.

Result of hypothesis test II using partial test obtained T_{hitung} variable of *bimbel* equal to 3,560 with significance 0,001 whereas value T_{tabel} for $n = 54$ equal to 2,01. Obtained T_{hitung} (3.560) > T_{tabel} (2,01) and significance value (0.001) < α (0,05), which means that is H_0 rejected, then *bimbel* have a significant influence on student achievement MIN 2 Kota Malang.

c. Simultaneous Test (*F test*)**Table 4.12 Simultaneous Test**

Model	F	Sig.
Regression	6392	0,003

Sources: Processed Data

Based on the calculation of Test F through SPSS 16 program contained in column F above found that the results obtained is 6.392 with a significance level of 0.003. While the value of F_{tabel} for $n = 54$ of 3.18. Obtained F_{hitung} (6,392) $>$ F_{tabel} (3,18) and significance value (0.003) $<$ α (0.05), which means H_0 is rejected, and H_a accepted it can be stated that the variables of guidance and gender together (simultaneously) influence Student achievement class V MIN 2 Malang.

CHAPTER V

DISCUSSION

A. THE INFLUENCE OF GENDER TO THE FIFTH GRADE STUDENTS' LEARNING ACHIEVEMENT AT MIN 2 KOTA MALANG

Research on gender issues in elementary school students found that the average brain of boys was 10-15% greater than girls. So, it can be said that boys are smarter than female students. and from the sensory perspective of children, girls have better sensory abilities than boys. Students response when have difficulty of learning in the class, male students able to enjoy while the female students will be feel stress.⁶⁷

Gender differences in science achievement are the smallest. Despite performing equally well as boys in most countries, girls tend to have a weaker self-concept in science than males, i.e., on average, girls had lower levels of belief in their science abilities than boys. Yet, both boys and girls are similarly interested in science; and there is no overall difference in boys' and girls' inclination to use science in future studies or jobs. Reading, however, is considered important by far more girls than boys in all European countries. Boys are more likely to be amongst the poorest performers in reading. In mathematics and science, there are no gender differences amongst low achievers in most countries. In mathematics, girls are more likely to perform at lower levels in approximately one third European education systems. Gender is only one of the factors that affect achievement in various subject

⁶⁷ Virginia Bonomo, *Gender Matters in Elementary Education*, (Educational Horizon Summer:2010). P. 257

fields. Socioeconomic status is a very strong factor; thus it is important to consider family background alongside gender when supporting children who are under-achieving.⁶⁸

The results above are different from the results of research that the authors do. In this research, gender does not have a very significant effect on student achievement. This is proved from the results of the analysis that has been done that is known $T_{hitung} (0,067) < T_{tabel} (2,01)$. So based on the analysis of the calculation results can be decided H_0 accepted while H_a rejected.

In quantitative research, if H_0 is accepted, it means that hypothesis I is accepted. So, it can be said that gender has no effect on student achievement. This can be proved by Gallanger's statements that men and women have differences in physical, emotional, and intellectual development, but there is no evidence that linking them. Academic achievement can not be explained by biological differences. Social and cultural factors are the main reasons that make gender differences in learning achievement.⁶⁹

Wiliam (2000) likewise suggests that sex differences in cognition are small and have narrowed further in some subject areas in recent years.

Perhaps the most important finding from the literature and ...analyses is that sex-differences in achievement, even in subjects like mathematics and science, are small and have been decreasing steadily

⁶⁸ Androlla Vassiliou, *Gender Difeerences in Edcational Otcomes: Study on the Measures Taken and the Current Situation in Europe* (Eruope, European Commision:2010), P.11

⁶⁹ Skripsi Rohmah Dwi Yuniarti, *Pengaruh Sikap Dan Gender Terhadap Prestasi Belajar Bahasa Indonesia Pada Siswa Smp Negeri Kelas Vii Di Kecamatan Sleman*,(Yogyakarta : Universitas Negei Yogyakarta, 2013/2014)

over the last 20 years. Very few of the tests show a standard mean difference in favour of either males or females of more than 0.4 which means that less than 4 % of the variation in individuals' test scores is related to sex differences (Wiliam 2000,p. 661).⁷⁰

Similar with the result of research that has been conducted by Rohmah Dwi Yuniarti that there is no positive and significant influence between the gender and the achievement of learning in the seventh grade students of SMP Negeri in Sleman sub-district, academic year 2013/2014 which is shown by $T_{hitung} 0,891 < T_{tabel} 1,968$. The value of gender regression to achievement is at the level of significance of $0.374 > 0.05$ then the gender does not affect the achievement.

In another study also showed no significant influence of gender i.e Based upon the findings of this study, it was concluded that there is no significant difference in students' academic achievement and retention in computer studies. This implies that there are no longer distinguishing cognitive, affective and psychomotor skill achievements of students in respect of gender. With the results of the analysis showed that 42.9% of the respondents (students) are males while the remaining 57.1% are females; this shows approximately even distribution of the students' gender.

Gender if associated with the world of education as mentioned in the background that male students tend to be more difficult to follow teaching and learning activities in class as well as female students. This causes the

⁷⁰ Androula Vassiou, Gender Differences in educational Outcome (Europe, European Commission;2010),pg.23

teacher gives different treatment to the students during the teaching and learning process. The attitude that gives more favor to one party like giving more attention to male students or otherwise, is called by bias gender. However, it is not an obstacle to student achievement. Because although students are sometimes difficult to pay attention to teacher explanation, but when teacher gives them exercises they are able to get a good score even very well.

