

**THE INFLUENCE OF TEACHERS' PROFESSIONAL COMPETENCE
AND TEACHING STYLE TOWARD STUDENT MOTIVATION ON THE
SUBJECT OF SOCIAL SCIENCE AT STATE JUNIOR HIGH SCHOOL 1
KESAMBEN BLITAR**

THESIS

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INTERNATIONAL CLASS PROGRAM

SOCIAL SCIENCE EDUCATION DEPARTMENT

TARBIYAH AND TEACHING TRAINING FACULTY

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG

MAY, 2018

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THESIS

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

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ii

LEGITIMATION SHEET

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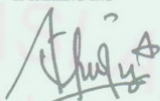


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AND TEACHING STYLE TOWARD STUDENT MOTIVATION ON THE
SUBJECT OF SOCIAL SCIENCE AT STATE JUNIOR HIGH SCHOOL 1
KESAMBEN BLITAR

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Assalamualaikum Warahmatullahi Wabarakatuh

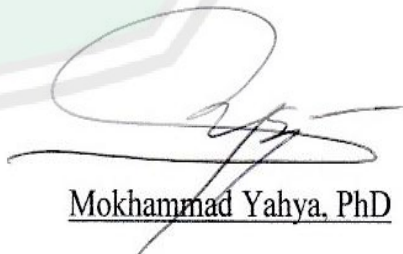
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I hereby declare this thesis is originally written by Ajeng Krisna Murti, student of Social Science Education Department (P.IPS) as the requirement for degree of *Sarjana Pendidikan (S.Pd)*, Faculty of Tarbiyah and Teaching Training at Islamic State University Maulana Malik Ibrahim Malang. The Research writing does not incorporate any material previously or published by other parties to achieve the other *Sarjana* status, except those which are indicate in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, May 23rd, 2018



Ajeng Krisna Murti

DEDICATION

Bismillahirrahmanirrohim

Thanks to Allah SWT who gave me His grace and guidance, so I can finish this thesis. Praise and invocation are also given to our prophet Muhammad SAW who brings us from the darkness to the lightness, that is diinul Islam.

I dedicate this thesis for my beloved parent, Mr. Suwari dan Mrs. Nanik Wartini. You are my angels who always give encouragement, motivation and inspiration. Forgive me if I am not what you expect. I promise, I will make you proud of my success. Your prayer is an energy that moves these hands, feet, minds and souls to make me to be better. Thanks also to my sister, Manda Wulan Sari, your encouragement makes me more excited in my daily life. Keep us together and more close. Although we often fight, but believe me, I love you so much.

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I would like to express my sincere thanks and greatest appreciation to my advisor H. Mokhammad Yahya, PhD who have patiently and sincerely guided, advised and supported me in finishing this thesis and I do apologize for all the mistakes during the process. And thanks a lot for Mr. Saiful Amin and Mr. Winarno which has helped me in the process.

Big thanks for all of you

May Allah give health,welfare, safety and guidance

Aamiin Yaa Rabbal 'aalamiin

MOTTO

وَمَنْ فَاتَهُ التَّعْلِيمُ وَقْتَ شَبَابِهِ، فَكَبَّرَ عَلَيْهِ أَرْبَعًا لَوَفَاتِهِ

“Whoever does not study in their youth, then recite *takbir* four times because they are dead”

(Imam Al-Syafi'i)

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This thesis is done as a requirement in accomplishing the S-1 Degree at Social Science Education Department of Teachers Training and Education Faculty in Islamic State University Maulana Malik Ibrahim Malang.

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2. Mr. Dr. H. Agus Maimun, M.Pd, as The Dean of Tarbiyah and Teaching Training Faculty of The Islamic State University Maulana Malik Ibrahim Malang.
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Hopefully Allah replies all helps and bless for you all. The researcher realized this thesis still imperfect in arrangement and the content. The researcher hope the criticism from the readers can help the researcher in perfecting the next research about this thesis.

Malang, May 2018

Researcher

GUIDELINES FOR ARABIC-LATIN transliteration

The Writing of Arabic-Latin transliteration in this thesis is complying the guidelines of transliteration base on the shared decision of Minister of Religious Affairs and the Minister of Education and Culture Republic of Indonesia No. 158 in 1987 and no. 0543 b/U/1987 which generally can be explained as below:

A. Alphabet

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	ها =	h
د =	d	ع =	'	ء =	'
ذ =	dz	غ =	gh	ي =	y
ر =	r	ف =	f		

B. Long Vocal

(a) Long Vocal = â

(i) Long Vocal = î

(u) Long Vocal = û

C. Diphtong Vocal

أُ = aw

أَي = ay

أُو = û

إِي = î

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ABSTRAK

Murti, Ajeng Krisna. 2018. *The Influence of Teachers' Professional Competence and Teaching Style toward Student Motivation on The Subject of Social Science at State Junior High School 1 Kesamben Blitar*. Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: H. Mokhammad Yahya, PhD.

Dalam proses pembelajaran, salah satu komponen yang berperan dalam menentukan keberhasilan siswa adalah guru. Guru yang baik, harus mampu membuat siswa memiliki dorongan dan semangat dalam mengikuti kegiatan pembelajaran. Semangat dan dorongan tersebut adalah alat penggerak bagi siswa untuk melakukan kewajibannya, yang disebut dengan motivasi. Sehingga, peran guru sangat penting dalam menumbuhkan motivasi siswa. Guru yang professional harus mampu menguasai empat kompetensi keguruan, salah satunya adalah kompetensi profesional. Disamping itu, gaya mengajar guru juga sangat penting, karena menentukan ketertarikan siswa dalam belajar.

Tujuan penelitian ini adalah untuk mengetahui apakah terdapat pengaruh baik parsial maupun simultan antara variabel kompetensi profesional guru (X1) dan Gaya Mengajar Guru (X2) terhadap motivasi belajar siswa (Y). Untuk itu, penelitian ini menggunakan metode kuantitatif dengan pendekatan korelasional. Adapun sumber data penelitian ini adalah data primer berupa angket seta data sekunder berupa hasil wawancara dengan guru dan siswa. Pada teknik analisis menggunakan analisis regresi linier berganda.