Based on this statement, it is known that gender is a psychological dimension of man and woman. The term gender is distinguished from the term gender (sex). Gender is everything associated with the sex of a person, including roles, behaviors, preferences, and other attributes that describe masculinity or femininity in a particular culture.⁷¹ The definition of gender bias is to favor one particular gender in social or public policy. Gender bias in education is a reality of education that favor a certain gender, causing gender inequality.⁷²

Student achievement is achieved not because the student is male or the female student. The learning achievement results obtained from teacher evaluations that conducted by using a test like daily test, midterm test, or final exam. So, the teacher should treat students equally. Gender bias should not happen in the world of education, especially in primary education. Because

⁷¹ John W. Santrock, *Psikologi Pendidikan* (Jakarta : Prenadamedia Group, 2015), hlm. 194

⁷² Yusuf Wibi Sono, *Gender Dalam Pendidikan* (<http://garasikeabadian.blogspot.co.id/2013/03/gender-dalam-pondidikan.html> diakses 25 maret 2017)

every student should get the same educational rights. As contained in the following statement:

Gender Equality is a equitable gender treatment that is measured by equality of conditions for men and women in their opportunities and rights as human beings against access and benefits from development efforts and able to participate in political, economic, socio-cultural, National defense and security activities as well as equality in the mastery of development resources (knowledge, information, skills).⁷³

Religion itself is never discriminate the presence of women. Precisely religion of Islam that liberated women from the culture of ignorance in the past. As we know about the condition of women in the time of ignorance. If a society gave birth to a female, then it is a disgrace that women sometimes have to be killed alive by the parents themselves. Continuing with the existence of the Prophet who bring mercy to the whole of nature. The position of women be saved and upheld its pride and dignity. This should be a reflection for us as Muslims to keep the teachings that have been done by the messenger of our Lord that Prophet Muhammad SAW who never did discrimination or dichotomy negative to women.⁷⁴

⁷³ Tim Pengarusutamaan Gender, *Panduan Pelatihan Pengarusutamaan Gender* (Jakarta :Kementrian Keuangan, 2010) Hlm. 13

⁷⁴ Fitroh Merkuri W, *Gender Dalam Perspektif Islam* ([Http://Www. Academia. Edu/7037020/ Gender_ Dalam_ Perspektif_ Islam](http://www.Academia.Edu/7037020/Gender_Dalam_Perspektif_Islam) Diakses 25 Maret 2017 Jam 14.43)

Ayat Al-Quran says that women are equal with men like Surah Al Nahl: 97:⁷⁵

مَنْ عَمِلَ صَالِحًا مِّنْ ذَكَرٍ أَوْ أُنْثَىٰ وَهُوَ مُؤْمِنٌ فَلَنُحْيِيَنَّهٗ حَيَاةً طَيِّبَةً وَلَنَجْزِيَنَّهُمْ أَجْرَهُمْ بِأَحْسَنِ
مَا كَانُوا يَعْمَلُونَ (٩٧)

97. Whoever does good whether male or female and he is a believer, We will most certainly make him live a happy life, and We will most certainly give them their reward for the best of what they did.

Efforts to address gender bias in education that can be done as follows:⁷⁶

Reinterpretation of Qur'anic verses and hadiths of gender bias is done continuously (Islamic point of view).

- a) The national curriculum content that eliminates the dichotomy between men and women, as well as the local curriculum based on equity, fairness and equilibrium. The curriculum is structured according to the needs and typology of the area that starts from the level of education of Kindergarten up to the level of University.
- b) Empowerment of women in the informal education sector such as provision of learning facilities started at the village level to the district level adjusted to the needs of the region.

⁷⁵ Qur'an in word

⁷⁶ Yusuf Wibi Sono, *Gender dalam Pendidikan* (<http://garasikeabadian.blogspot.co.id/2013/03/gender-dalam-pendidikan.html> diakses 25 maret 2017 jam 10.19)

B. INFLUENCE OF THE *BIMBEL* TO THE FIFTH GRADE STUDENTS ' LEARNING ACHIEVEMENT AT MIN 2 MALANG

This study included in the study of the influence of independent variables with the dependent variable. The results of this study indicate that it is empirically proven that independent variables involved to show the dependent variable. The independent variables in this study are gender and *bimbel*, and the dependent variable is students' learning achievements that was obtained from the learning outcomes (*Y*). By choosing class V in MIN 2 Malang city that consisting of 3 classes with 79 people by using population sampling where 54 people as research subject. It is aimed to determine how much influence *bimbel* on student achievement.

The results of this study indicate that students' learning achievements (*Y*) class V of MIN 2 Malang city with the highest score 93 and the lowest score 67. In testing showed that hypothesis H_0 rejected, which means significant and hypothesis H_a research submitted, is accepted. It can be seen from $T_{hitung} > T_{tabel}$ at significant level $\alpha = 0.05$.

The result of hypothesis testing on regression equation is $Y = 81,027 + 0,534 X_1 + 0,024 X_2$ meaning that each an increase of one unit of score of *bimbel*, hence will be followed by increasing student learning result equal to 0,024.

Furthermore, through the test results of determination coefficient is obtained price is $R^2 = 0,200$ means the variable *bimbel* contribute to student achievement. From the research results obtained $T_{hitung} = 3,560$ and

$T_{tabel} = 2,01$, So it is $3,560 > 2,01$. From the result of test, it is determined that H_0 is rejected and H_a is accepted. So it can be concluded that bumble affects student achievement in class V MIN 2 Malang.