Dari hasil analisis data, ditemukan bahwa (1) Kompetensi profesional secara parsial berpengaruh positif terhadap motivasi siswa. (2) Gaya mengajar guru secara parsial berpengaruh positif terhadap motivasi siswa. (3) Kompetensi Profesional dan Gaya Mengajar Guru secara simultan berpengaruh positif terhadap motivasi belajar siswa. Dapat disimpulkan bahwa Kompetensi Profesional dan Gaya mengajar guru sangat penting dalam menumbuhkan motivasi belajar siswa, khususnya di SMP Negeri 1 Kesamben Blitar. Guru yang baik adalah yang menguasai kompetensi profesional serta memiliki gaya mengajar yang sesuai dengan karakteristik peserta didik.

Kata Kunci: Kompetensi Profesional, Gaya Mengajar, Motivasi Belajar Siswa

ABSTRACT

Murti, Ajeng Krisna. 2018. . *The Influence of Teachers' Professional Competence and Teaching Style toward Student Motivation on The Subject of Social Science at State Junior High School 1 Kesamben Blitar*. Skripsi, Social Studies Department, Tarbiyah and Teaching Training Faculty, The Islamic State University Maulana Malik Ibrahim Malang. Thesis Advisor: H. Mokhammad Yahya, PhD.

In the learning process, teacher is one component that has a role in determining student success. Good teachers, should be able to make students have encouragement and enthusiasm in following the learning activities. That is the driving force for students to do their duty, it is called motivation. Professional teachers should be able to master four teacher competencies, one of them is professional competence. In addition, the teaching style is also very important, because it determines the interest of students in learning.

The purpose of this research is to determine whether there is both partial and simultaneous influence between teacher professional competence variables (X1) and Teaching Style Teachers (X2) on student learning motivation (Y). Therefore, this research uses quantitative method with correlational approach. The data sources of this research are primary data in the form of questionnaires and secondary data in the form of interviews with teachers and students. In the data analysis using multiple linear regression analysis.

From result of data analysis, found that (1) Professional competence partially have positive effect to student motivation. (2) Teaching style partially have positive effect to student motivation. (3) Professional Competence and Teaching Style simultaneously have a positive effect on students' motivation. It can be concluded that the Teachers' Professional Competence and Teaching Style is very important in fostering student motivation, especially in State Junior High School 1 Kesamben Blitar. A good teacher must master of Teachers' Professional Competence and has Teaching Style that appropriate with characteristics of learners.

Keyword: Professional Competence, Teaching Style, Student Motivation

الملخص

مورتي, أجينق كريشنا. 2018. تأثير الكفاءة المهنية وأسلوب التدريس لتحفيز طلبة الصف الثامن في موضوع العلوم الاجتماعية بمدرسة الثانوية الحكومية واحدكيسامبين بليتار. البحث الجامعي، قسم تدريس العلوم الاجتماعية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف : الحاج محمد يحيي PhD....

في عملية التعلم، يعتبر المعلم أحد العناصر التي تلعب دورًا في تحديد نجاح الطلبة. يجب أن يكون المعلم الجيد قادرًا على جعل الطلبة لديهم التشجيع والحماس في متابعة أنشطة التعلم. هذه الروح والتشجيع هي القوة الدافعة للطلبة لتنفيذ التزاماتهم التي يطلق عليها التحفيز. وبالتالي، فإن دور المعلم مهم جدًا في توليد الدافع للطلبة. يجب أن يكون المعلم المحترف قادرًا على إتقان أربعة كفاءات المعلم، منها الكفاءة المهنية. بالإضافة إلى ذلك، فإن أسلوب التدريس للمعلم مهم للغاية، لأنه يحدد اهتمام الطلبة بالتعلم.

إن أهداف في هذا البحث هو لمعرفة تأثير متغيرين بين الكفاءة المهنية للمعلم ونمط تدريس المعلم على تحفيز تعلم الطلبة. ولذلك، هذه البحث تستخدم البتحة الأساليب الكمية بالمدخال الارتباطي. أما مصادر البيانات في هذا البحث هي البيانات الأولية يعني الاستبانة والبيانات الثانوية يعني المقابلة مع المعلو والطلبة. وأما في تحليل البيانات تستخدم الباحثة تحليل الانحدار الخطي المتعدد.

وأما نتيجة تحليل البيانات ، وجدت أن (1) الكفاءة المهنية لها تأثير إيجابي جزئياً على دوافع الطلبة. (2) يؤثر أسلوب التدريس الجزئي للمعلم إيجابياً على تحفيز الطلبة. (3) يتمتع المعلم المتخصص في الكفاءة وأسلوب التدريس معلم بأثر إيجابي على حافز تعلم الطلبة وهكذا، الكفاءة المهنية والتعليم أسلوب المعلم مهم جدًا في تشجيع تحفيز الطلبة، لاسيما في مدرسة الثانوية الحكومية واحدكيسامبين بليتار. المعلم الجيد الذي سيد الكفاءة المهنية ولديه أسلوب التدريس الذي يطابق عليه بخصائص الطلبة.

الكلمات المفتاحية: الكفاءة المهنية، أسلوب التدريس، دافعية الطلبة.

CHAPTER I

INTRODUCTION

A. Background of the Research

Education is an attempt to shape attitudes, behavior and human thinking. Through education, it will produce quality human resources. These resources, increase country development. Because, if a country has good quality in human resources, it will be able to organize, conduct, and manage potential resources within. Education is a lifelong process. From human birth until the end of their life. According to Lodge, “*Life is education, and education is life*”.¹ Whereas, according to Law No. 20 of 2003, the definition of education is as follows:²

Education is an conscious and planned effort to create an atmosphere of learning and instructional process so that learners actively develop their potential to have spiritual power, self-control, personality, intelligence, good attitude, and skills that needed by themselves, society, nation and state.