Base on the result of T_{hitung} that shown there is an influence *bimbel* to students learning achievements, can be related with theory that explanationed definition of *bimbel* or private tuition. Private tuition is found to increase test scores in India (Bernajee et al.2007) and mean pass rates on the baccalaureate exams in Israel (Lavy et al.2005). Private tuition is also found to improve students' chances of joining the best universities in Japan (Ono et al., 2007). Private tuition is also found to increase academic performance in the United States (Briggs et al.2001; Jacob et al.2004) and students academic achievement in Vietnam (Dang et al.2007).⁷⁷ A private tutor is a private teacher who teaches a specific educational subject or skill to an individual student or small group of students. This practice enables a student to enhance his knowledge or skill for more rapidly than in a traditional classroom situation. These private tutors are frequently appointed and paid by the student, the student's family members or an agency. Some of these tutors are used for remedial students or some are appointed for students who need special attention; many provide more advanced material for extremely talented and highly motivated students, or in the context of home schooling. Tutoring also takes place when one adult assists another adult student to study a specific course or subject that he is taking to get an excellent result. The

⁷⁷ Metho pg 14

adult can also let the student work on his own and can be there if the student has any questions.⁷⁸

In a study about private tutoring and its impact on students' academic achievement, formal schooling, and educational inequality in Korea show that Korean parents showed strong trust in the effect of private tutoring (Paik, 1999; Yun, 1997). In addition, studies have shown that German and Japanese parents believed that private tutoring plays a positive role in increasing academic achievement of their children (Kramer & Werner, 1998; MEXT, 1994).⁷⁹ In the purpose of *bimbel* itself that provides special and individual assistance in learning, especially for subjects that are less or still can not be understood by students.⁸⁰

Students are directed to understand the basic concepts and principles of the subject matter so that the learning process is faster and easier to understand. The existence of monitoring the development of learning, advantages and disadvantages of students, so that problems / learning difficulties can be identified, evaluated, sought the solution and applied in the method and style of teaching to get the best results. The method of teaching in private tutoring is tailored to the personality, character, way of learning and the ability of each student.

⁷⁸ Journal, Effects of Private Tuition on the Academic Achievement of Secondary School Students in Subject of Mathematics in Kohat Division, Pakistan. Page 33

⁷⁹ *Private Tutoring And Its Impact On Students' Academic Achievement, Formal Schooling, And Educational Inequality In Korea*

⁸⁰ Nazylatul Mutamimah, *Skripsi " Pengaruh Bimbingan Belajar Terhadap Prestasi Belajar Siswa Di Mi Al-Umron Bendosewu Talun Blitar"* (Blitar, 2013)

Studying at school from 07.00 to 13:30 is certainly very limited for how to consult on questions that are tested. As we know that the teaching time of each subject is limited. For example, Mathematics subjects are only given 1 x 45 minutes at each meeting. This is why students and teachers cannot discuss at length. So by following *Bimbel* students can ask and discuss about everything that is still confusing.⁸¹

In a study conducted by Watiman, has the result that there is influence of learning guidance on student achievement in class V MIN 2 Malang. In another study shown According to Bray et al. (2008), many people assume that shadow education (private tuition) delivers positive results in academic achievement. Even within the religion of Islam itself, having knowledge is an obligation so that if students do not understand what has been taught by teachers in school, students need to get additional lessons after they complete learning activities in school. The verse that indicates obligation in studying is QS. Al 'Alaq verses 1-5

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣)
الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

(1)Read in the name of your Lord Who created (2) He created man from a clot (3) Read and your Lord is Most Honorable,(4) Who taught (to write) with the pen (5) Taught man what he knew not.

From QS. Al-Alaq can be known that God calls to all mankind continue to learn in this life to prepare for life in the future. God commanded to all

⁸¹ ibid

Muslims to not only sit quietly to see the development of the period continue to bound in ignorance.

C. THE INFLUENCE OF BOTH GENDER AND *BIMBEL* TO THE FIFTH GRADE STUDENTS' LEARNING ACHIEVEMENT AT MIN 2 KOTA MALANG

The results of the analysis conducted simultaneously stated that there is a simultaneous influence between gender and guidance on student achievement class V MIN 2 Malang. It can be seen from the calculation results through the following F test.

Based on the calculation of *F test* through SPSS 16 program that contained in column *F* above, the results obtained is 6.392 with a significance level of 0.003. While the value of F_{tabel} for $n = 54$ is 3.18. Obtained F_{hitung} (6,392) > F_{tabel} (3,18) and significance value (0,003) < α (0,05), which means H_0 is rejected, and H_a accepted. it can be stated that the variables of guidance and gender together (simultaneously) effect on student achievement class V MIN 2 Kota Malang.

Student achievement can be influenced by two factors namely internal and external factors. Internal factors such as student psychology, student motivation, student emotion. While the external factors of students such as students' social factors related to the family and school environment. Culture is also included into external factors. Included in other external factors is the spiritual factor.

As theoretically explained, learning achievement is obtained as a result of the interaction of various factors that influenced by internal factors as well as external factors.⁸²

Internal factors are:

- a) A physiological factor which is congenital or tubs. That included in this factor are such as vision, hearing, body structure, and so on.
- b) Psychological factors that are either innate or acquired, consists of:
 - Intelligent factors which include:
 - Potential factors i.e. Intelligence and talent
 - Real skills factor, ie the accomplishment has been owned.
 - The factors of non-intelligence, that is a particular personality of elements such as attitudes, habits, interests, needs, motivation, emotions, self adjustment.
- c) Physical or psychic maturity factor:

The external is classified as:

- Social factors which consists of:
 - Family environment
 - School environment
 - Neighborhoods
 - Environmental group
- Cultural factors such as customs, science technology, arts.

⁸² Abu Ahmadi, Widodo Supriyono, *Psikologi Belajar* (Jakarta: PT Rineka Cipta, 2004), hlm. 138

- Environmental factors such as the physical facilities, on-site learning and climate.
- d) Spiritual environment or safety factor.