While in Islam, Allah SWT instructs to always learn, improve ability and knowledge through various ways, one of them through formal education (school). Humans who have knowledge, Allah SWT will raise the degree of them. In this case, Allah SWT says in Q.S Al-Mujaadilah (11), which reads:

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا
يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُزُوا فَانْشُزُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا
مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

¹ Zuhairini, *Filsafat Pendidikan Islam*, (Jakarta: Bumi Aksara, 2012), page 10.

² Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
page 1

Meaning: O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.

Quality education will produce quality output and has competitive skill.

Students as the subject of education, is the key whether a country will be a developed or underdeveloped, as discussed earlier. Therefore, students must have a broad knowledge as well as a good moral. Besides at home, educational activities can also be done at school. The success of educational goals depends on the existing human resources in the school principal, teachers, students, administrative staff, and other education personnel.³ So, there are other elements that influence the success of learning, these are teachers.

Teachers are the main key, who interact with students through instructional activities. Teachers have an important role in shaping students according to educational goals. In instructional activity, not just teaching, conveying knowledge focused on books, internet, theories, and concepts only, but must be through meaningful education. Teaching has various concepts, such as how to teach well? What strategies are appropriate with students? And so forth. And the teachers competence also play a role within. As is known, that teachers must master the four competencies to become

³Fatmasari, *Pengaruh Motivasi Kerja Dan Kemampuan Mengajar Guru Terhadap Prestasi Belajar Siswa Pada Gugus II Sekolah Dasar Kecamatan Kebayakan Kabupaten Aceh Tengah*, Vol. XIV No. 2, 2014, page 427

professional teacher, such as pedagogic competence, personality competence, social competence and professional competence.

In this research, only focus on the professional competence of teachers. Professional competence is the ability in mastering learning materials widely and deeply that enables to guide learners meet the competency standards.⁴ So with the competence, teachers able to good performance according profession, that obtained from several sources, namely from the innate ability and through education (reading books, attending workshops, seminars, cooperative movements, and other educational and scientific meetings, following upgrading , conducting research activities).⁵ A teacher who has professional competence will not face difficulties in guiding students. Because teachers solve every problem effectively and efficiently, also make learning activities in accordance with educational goals. In addition, in conveying knowledge to students, teachers must have a teaching style. Every teacher have different style each other. With the style, teachers are able to guide, direct students, and a way to transfer knowledge. Also make students has high concentration and focus in the learning process. It also motivates students to become active in the learning activities. So, the knowledge can be absorbed by students effectively. Teaching style can be interpreted as an act of teachers in the context of teaching and learning process to overcome the

⁴ Imam Wahyudi, *Mengejar Profesionalisme Guru*, (Jakarta: Prestasi Pustaka, 2012) page 34

⁵Nur Azizah, "Kode Etik Guru Indonesia Dalam Perspektif Pendidikan Akhlak", *Skripsi*, Fakultas TarbiyahInstitut Agama Islam Negeri Walisongo2005, page 31

boredom of students, thus, in the learning process students always show persistence, enthusiasm, and participate actively.⁶

Teaching style must have goals, systematic, effective and efficient. Therefore, the teaching style has several kinds, namely classical teaching style, technological teaching style, personalized teaching style and interactional teaching style. In learning, students' concentration and motivation tends to fluctuate. Not always students feel excited to follow the learning. Sometimes it is loose. Student will changes their behaviors, such as playing alone, not paying attention to teacher explanations, talking, and even absent. Thus, the role of the teacher is very important. How teachers are able to overcome the learning problems faced by students.

Motivation is the impetus for every individual to behave.⁷ Student motivation is influenced by two factors, namely intrinsic and extrinsic factor. Intrinsic factor is derived from within the students themselves, while extrinsic factors derived from outside students themselves, such as from the surrounding environment.

As explained above, students tend to have a volatile motivation. Sometimes the students follow the learning activities in earnest, but sometimes they are lazy in following the learning. Motivation is very important for the success of teaching and learning activities. Therefore, to

⁶Henri Budiyantri, "Hubungan Gaya Mengajar Guru Terhadap Motivasi Belajar Matematika Pada Siswa Madrasah Ibtidaiyah Ma'arif Pulutan Salatiga Tahun 2012", *Skripsi*, Pendidikan Guru Madrasah Ibtidaiyah Sekolah Tinggi Agama Islam Negeri Salatiga 2012, page 34

⁷Esa Nur Wahyuni, *Motivasi dalam Pembelajaran*, (Malang: UIN-Malang Press, 2009), Page 3

improve the quality of learning, teachers should be able to generate motivation to learners so as to achieve learning objectives.⁸

Based on the observations at State Junior High School 1 Kesamben Blitar, in the process of teaching and learning, especially in the subject of Social Science. Students are interested in the subject, but students often feel bored. Sometimes, the students release their boredom by going out of class to go to the canteen and go on another class. Students assume that Social Studies Courses is sometimes boring, because teachers only use the LCD and discourse only. Based on the problem, the author is interested to conduct research entitled "*The Influence of Teachers' Professional Competence and Teaching Style toward Student Motivation on the subject of Social Science at State Junior High School 1 Kesamben Blitar*".

B. Research Questions

The problem formulations of this research are:

1. Does teachers' professional competence influence the student motivation on the subject of Social Science at State Junior High School 1 Kesamben Blitar?
2. Does teaching style influence the student motivation on the subject of Social Science at State Junior High School 1 Kesamben Blitar?

⁸Fatmasari, *Pengaruh Motivasi Kerja Dan Kemampuan Mengajar Guru Terhadap Prestasi Belajar Siswa Pada Gugus II Sekolah Dasar Kecamatan Kebayakan Kabupaten Aceh Tengah*, Vol. XIV No. 2, 2014, page 429

3. Do teachers' professional competence and teaching style influence the student motivation on the subject of Social Science at State Junior High School 1 Kesamben Blitar?

C. Objective of the Research

1. To determine the influence of the teachers' professional competence to the student motivation on the subject of Social Science at State Junior High School 1 Kesamben Blitar.
2. To determine the influence of the teaching style to the student motivation on the subject of Social Science at State Junior High School 1 Kesamben Blitar.
3. To determine the influence the teachers' professional competence and teaching style to the student motivation on the subject of Social Science at State Junior High School 1 Kesamben Blitar.

D. Significance of the Research

For the Social Science Department, this research can use to the references for decision making to improve educational activities and supplying to the next researcher.

For the State Junior High School, this research can use to expected to be a solution to improving learning activities (actually to the teacher capability in learning activities).

E. Hypothesis of the Research

Hypothesis is a temporary answer to the formulation of research problems, where the formulation of research problems have been expressed in the form of statement sentences. From the research variables, can be formulated research hypothesis as follows:

Hypothesis Ho:

1. There is no influence between teachers' professional competence to the student motivation on the subject of Social Science at State Junior High School 1 Kesamben Blitar.
2. There is no influence between teaching style to the student motivation on the subject of Social Science at State Junior High School 1 Kesamben Blitar.
3. There is no influence between professional competence and teaching style to the student motivation on the subject of Social Science at State Junior High School 1 Kesamben Blitar.

Hypothesis Ha:

1. There is an influence between teachers' professional competence to the student motivation on the subject of Social Science at State Junior High School 1 Kesamben Blitar.
2. There is an influence between teaching style to the student motivation on the subject of Social Science at State Junior High School 1 Kesamben Blitar.

3. There is an influence between professional competence and teaching style to the student motivation on the subject of Social Science at State Junior High School 1 Kesamben Blitar

F. Scope of the Research

Based on the research entitled "The Influence of Teachers' Professional Competence and Teaching Style toward Student Motivation on The Subject of Social Science at State Junior High School 1 Kesamben Blitar ", can be formulated three variables within, namely:

1. Independent Variable (X_1 : Teachers' Professional Competence and X_2 : Teaching Style)
2. Dependent Variable: Student Motivation (Y)

G. Previous Research

The purpose of originality is as evidence that the research is really actual and original. Particularly addressed to the exam supervisory. The originality in this research is as follows:

Table 1.1

Originality of Research

No	Researcher, Title, Form, (Skripsi, Thesis, Journal etc), Publisher, and Year	Similarity	Differences	Originality
1.	Uswatun Hasanah, <i>Pengaruh Lingkungan Sekolah dan</i>	Both discuss about students' motivation in formal institution,	In the variable attachment. If the former researcher makes the	Motivation to learn does not affect student achievement

	<i>Motivasi Belajar terhadap Prestasi Belajar Siswa pada Mata Pelajaran IPS Terpadu di SMP Negeri 04 Batu</i> (Skripsi, 2017)	especially at junior high school level	students' learning motivation as a independent variable, while in this study the motivation as a dependent variable	
2.	Henri Budiyanti, <i>Hubungan Gaya Mengajar Guru Terhadap Motivasi Belajar Matematika Pada Siswa Madrasah Ibtidaiyah Ma'arif Pulutan Salatiga Tahun 2012</i> (Skripsi, 2012)	Both discuss about the influence of teaching styles of teachers on student learning motivation in educational institutions	The subject of research is difference. If previous researchers applied between the influence of teaching styles on student learning motivation in the scope of Madrasah Ibtidaiyah, whereas the researcher focused on the scope of Junior High School	Teacher's teaching style influences student's motivation level in school
3.	Iin Danis Ariyani, <i>Pengaruh Kompetensi Kepribadian Guru terhadap Motivasi Belajar Siswa Kelas IV dan V di SD PL Sugiyopranoto Klaten</i> (Skripsi, 2016)	Both discuss about the influence of teacher motivation on student motivation	From the approach used. If previous researchers used literature studies (in qualitative analysis), whereas researchers used a quantitative approach, which was statistically measured	Teachers competence is very influential on increasing student motivation

			<p>directly to the research subject</p> <p>In addition, researchers associate between the competence of personality to student learning motivation, while researchers associate between professional competence to student learning motivation</p>	
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H. Operational Definition

1. Teachers' Professional Competence

Professional competence is a mastery of learning materials widely and deeply covers the mastery of the subject matter curriculum philosophically. This competence is also called the mastery of the source or teaching materials called the fields of expertise.⁹

According to Endang Komara, professional competence is the ability related to the adjustment of teacher tasks. This competency is very important. Because, related to the performance displayed.

⁹ Jamal Ma'mur Asmani, *7 Kompetensi Guru Menyenangkan dan Profesional*, (Yogyakarta: Power Books (IHDINA), 2009), Page157

2. Teaching Style

The teaching style reflects on how to carry out the teaching. Besides, the psychological foundation, especially the learning theory and the curriculum that was implemented.¹⁰

3. Student Motivation

The essence of learning motivation is internal and external encouragement to students who are learning to make behavioral changes, in general with some supportive indicators or elements. It has a great role to reach success in the learning activity.¹¹

I. Structure of the Thesis

CHAPTER I, Introduction includes of Background of the Research, Research Questions, Research Objectives, Significance of the Research, Hypothesis of the Research, Scope of the Research, Operational Definition, and Structure of Thesis.

CHAPTER II, Literature Review includes of Teacher Competences (there are four competences, pedagogic competence; personality competence, social competence and professional competence), Professional Competence (they have 13 indicators) and Student Motivation (including intrinsic and extrinsic motivation)

CHAPTER III, Research Method, that include of Location of Research, Approach and Type of Research, Research Variables, Population and Sample,

¹⁰ Muhammad Ali, *Guru dalam Proses Belajar Mengajar*, (Bandung: Sinar Baru Algensindo, 2008),.. P.g 57

¹¹ Hamzah B Uno, *Teori Motivasi & Pengukurannya*, (Jakarta: Bumi Aksara, 2012), Page 23

Data and Source Data, Research Instrument, Data Collection Techniques, Test of validity and Reliability, and Data Analysis.

CHAPTER IV, discuss about Data Finding and Analysis. This include of description of Research location, description of the research variables, and hypotheses test.