From the many factors can be classified into three kinds:

- Factors of Stimulus Learning
- Method of learning factors
- Individual factors.⁸³

Gender is an internal factor and then *bimbel* included in external factors that affect student achievement. Based on the notion of gender in which gender is the sociocultural and psychological dimension of men and women. The term gender is distinguished from the term sex (sex).

Sebuah referensi yang mengatakan bahwa gender dan bimbel mempengaruhi prestasi belajar dapat dilihat dalam table berikut ini,

Table 5.1 Variables Considered as Probable Predictors of Learning Achievement by Type

Socio-economic factors	School-related factors	Additional educational inputs
<ul style="list-style-type: none"> • Sex of student • Age of student • Area of residence • Mothers' education • Fathers' education • Religion • Ethnicity • Electricity at home 	<ul style="list-style-type: none"> C. Class size D. Student–teacher ratio E. Teachers' educational qualification F. Teachers' professional training G. Teachers' length of Experience H. SMC meeting I. Distance between school and <i>upazila</i> 	<ul style="list-style-type: none"> • Students' participation in pre-school education • Students' duration of having private tutor • Guardians' attendance in school meeting • Guardians' discussions with teachers • Students' participation in co-curricular activities • Students' access to mass media

⁸³ John W. Santrock, *Psikologi Pendidikan* (Jakarta : Prenadamedia Group, 2015), hlm. 194

Table above on Socio-economic factor varabel and Additional educational inputs there are sub variable that sex factor and private tutor. Both sub-variables are one of the factors that influence student's learning achievement.

When gender is seen from a sociocultural dimension, gender has links to school environments such as teachers, friends and school infrastructure, which is a factor that influences external learning achievement.



CHAPTER VI

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research problems that have been formulated and the results of research that has been done. The researcher can draw the following conclusions:

1. There is no influence between the gender to the achievement of students of class V MIN 2 Kota Malang. Because the result of hypothesis test I using partial test, the result is T_{hitung} gender variable equal to 0,067 with significance 0,947 where as value of T_{tabel} for $n = 54$ equal to 2,01. Obtained T_{hitung} (0,067) < T_{tabel} (2,01) and significance value (0,947) > α (0,05), it can be concluded that H_0 accepted while H_a rejected, hence can be determined that gender have no significant influence to student achievement MIN 2 Kota Malang.
2. There is influence between bimbel to student achievement class V MIN 2 kota Malang. Result of hypothesis test II using partial test, obtained T_{hitung} variable of bimbel equal to 3,560 with significance 0,001 whereas value T_{tabel} for $n = 54$ equal to 2,01. Obtained T_{hitung} (3.560) > T_{tabel} (2,01) and significance value (0.001) < α (0.05), which means that H_0 is rejected and H_a accepted, so it can be determined that the *bimbel* has a significant influence on student achievement MIN 2 Malang city.
3. There is influence between gender and *bimbel* on student achievement class V MIN 2 Malang. Based on the calculation of F Test through SPSS

16 program contained in column F above that the results obtained is 6.392 with a significance level of 0.003. While the value of F_{tabel} for $n = 54$ of 3.18. Obtained F_{hitung} (6,392) > F_{tabel} (3,18) and significance value (0.003) < α (0.05), which means H_0 is rejected, and H_a accepted it can be stated that the gender and *bimbel* variables simultaneously influence on the achievement of students of class V MIN 2 Malang.

B. Suggestion

Based on the conclusions of the research that has been done, here the author describes some suggestions that would be useful in order to optimize the gender and *bimbel* so that student learning outcomes to be better or increased.

1. For Teachers

Teachers should use more varied learning methods in school so that students are not easily bored and students feel happy and easy to follow the ongoing learning. Teachers are also expected to not favor in one of the students as more attention to female students as they are more manageable. Because basically none of the students who do not succeed there are only teachers who fail in educating.

2. For Future Research

In this study the population used is the students of class V MIN 2 Malang City and the variables studied are limited to gender and guidance. Therefore for future research it is advisable:

- a. The population of study is further expanded so that research results can be generalized to a wider scope.
- b. There are still many factors that can affect learning achievement, therefore the next research should increase the number of independent variables studied in order to know the most dominant factors in influencing the improvement of student achievement.



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Appendix 1 : Questionnaire Research

**PENGARUH GENDER DAN *BIMBEL* TERHADAP PRESTASI BELAJAR
SISWA KELAS V MIN 2 KOTA MALANG**

Petunjuk Pengisian

1. Baca petunjuk angket ini dengan cermat.
2. Isilah identitas anda terlebih dahulu pada tempat yang telah disediakan.
3. Beri tanda check (√) pada kolom jawaban.
 SL : Selalu
 SK : Sering Kali
 KK : Kadang-kadang
 TP : Tidak Pernah
4. Berilah jawaban sesuai dengan yang anda alami saat ini.
5. Sebelum memberi jawaban, baca dan pahami pertanyaan yang ada.
6. Selamat mengerjakan.

Biodata Responden

Nama :

Kelas/No. Absen :

Jenis Kelamin : P / L

Variabel Pengaruh *Bimbel*

No	Daftar Pertanyaan	SL	SK	KK	TP
1	Saya mengerjakan PR dibantu guru <i>bimbel</i> . ⁸⁴				
2	Guru <i>bimbel</i> menjelaskan materi sesuai dengan pelajaran di sekolah.				
3	Cara guru <i>bimbel</i> menjelaskan berbeda dengan guru disekolah.				
4	Guru <i>bimbel</i> memastikan bahwa saya benar-benar memahami materi.				
5	Saya lebih mudah memahami materi jika dijelaskan guru <i>bimbel</i> .				
6	Saya memiliki cara yang berbeda dalam menyelesaikan latihan soal disekolah setelah mengikuti <i>bimbel</i> .				
7	Saya mendapatkan tips dan trik mengerjakan latihan soal.				

⁸⁴Bimbingan Belajar

No	Daftar Pertanyaan	SL	SK	KK	TP
8	Saya dapat mengerjakan latihan soal lebih cepat dibandingkan teman yang lain.				
9	Saya dapat mencapai tujuan pembelajaran disekolah.				
10	Saya mendapatkan buku latihan soal dari lembaga <i>bimbel</i> .				
11	Saya mengikuti <i>bimbel</i> untuk semua mata pelajaran.				
12	Saya mendapatkan materi yang berbeda dari sekolah di tempat <i>bimbel</i> .				
13	Saya mendapatkan latihan-latihan soal dari tempat <i>bimbel</i> .				
14	Saya mengikuti <i>bimbel</i> lebih dari 2 kali dalam seminggu				
15	Saya memiliki banyak teman dari sekolah lain di tempat <i>bimbel</i> .				
16	Saya memiliki guru/ pembimbng yang ramah dan menyenangkan.				
17	Saya belajar untuk bersikap jujur dan mandiri di tempat <i>bimbel</i> .				

Appendix 2 : Processed Instrumen Data

Resp	Sex	GC	number statements of instrumen																	Sum	SLA
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
1	M	1	4	3	2	4	2	2	3	4	4	3	2	2	4	3	2	4	4	52	85
2	F	0	2	2	3	3	2	3	2	3	3	2	2	2	1	3	3	3	3	42	92
3	F	0	3	4	4	3	4	2	3	4	2	3	4	4	4	3	2	2	2	53	87
4	F	0	2	4	2	2	2	2	4	2	2	4	3	2	2	2	2	2	4	43	93
5	M	1	4	4	3	4	2	2	3	2	2	2	3	4	4	3	4	4	3	53	88
6	F	0	2	2	3	3	2	3	4	3	3	3	2	2	3	3	3	4	4	49	91
7	F	0	2	2	2	3	2	1	2	3	2	2	3	3	2	2	2	3	3	39	90
8	F	0	3	2	2	3	2	1	3	3	3	1	2	1	3	3	1	2	2	37	90
9	F	0	3	3	2	3	2	2	3	2	2	2	2	3	3	2	2	3	2	41	89
10	M	1	3	3	4	4	2	3	2	3	2	3	2	2	3	3	4	2	4	49	87
11	M	1	3	2	2	3	2	1	2	3	2	1	3	2	4	2	2	1	2	37	89
12	M	1	3	3	4	4	3	3	3	4	4	3	2	2	4	4	4	4	3	57	86
13	M	1	4	4	3	3	3	2	4	3	4	4	3	3	4	3	3	3	3	56	91
14	M	1	2	3	1	2	2	1	2	2	2	2	4	2	3	2	2	3	2	37	89
15	F	0	4	4	4	3	4	4	3	3	2	3	3	2	3	3	3	4	3	55	90
16	M	1	2	2	3	2	2	3	2	2	2	2	2	2	2	1	1	2	2	34	84
17	M	1	2	2	3	2	2	3	2	2	3	3	2	3	3	1	1	3	2	39	91
18	F	0	4	3	2	2	2	3	2	2	2	3	4	2	3	4	3	2	2	45	92
19	F	0	2	2	4	4	2	3	3	4	4	2	3	3	2	2	3	4	2	49	86
20	M	1	3	4	3	4	3	3	4	2	3	3	3	4	3	4	3	3	4	56	92
21	M	1	4	4	2	4	4	3	3	3	3	4	4	2	3	3	3	2	4	55	91
22	M	1	3	4	3	4	2	3	4	4	3	3	3	4	4	3	4	2	4	57	90
23	M	1	4	2	4	2	3	3	4	3	4	3	3	3	3	4	4	3	3	55	89
24	F	0	4	4	3	2	3	2	2	3	2	2	4	2	2	3	2	3	2	45	89
25	M	1	3	4	2	4	4	3	4	2	3	2	2	2	3	2	2	4	3	49	88
26	M	1	4	4	4	3	3	4	3	2	4	4	4	2	4	3	4	4	2	58	85
27	M	1	4	2	3	3	3	4	4	3	3	4	4	2	4	4	3	3	4	57	86
28	F	0	3	2	2	3	1	2	3	2	3	2	3	2	2	2	3	4	4	43	78
29	F	0	3	4	2	3	2	4	4	2	3	2	4	2	2	4	3	4	4	52	76
30	F	0	2	3	4	4	2	3	3	2	3	4	2	3	4	3	3	4	3	52	78
31	F	0	2	4	3	4	4	2	4	2	3	3	3	3	4	3	2	4	4	54	73
32	F	0	3	3	2	4	3	3	4	3	3	4	2	4	4	4	4	3	3	56	80
33	M	1	4	4	3	4	2	4	4	4	4	2	3	3	4	4	4	4	4	61	86
34	M	1	2	2	3	3	3	2	2	3	3	4	2	2	2	4	4	4	4	49	77
35	M	1	1	1	3	1	2	1	3	2	3	2	2	3	1	2	3	3	3	36	67
36	M	1	2	4	2	4	2	4	4	4	4	4	4	4	4	4	4	3	4	61	76