CHAPTER V, will be discussed the result that was exposing in CHAPTER IV and include of the Influence of Professional Competence to the Motivation of Eight Grade Students on The Subject of Social Science, the Influence of the Teaching Style to the Motivation of Eight Grade Students on The Subject of Social Science, and the Influence of Professional Competence and Teaching Style to the Motivation of Eight Grade Students on the Subject of Social Science.

CHAPTER VI, contain of conclusion of the whole thesis and the solution that is recommended by the researcher. This chapter is the last chapter of this thesis.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teacher Competence

Competence is a set of knowledge, skills, and basic values reflected in the thinking and acting habits. Competence also be defined as a specification of a knowledge, skills and attitudes and application to work, in accordance with the performance standards required by the community and the job.¹²

In Law No. 14 of 2005 provides the requirement for teachers to have an absolute competence must be met as the recognition of teachers as a profession. Based on Article 10 paragraph 1 the teacher shall have four competencies, covering:¹³

1. Pedagogic Competence:

- Mastering the characteristics of learners (physical, moral, spiritual, social, cultural, emotional and intellectual aspects)
- Mastering learning theories and principles of learning
- Developing a curriculum related to the subjects taught
- Organizing educational learning
- Utilizing information and communication technology for the benefit of learning
- Facilitate the development of the learner's profession to actualize various potentials

¹²Sudarman Danim, *Pengembangan Profesi Guru: Dari Pra-Jabata, Induksi, ke Profesional Madani*, (Jakarta: Prenada Media Group, 2011), Page 111

¹³Nur Ali, dkk, *Keterampilan Dasar Mengajar*, (Jogjakarta: Ar-Ruzz Media, 2017), Page 23

- Communicate effectively, empathetically and courteously with learners
- Conducting process of evaluation and learning outcomes
- Utilizing assessment results for learning purposes
- Take reflective action to improve the quality of learning

2. Personality Competence

- Act in accordance with Indonesian religious, legal, social and cultural norms
- Presenting honest, noble and guide for learners and society
- Showing steady, stable, adult, and wise.
- Demonstrating work ethic, high responsibility, pride, and self-esteem
- Upholding the professional ethics of teachers

3. Social Competence

- Be inclusive, objective and non-discriminatory due to gender, religion, race, physical condition, family background and socioeconomic status
- Communicate effectively, empathetically and courteously with fellow educators, parents, and community.
- Adapted on duty throughout multi socio-cultural country .
- Communicate with the member of educators and other professions orally and in writing or other forms.

4. Professional Competence

- Mastering the materials, structures, concepts and thinking that support the subjects taught
- Mastering the competency standard and basic competence of the subjects.
- Developing creatively taught learning materials
- Developing professionalism in a sustainable manner by taking reflective action
- Utilizing information and communication technologies to develop themselves.

Benefits of Teacher Competency Standards (SKG) is a reference for the implementation of competency tests, education and training programming, and coaching. It can also be a reference for interested parties to the competence of teachers to conduct evaluation and development of teaching materials for teachers.¹⁴

¹⁴Sudarman Danim, *Pengembangan Profesi Guru: Dari Pra-Jabata, Induksi, ke Profesional Madani*, (Jakarta: Prenada Media Group, , 2011), Page 112

B. Teachers' Professional Competence

Djojonegoro in Syaiful Sagala (2009) said that professionalism is determined by three important factors, namely (1) having specific expertise prepared by a skill education program or specification; (2) having the ability to improve skills (special skills and expertise); (3) earning sufficient income in return for such expertise.¹⁵

The scope of teachers' professional competence is divided into two parts. These are generally and specifically. Generally, professional teachers include:¹⁶

- 1) Understand and can apply the educational base of philosophy, psychological, sociological and so on
- 2) Understand and can apply the theory of learning according to the level of learners development.
- 3) Able to handle and develop the field of study that is his responsibility
- 4) Understand and apply varied learning methods
- 5) Be able to develop and use relevant tools, media and learning resources
- 6) Able to organize and implement the learning program
- 7) Able to carry out evaluation.
- 8) Able to increase the learners personality.

¹⁵Syaiful Sagala, *Kemampuan Profesional Guru dan Tenaga Kependidikan*, (Bandung: Penerbit Alfabeta, 2009), Page 41

¹⁶Mulyasa, *Standar Kompetensi dan Sertifikasi Guru*, (Bandung: Remaja Rosdakarya, 2008), Page 135

While specifically, the teachers' professional competence can be described as follows:

- 1) Understanding National Education Standards, including: standards content, standards process, graduate standard competency, educator standards and education personnel, equipment and infrastructure standards, management standards, financing standards and education
- 2) Developing the education unit level curriculum that includes: understanding the competency standards and basic competencies, developing syllabus, preparing the lesson plan (RPP), implementing the learning and forming the competence of learners, assessing the learning outcomes, assessing and improving the SBC in accordance with the development of science, technology and progress of the times
- 3) Mastering standard materials, including: mastering learning materials and mastering the deepening materials
- 4) Managing the learning program, including: formulating objectives, describing basic competencies, selecting and using learning methods, implementing learning
- 5) Manage the class, including: arranging the classroom and creating a conducive learning climate
- 6) Using media and learning resources, including: selecting and using learning media, using and managing the laboratory for learning, developing libraries in learning, and using the environment as a learning resource

- 7) Mastering educational foundations, including: philosophical foundations, psychological foundations, and sociological foundations
- 8) Understand and implement the development of learners, including: understanding the learner development, organizing extracurricular, and guidance and counseling.
- 9) Understand and organize instructional administration, including: understanding and organizing school administration
- 10) Understanding research in learning, including: developing research design, conducting research and using results to improve the quality of learning.
- 11) Showing exemplary and leadership in learning, include: exemplify behavior and develop discipline attitude in learning.
- 12) Developing the educational basic theories and concepts: develop educational theories relevant to the needs of learners, develop basic educational concepts relevant to the needs of learners
- 13) Understand and implement the concept of individual learning: understanding and implementing individual learning.