Resp	Sex	GC	number statements of instrumen																	Sum	SLA
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
37	F	0	3	2	3	4	4	2	4	2	3	2	4	3	4	4	2	4	4	54	67
38	F	0	2	4	2	4	2	3	4	2	2	2	2	2	2	3	2	4	3	45	75
39	M	1	2	3	2	3	2	2	3	2	3	3	3	2	3	3	2	3	3	44	73
40	F	0	2	3	2	3	2	2	3	2	3	3	3	2	3	3	2	3	4	45	78
41	F	0	2	3	2	2	2	3	2	3	3	3	1	2	3	3	2	3	3	42	76
42	F	0	4	3	3	2	2	3	2	2	2	2	2	3	4	4	2	2	2	44	76
43	F	0	4	4	1	4	2	2	3	2	3	2	4	3	2	2	4	4	4	50	76
44	F	0	2	2	3	3	2	3	1	2	3	2	3	3	3	2	4	4	3	45	78
45	F	0	4	4	4	4	4	4	3	4	2	3	3	3	3	4	4	3	3	59	80
46	M	1	3	2	2	2	2	4	4	2	2	4	3	3	4	4	3	3	1	48	76
47	M	1	4	2	3	4	4	2	2	2	3	3	2	3	4	3	2	4	4	51	72
48	M	1	3	3	3	4	4	4	4	4	4	4	2	4	4	4	4	4	4	63	80
49	M	1	3	4	4	4	4	4	2	2	3	4	3	3	3	3	3	3	3	55	79
50	M	1	3	2	3	4	4	2	3	4	2	4	1	2	4	1	4	4	4	51	77
51	F	0	2	2	4	3	4	4	3	4	3	3	4	3	3	3	3	3	3	54	73
52	M	1	4	3	3	4	3	2	2	2	2	3	2	3	2	4	3	4	4	50	71
53	M	1	3	1	2	2	1	1	2	1	2	2	1	1	3	3	1	3	2	31	73
54	F	0	2	4	2	4	2	2	2	2	3	3	4	3	4	4	2	3	3	49	84
P	26		sum																	2643	4455
L	28		maximum																	63	93
			minimum																	31	67
			mode																	49	76
			median																	49.5	84.5

Appendixes 3 : Output Processed Data with SPSS 16

Frequency Distribution of Students Following Bimbel by Gender

Statistics

Jenis Kelamin

N	Valid	54
	Missing	0
Mean		.52
Median		1.00
Mode		1
Minimum		0
Maximum		1

Jenis Kelamin

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid perempuan	26	48.1	48.1	48.1
laki-laki	28	51.9	51.9	100.0
Total	54	100.0	100.0	

Score Frequency Distribution Bimbel

Statistics

	bimbel	kelas interval
N	Valid	54
	Missing	0
Mean		48.89
Median		49.50
Mode		49
Range		32
Minimum		31
Maximum		63

Bimbel

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 31	1	1.9	1.9	1.9
34	1	1.9	1.9	3.7
35	1	1.9	1.9	5.6
37	3	5.6	5.6	11.1
38	1	1.9	1.9	13.0
39	1	1.9	1.9	14.8
41	2	3.7	3.7	18.5

	Frequency	Percent	Valid Percent	Cumulative Percent
42	1	1.9	1.9	20.4
43	2	3.7	3.7	24.1
44	2	3.7	3.7	27.8
45	5	9.3	9.3	37.0
48	1	1.9	1.9	38.9
49	6	11.1	11.1	50.0
50	2	3.7	3.7	53.7
51	2	3.7	3.7	57.4
52	3	5.6	5.6	63.0
53	2	3.7	3.7	66.7
54	3	5.6	5.6	72.2
55	4	7.4	7.4	79.6
56	3	5.6	5.6	85.2
57	3	5.6	5.6	90.7
58	1	1.9	1.9	92.6
59	1	1.9	1.9	94.4
61	2	3.7	3.7	98.1
63	1	1.9	1.9	100.0
Total	54	100.0	100.0	

kelas interval

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 30-35	3	5.6	5.6	5.6
36-41	7	13.0	13.0	18.5
42-47	10	18.5	18.5	37.0
48-53	16	29.6	29.6	66.7
54-59	15	27.8	27.8	94.4
60-65	3	5.6	5.6	100.0
Total	54	100.0	100.0	

Distribution Frequency Students' Learning Achievement

Statistics

	Nilai PAS	Kelas Interval
N Valid	54	54
Missing	0	0
Mean	78.80	4.07
Median	77.00	4.00

Mode	77	3
Range	23	6

Nilai PAS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 68	1	1.9	1.9	1.9
70	1	1.9	1.9	3.7
71	1	1.9	1.9	5.6
72	2	3.7	3.7	9.3
73	2	3.7	3.7	13.0
74	3	5.6	5.6	18.5
75	6	11.1	11.1	29.6
76	7	13.0	13.0	42.6
77	8	14.8	14.8	57.4
78	1	1.9	1.9	59.3
79	2	3.7	3.7	63.0
80	5	9.3	9.3	72.2
81	1	1.9	1.9	74.1
84	1	1.9	1.9	75.9
85	5	9.3	9.3	85.2
86	1	1.9	1.9	87.0
87	2	3.7	3.7	90.7
89	2	3.7	3.7	94.4
90	1	1.9	1.9	96.3
91	2	3.7	3.7	100.0
Total	54	100.0	100.0	

Kelas Interval

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 65-68	1	1.9	1.9	1.9
69-72	4	7.4	7.4	9.3
73-76	18	33.3	33.3	42.6
77-80	16	29.6	29.6	72.2
81-84	2	3.7	3.7	75.9
85-88	8	14.8	14.8	90.7
89-92	5	9.3	9.3	100.0
Total	54	100.0	100.0	

Distribution Trends Students Learning Achievements

Statistics

		Nilai PAS	Kelas Interval
N	Valid	54	54
	Missing	0	0
Mean		78.80	1.94
Median		77.00	2.00
Mode		77	2
Minimum		68	1
Maximum		91	3

Nilai PAS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68	1	1.9	1.9	1.9
	70	1	1.9	1.9	3.7
	71	1	1.9	1.9	5.6
	72	2	3.7	3.7	9.3
	73	2	3.7	3.7	13.0
	74	3	5.6	5.6	18.5
	75	6	11.1	11.1	29.6
	76	7	13.0	13.0	42.6
	77	8	14.8	14.8	57.4
	78	1	1.9	1.9	59.3
	79	2	3.7	3.7	63.0
	80	5	9.3	9.3	72.2
	81	1	1.9	1.9	74.1
	84	1	1.9	1.9	75.9
	85	5	9.3	9.3	85.2
	86	1	1.9	1.9	87.0
	87	2	3.7	3.7	90.7
89	2	3.7	3.7	94.4	
90	1	1.9	1.9	96.3	
91	2	3.7	3.7	100.0	
Total		54	100.0	100.0	

Kelas Interval

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	86-98	8	14.8	14.8	14.8
	73-85	41	75.9	75.9	90.7
	60-72	5	9.3	9.3	100.0
Total		54	100.0	100.0	

**Validity test
Correlations**

		TOTAL
VAR00001	Pearson Correlation	.430**
	Sig. (2-tailed)	.001
	N	54
VAR00002	Pearson Correlation	.551**
	Sig. (2-tailed)	.000
	N	54
VAR00003	Pearson Correlation	.448**
	Sig. (2-tailed)	.001
	N	54
VAR00004	Pearson Correlation	.656**
	Sig. (2-tailed)	.000
	N	54
VAR00005	Pearson Correlation	.586**
	Sig. (2-tailed)	.000
	N	54
VAR00006	Pearson Correlation	.622**
	Sig. (2-tailed)	.000
	N	54
VAR00007	Pearson Correlation	.544**
	Sig. (2-tailed)	.000
	N	54
VAR00008	Pearson Correlation	.516**
	Sig. (2-tailed)	.000
	N	54
VAR00009	Pearson Correlation	.481**
	Sig. (2-tailed)	.000
	N	54
VAR00010	Pearson Correlation	.553**
	Sig. (2-tailed)	.000
	N	54
VAR00011	Pearson Correlation	.439**
	Sig. (2-tailed)	.001

Correlations

		TOTAL
	N	54
VAR00012	Pearson Correlation	.471**
	Sig. (2-tailed)	.000
	N	54
VAR00013	Pearson Correlation	.558**
	Sig. (2-tailed)	.000
	N	54
VAR00014	Pearson Correlation	.553**
	Sig. (2-tailed)	.000
	N	54
VAR00015	Pearson Correlation	.678**
	Sig. (2-tailed)	.000
	N	54
VAR00016	Pearson Correlation	.415**
	Sig. (2-tailed)	.002
	N	54
VAR00017	Pearson Correlation	.492**
	Sig. (2-tailed)	.000
	N	54

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

Reliability test

Reliability Statistics

Cronbach's Alpha	N of Items
.739	18

Normality test

One-Sample Kolmogorov-Smirnov Test

		Residual unstandardized
N		54
normal Parametersa	Mean	.0000000
	Std. deviation	7.31119460
Most Extreme Differences	Absolute	.123
	Positive	.110
	Negative	-.123
Kolmogorov-Smirnov Z		.906
Asymp. Sig. (2-tailed)		.385

One-Sample Kolmogorov-Smirnov Test

		Residual unstandardized
N		54
normal Parameters ^a	Mean	.0000000
	Std. deviation	7.31119460
Most Extreme Differences	Absolute	.123
	Positive	.110
	Negative	-.123
Kolmogorov-Smirnov Z		.906
Asymp. Sig. (2-tailed)		.385

a. Test distribution is Normal.

Multicollinierity Test

Coefficients

Model	Coefficients Unstandardized		Standardized Coefficients Beta	T	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
1 (Constant)	81.027	6.795		11.925	.000		
Gender	.534	2.058	.037	.260	.796	.973	1.028
Bimbel	.024	.138	.025	.176	.861	.973	1.028

A. Dependent Variable: Achievement

Heteroskedastistas Tests

Correlations

		Residual unstandardized	Bimbel	gender
Spearman's rho	Residual unstandardized correlation Coefficient	1,000	.000	-.031
	Sig. (2-tailed)	,	.942	.824
	N	54	54	54
Bimbel	Residual unstandardized correlation Coefficient	.000	1,000	.211
	Sig. (2-tailed)	.942	,	.083
	N	54	54	54
Gender	Residual unstandardized correlation Coefficient	-.031	.238	1,000
	Sig. (2-tailed)	.824	.083	,
	N	54	54	54