In the national education standard, the explanation of article 28 paragraph 3 point (c), the professional is the mastery of subject matter and broad that enables teachers to meet national education standards. More specifically, the competence of professional teachers can be spelled out as follows:

- a. Understanding National Standards of Education, including:

- 1) Content standard
- 2) Standard process
- 3) Standard of graduate (SKL)
- 4) Standards of teacher and educational staff
- 5) Facilities and infrastructure standard
- 6) Management standards
- 7) Financing standard
- 8) Education assessment standards
- b. Developing a unit-level curriculum, covering
 - 1) Understand the basic competence and competency standard (SKKD)
 - 2) Develop a syllabus
 - 3) Develop a lesson plan (RPP)
 - 4) Implement learning and the formation of competence learners
 - 5) Assess learning outcomes
 - 6) Assess and improve KTSP in accordance with the development of science, technology and progress of the times
- c. Mastering standard materials, including:
 - 1) Mastering the learning materials (field of study)
 - 2) Mastering the enrichment
- d. Manage the learning program, including:
 - 1) Formulate goals
 - 2) Describe basic competencies

- 3) Selecting and using learning methods
- 4) Selecting and organizing learning procedures
- 5) Implement learning
- e. Manage classes, including:
 - 1) Setting the classroom for doing learning activity
 - 2) Create a conducive learning
- f. Using media and learning resources, including:
 - 1) Selecting and using learning media
 - 2) Making learning tools
 - 3) Use and manage the laboratory.
 - 4) Develop a laboratory
 - 5) Using libraries in learning
 - 6) Using the environment as a learning resource
- g. Mastering educational foundations, including:
 - 1) Philosophical foundation
 - 2) Psychological foundation
 - 3) Sociological foundation
- h. Understand and implement the development of learners, including:
 - 1) Understand the function of learners development
 - 2) Organizing extracurricular in the development of learners
 - 3) Organizing guidance and counseling in the development of learners
- i. Understand educational administration, including:

- 1) Understanding the administration of the school
 - 2) Organizing school administration
 - j. Understanding research in learning, including:
 - 1) Develop research design
 - 2) Conducting research
 - 3) Using research results to improve the quality of learning
 - 4) Displaying exemplary in learning, including: giving examples of exemplary behavior and develop a disciplined attitude in learning
 - k. Developing basic theories and concepts of education, including:
 - 1) Develop educational theories relevant to the needs of learners
 - 2) Develop basic educational concepts relevant to the needs of learners
 - l. Understand and implement the concept of individual learning, which including:
 - 1) Understand individual learning strategies
 - 2) Implement individual learning
- Coverage of professional competence covering many aspects above become big attention for teacher.

Increasing Professional Competence

Teachers who have the competence of science will be authoritative in front of the students, its presence is highly anticipated, speech and

behavior is very inspiring. There are several indicators of teachers who have the competence of science:¹⁷

- 1) Mastering the matter deeply and dynamic
- 2) Emphasis on research and development
- 3) Being a science producer
- 4) Mastering the administrative order
- 5) Develop creativity

The way to shape teacher professionalism involves increasing the competence, work and prosperity. Professionals teacher are required to always improve their ability, insight and creativity. The community has entrusted some of its work to the teacher. Teachers assigned from the overflow of community duties, among others, is to transfer the culture widely, skills and values.

C. Teaching Style

Teaching Style is a broad dimension or personality that includes teacher position, behavior patterns, performance mode, and attitude and others. According to Penelope Peterson in Allan C. Ornstein defines that "Teaching styles as a teacher style in how teachers utilize the classroom, select learning activities and materials, and form some groups for students."¹⁸

¹⁷ Jamal Ma'mur Asmani, 7 *Kompetensi Guru Menyenangkan dan Profesional*, (Yogyakarta: Power Books (IHDINA), 2009), Page 163

¹⁸ Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: PT Rineka Cipta, 2013), Page 273

Manen in Marzuki, suggests that the teaching style is the characteristic of the habit, the important preoccupation with the pupil, even the style of teaching more than a habit and the special way of the behavior or conversation of the teacher or lecturer. Teaching style reflects how the teacher's teach implementation is influenced by his teaching, the psychological concepts used, and the curriculum being implemented.

According Hermawan et al, make a statement that classifying the teaching style of teachers applied in the learning process into four that derived from the flow of education these are :

1) Classical Teaching Style:

Teachers with a classical teaching style apply conception as the only way to learn with the consequences it receives. Teachers dominate the classroom without giving the students the opportunity to be active, so it will hinder the students development in the learning process. The classical teaching style is not completely blamed when class conditions require a teacher to do. So, shape the passive condition in the classroom. In classical learning, the role of the teacher is very dominant. Therefore, the teacher must be an expert on the subject. In this type of learning model, students tend to be passive (accept only learning materials).

The classical teaching process seeks to preserve and convey the old values of previous generations to the next generation. The content of the lessons is some of the most popular information and ideas chosen from the world that the child knows. Therefore the content is objective, clear and

systematically-organized. The process of delivery of materials is not based on the interests of students, but on a particular order.¹⁹

2) Technological Teaching Style

The focus of this teaching style on individual students' competencies. Lesson material is tailored to the child's readiness level. The role of the lesson content is dominant. Therefore the materials are prepared by their respective experts. The material is related to objective data and skills that can guide the students' vocational competencies. The role of students is learn by using tools or media. By simply responding to what is presented to them through the device, they learn what can be beneficial to their life. The role of the teacher is only as a guide, director or facilitator in learning such as software and hardware.²⁰

3) Personalized teaching style

Personalized teaching is based on the students' interests, experiences and mental development. The student is dominant in the classroom. In this case, the student is viewed as a person.

Emotional development and adaptation in the social environment is important, as is the development of its intelligence. The role of the teacher is to guide and foster that development through the learning experience. Therefore, teachers must have the ability to care, experts in psychology and methodology, and act as resource person (resource person). The lesson

¹⁹ Muhammad Ali, *Guru Dalam Proses Belajar Mengajar*, (Bandung: Sinar Baru Algensindo, , 2008), Page 59

²⁰ *Ibid.*, Page 60

materials are prepared and appear based on the interests and needs of students individually.

4) Interactional Teaching Style

The role of teachers and students here is equally dominant. Teachers and students attempt to modify the various ideas or sciences to new forms based on radical studies. The teacher in this case creates a climate of interdependence and the onset of dialogue among students. Students learn through dialogical relationships. They expressed his reality, also listened by the students. Finding a new outlook to change what is learned. The contents of the lessons focused on issues relating to socio-cultural especially contemporary.

Teaching Foundation

1. Classical teaching and foundation

The classical teaching style has two kinds of flow, namely:

- a. Perennialism that emphasizes the delivery of a culture that is centered on humanity.

Perennialism holds that every generation should be educated with a culture that is considered true and valid. The content is more about the foundation of intellectual and communication with the World. Because it is considered an attempt to "humanize human beings". Man is distinguished from other living beings because he has intellect. Therefore human effort were developed by the intellect. The most important basic lesson is "The Three R's" for Elementary School level Reading, Writing, and Numeracy.

- b. Essentialism that emphasizes the delivery of culture with respect to science.

Essentialism is the purpose of education directed so that students can work well. This is a measure of assessment of the goodness of education. Besides, the education also aims to deliver students to be able to mingle at all levels of society and gain financial success. The education is the path to success. While success itself is measured in terms of material.²¹

²¹ *Ibid.*, Page 62

2. Technological teaching and foundation

Technology was applied in education, especially in America, to military institutions in the 1940s. The 1950s began to be widely adopted, because of the view:

- a) Science is increasingly believed to improve the quality of life
- b) The growing number of school-age children and fewer people interested in the field of teacher training.

Technologists believe that education is the most important branch of scientific technology. Technology education views people from their observable behavior. This behavior is used as the basis for formulating goals. Thus it is left to think about how to manipulate the environment so that children can achieve that goal. For this we can use both hardware devices (such as programs, modules and so on). The device can serve as a teacher. Thus the teacher is no longer seen as a central element in teaching, also in the learning process of students.

The development of the use of the term educational technology is through 3 phases or categories:

- a) Use of Audio Visual Aids or AVA in class to clarify information and stimulate thinking.
- b) Use of programmed materials.
- c) Finally, the use of computers in education.

Technological education focuses on the S-R Bond theory, from Thorndike, evolved with the advent of the Classical Conditioning theory of Pavlov and Theory of Operation Conditioning of Skinner. The belief that humans will continue or develop behavior after obtaining reinforcement is the theoretical basis for the preparation and development of programs for learning.

3. Personalized teaching and foundation

There are two streams of personalization, the Progressive and Romantic Flows. The Progressive group sees that the teaching situation serves to determine the discipline and direction of the learning experience that can guide or define the structure of intelligence. For the implementation, education guides and directs the child's activities in meeting the needs that are not realized. The figure of progressivism is John Dewey.

Romantic (The character is J.J Rousseau) sees that the child should be free. Education should isolate children from the community. because education is an individual process, not a social process. Also education is not just giving information or skills, but it is a process of personal development throughout life. The role of the teacher is to prepare the environment for the child to gain experience.

4. Interactional teaching and foundation

The basic of interactional activities is that learning outcomes are obtained through interaction between teacher-students, and other

students; as well as the interaction between students with the material being studied, as well as between the minds of the students and their lives. This view is rooted in the philosophy which views that in essence humans already have the ability to think and find answers to life problems. The function of teaching is to grow and expose that ability through the creation of conditions and possibilities for the growth and development of it. Therefore, teaching activity is not only "teach" but by developing a dialogical condition ".²²

In addition, human beings are essentially regarded as social beings. As social beings the interaction between individuals and their social environment is needed for individual development, both psychologically and sociologically.

The teaching materials in interactional education are not organized on a particular subject. Rather it is developed from contemporary socio-cultural issues. Based on the problem it is expected to find new ideas that are modifications of arise and develop the ideas. Therefore, there is no formal systematically organized curriculum.

Teaching Style is a broad dimension that includes teacher position, behavior, performance mode, and attitude toward self and others. According to Penelope Peterson in Allan C. Ornstein defines that

²² *Ibid.*, 64

"Teaching styles as a teacher style in how teachers utilize the classroom, select learning activities and materials, and ways of grouping students."²³

According to Manen in Marzuki, suggests that the teaching style is the characteristic of the habit, the important preoccupation with the pupil, even the style of teaching more than a habit and the special way of the behavior or conversation of the teacher or lecturer. Teaching style reflects how implement teaching activity, such as the psychological concept, and the implementation of curriculum.

Many teachers illustrate that the teaching style has many variation in meanings. According Hermawan et al, make a statement that classifying the teaching style of teachers applied in the learning process into four that derived from the flow of education these are :

1. Classical Teaching Style:

Classical teaching style apply conception as the learn with the consequences. Teachers dominate the classroom without giving the students the opportunity to be active, so it will hinder the development of students in the learning process. The classical teaching style is not completely blamed when class conditions require a teacher to do. So, the classroom condition of the majority is passive. In classical learning, the role of the teacher is very dominant, therefore, the teacher must be

²³Syaiful Bahri Djamarah dkk *Strategi Belajar Mengajar*, (Jakarta: PT Rineka Cipta, 2013), Page 273

an expert on the subject. In this type of learning model, students tend to be passive (accept only learning materials).

The classical teaching process seeks to preserve and convey the old values of previous generations to the next generation. The content of the lessons is the most popular information and ideas chosen from the world that the child knows. Therefore the content is objective, clear and systematically-organized. The process of delivery of materials is not based on the interests of the child, but on a particular order.²⁴

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²⁴ Muhammad Ali, *Guru Dalam Proses Belajar Mengajar*, (Bandung: Sinar Baru Algensindo, 2008), Page 59

²⁵ *Ibid.*, Page 60

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Emotional development and adaptation in the social environment is vital, as is the development of its intelligence. The role of the teacher is to guide and foster that development through the learning experience. Therefore, teachers must have the ability to care, expertise in psychology and methodology, and act as a resource person. The lesson materials are prepared and appear based on the interests and needs of students individually.