Regression Analysis

Coefficients^a

Model		Coefficients unstandardized		standardized Coefficients	T	Sig.
		B	Std. Error	beta		
1	(Constant)	54 033	8016		6,740	.000
	Gender	.122	1,822	.008	.067	.947
	<i>Bimbel</i>	.543	.153	.447	3,560	.001

a. Dependent Variable: Students' Learning Achievements

Determination Test

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.448a	.200	.169	6,672

a. Predictors: (Constant), gender, Bimbel

b. Dependent Variable: students' learning achievements

Partial Test

Coefficients^a

Model		Coefficients unstandardized		standardized Coefficients	T	Sig.
		B	Std. Error	beta		
1	(Constant)	54 033	8016		6,740	.000
	GENDER	.122	1,822	.008	.067	.947
	Bimbel	.543	.153	.447	3,560	.001

a. Dependent Variable: Students' Learning Achievements

Simultaneous Test

ANOVA^b

Model		Sum of Squares	Df	mean Square	F	Sig.
1	Regression	569.086	2	284.543	6392	.003a
	residual	2270.414	51	44.518		
	Total	2839.500	53			

a. Predictors: (Constant), bimbil, gender

b. Dependent Variable: students' learning achievements



Apendixes 4: Photos

Photos of Research trials at SD N Bakalan Krajan 1



Photos of Research at MIN 2 Kota Malang



Appendix 5: Evidence of Consultation



THE STATE ISLAMIC UNIVERSITY
OF MAULANA MALIK IBRAHIM MALANG
TARBIYAH SCIENCE AND TEACHING SCIENCES FACULTY
Jalan Gajayana Nomor 50 Telephone (0341) 552398 Fax (0341) 552398
<http://tarbiyah.uin-malang.ac.id> Email: psg_uinmalang@gmail.com

EVIDENCE OF CONSULTATION

Name : Novita Nurul Hidayah
Number of Student : 13140113
Faculty/ Program : Tarbiyah and Teaching Science Faculty
Teacher Education of Elementary School
Advisor : H. Mokhammad Yahya, MA., Ph.D
Title of Thesis : The Influence of Gender and *Bimbel* to the Fifth Grade Students' Learning Achievements at MIN 2 Kota Malang

No	Date of Consultation	Consultation Material	Signature
1.	April 3, 2017	Proposal Consultation	
2.	April 6, 2017	Proposal Consultation	
3.	April 13, 2017	Acc Proposal	
4.	Juni 16, 2017	Chapter I, II, III	
5.	Juni 21, 2017	Revision Chapter I, II, III	
6.	July 7, 2017	Chapter IV	
7.	July 10, 2017	Revision Chapter IV	
8.	July 14, 2017	Chapter V	
9.	July 17, 2017	Revision Chapter V	
10.	July 17, 2017	Chapter VI	
11.	July 25, 2017	Revision Chapter VI	
12.	July 28, 2017	All Chapter	
13.	July 31, 2017	Ace All Chapter	

Acknowledged by,
The Head Of PGMI Program,

Dr. Muhammad Walid, MA
NIP. 1973082300001002

Appendix 6: Research License


KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk_uinmalang@yahoo.com

Nomor : Un.3.1/TL.00.1/269/2017 04 April 2017
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Kepala Kementerian Agama Kota Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Novita Nurul Hidayah
NIM : 13140113
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Semester - Tahun Akademik : Genap - 2016/2017
Judul Skripsi : *The Influence of Gender and Learning Guidance Through the Student's Achievement for fifth Grade Students at MIN 2 Malang*

diberikan izin untuk melakukan penelitian di MIN 2- Malang mulai April 2017 sampai dengan Juni 2017.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.


Dekan
Wakil Dehan Bid. Akademik,
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NIP. 19651112 199403 2 002

Tembusan :
1. Yth. Ketua Jurusan PGMI
2. Yth. Kepala MIN 2 Malang
3. Arsip

Appendixes 7: Researche Proof



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA MALANG
MADRASAH IBTIDAIYAH NEGERI 2 KOTA MALANG
Jl. Kemantren II / 26 Telp. / Fax (0341) 804186 – Sukun
<http://www.minmalang2.sch.com> Email: min2malang@gmail.com



SURAT KETERANGAN PENELITIAN
NOMOR B-590/Mi.13.01/PP.00.4/05/2017

Yang bertanda tangan di bawah ini :

Nama : Drs. Supandri
NIP : 196606151994031003
Jabatan : Kepala MIN 2 Kota Malang

Menerangkan bahwa :

Nama : NOVITA NURUL HIDAYAH
NIM/DNI : 13140113
Jurusan / Program : PGMI / FITK Universitas Islam Negeri Maulana Malik Ibrahim Malang

Benar-benar telah melakukan Research / penelitian di Madrasah Ibtidaiyah Negeri 2 Kota Malang guna menyelesaikan tugas akhir / menyusun Skripsi dengan judul " " **The Influence of Gender and Learning Guidance Through the Student's Achievement for Fifth Grade Students at di MIN 2 Kota Malang**" Sesuai dengan surat dari Dekan Fakultas IlmuTarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang Nomor : Un.3.1/TL.00.1/660/2017, tanggal 07 April 2017 terhitung sejak tanggal 04 Mei 2017 s/d 08 Mei 2017.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana semestinya.



Malang, 09 Mei 2017
Kepala Madrasah,

Drs. Supandri
NIP. 196606151994031003

Appendixes 8: Curriculum Vitae

Curriculum Vitae

Personal Details

Name : Novita Nurul Hidayah
Address : Jl. Bogor Terusan Bawah No 29
RT 02 RW 08 Kel. Penanggungan
Kec. Klojen Malang
Postal Code :65111
Phone :082337622903
Email :hnovitanurul@gmail.com
Gender :Perempuan
Date of Birth :20 November 1995
Nationality :Indonesia



Educational and Professional Qualification

Education Information

Tahun Lulus	Sekolah / Institusi / Universitas
2001	TK Pertiwi XI Sumpersari Tebo Jambi
2007	SD Negeri 104 Sumpersari Tebo Jambi
2010	MTs Darul Ulum Sumpersari Tebo Jambi
2013	MA. Multimedia Raudhatul Mujawwidin Tebo Jambi
2017	PGMI UIN Maulana Malik Ibrahim Malang

Novita Nurul Hidayah