4. Interactional Teaching Style

The role of teachers and students here is equally dominant. Teachers and students attempt to modify the various ideas or sciences to new forms based on radical studies. The teacher in this case creates a climate of interdependence and the onset of dialogue among students. Students learn through dialogical relationships. They expressed his view of reality, also listened to the views of other students, thereby finding a new outlook on the exchange of thoughts about what is learned. The contents of the lessons focused on issues relating to socio-cultural especially contemporary

Teaching Foundation

1. Classical teaching and foundation

The classical teaching style has two kinds of flow, namely:

- a) Perennial-ism that emphasizes the delivery of a culture that is centered on humanity (humanity).

Perennial-ism holds that every generation should be educated with a culture that is considered true and valid (valid). The content of the lesson is more about the foundation of intellectual formation and communication with the outside world, because it is considered an attempt to "humanize human beings". Man is distinguished from other living beings because he has intellect. Therefore human effort is done by developing the intellect. The most important basic lesson is "The Three R's" for Elementary School level ie Reading, Writing and Numeracy.

- b) Essentialism that emphasizes the delivery of culture with respect to science.

Essentialism is the purpose of education directed so that students can work well. This is a measure of assessment of the goodness of education. besides that education also aims to deliver students to be able to mingle at all levels of society and gain financial success. They consider that education is the path

to reach success. While success itself is measured in terms of material.²⁶

2. Technological teaching and foundation

Technology began to be applied in education, especially in America, to military institutions in the 1940s. The 1950s began to be widely adopted, because of the view:

- a) Science is increasingly believed to improve the quality of life
- b) The growing number of school-age children and fewer people interested in the field of teacher training.

Technologists believe that education is the most important branch of scientific technology. Technology education views people from their observable behavior. This behavior is used as the basis for formulating goals. Thus, it is think about how to manipulate the environment so that children can achieve that goal. For this we can use both hardware devices (such as programs, modules and so forth). The device can serve as a teacher. Thus the teacher is no longer seen as a central element in teaching, also in the learning process of students.

The development of the use of the term educational technology is through 3 phases or categories:

- a) Use of Audio Visual Aids or AVA in class to clarify information and stimulate thinking.

²⁶ *Ibid.*, Page 62

- b) Use of programmed materials.
- c) Finally, the use of computers in education.

Technological education focuses on the S-R Bond theory, from Thorndike, evolved with the advent of the Classical Conditioning theory of Pavlov and Theory of Operation Conditioning of Skinner. The belief that humans will continue or develop behavior after obtaining reinforcement is the theoretical basis for the preparation and development of programs for learning.

3. Personalized teaching and foundation

There are two kinds, the Progressive and Romantic. The Progressive sees that the teaching situation serves to determine the discipline and direction of the learning experience that can guide or define the structure of intelligence. In its implementation, education guides and directs the child's activities in meeting the needs that are not realized. The figure of progressivism is John Dewey.

Romantic (J.J Rousseau) sees that the child should be free. Education should isolate children from the community. because education is an individual process, not a social process. Also education is not just giving information or skills, but it is a process of personal development throughout life. The role of the teacher is to prepare the environment for the child to gain experience.

4. Interactional teaching and foundation

The basic view of interactional teaching is that learning outcomes are obtained through interaction between teacher-students, and other students; as well as the interaction between students with the material being studied, as well as between the minds of the students and their lives. This view is rooted in the philosophy which views that in essence humans already have the ability to think and find answers to life problems faced. The function of teaching in this regard is to grow and expose that ability through the creation of conditions and possibilities for the growth and development of it. Therefore, teaching is not done by "teaching" but by developing a dialogical condition ".²⁷

In addition, human beings are essentially regarded as social beings. As social beings the interaction between individuals and their social environment is needed for individual development itself, both psychologically and sociologically.

The teaching materials in interactional education are not organized on a particular subject. Rather it is developed from contemporary socio-cultural issues. Based on the problem it is expected to find new ideas that are modifications of the ideas that arise and develop.

Therefore, there is no formal systematically organized curriculum.

D. Student Motivation

Motivation comes from the Latin word "movers" which means to move.

The word motivation is then interpreted by Printich & Schunk as an effort to

²⁷ *Ibid.*,Page 64

move. In addition, the definition of motivation according to Atkinson (1997) is a term that leads to the tendency to act to produce one or more influences.

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According to Mc. Donald, motivation is a change of energy in a person characterized by the emergence of "feeling" and preceded by a response to the existence of purpose. From the notion put forward by Mc. Donald contains three important elements, namely:²⁹

- a) That motivation is preceded by the change of energy in each individual human being.
- b) Motivation is characterized by the emergence, feeling and affection someone.
- c) Motivation will be stimulated by purpose.

A person who has the motivation will have the ability to act and try to make the desire can be achieved. According to Esa Nur Wahyuni (2009), motivation has several characteristics, namely:

- 1) The tendency to act: it is difficult for the teacher to observe the students' achievement motivation, but the teacher can observe the homework and daily participation of the students in the class, as well as how the student chooses the projects assigned. Psychologists refer to motivation as a hypothetical construct (a variables, factor, or idea that is assumed to exist and explains the observed indicators). If a student continually initiates

²⁸ Esa Nur Wahyuni, *Motivasi dalam Pembelajaran*, (Malang: UIN-Malang Press, 2009), Page12

²⁹ Sardiman , *Interaksi dan Motivasi Belajar-Mengajar*, (Jakarta: PT Raja Grafindo Persada, 2011), Page 73

close and intimate communication with his teacher and friends, a teacher may draw the conclusion that the student is motivated to get along and work with others. but the student's actual motivation is a hypothetical construct, which is not visible.

- 2) Generating and directing: are important aspects of motivation. When a person is motivated, eating will arise, both physically and psychologically, to strive. According to Stipek and Kowlski (1989), on very simple tasks, such as identifying the words "and" in this paragraph, will usually generate a tendency for higher performance. whereas for dull and unnoticed tasks, it will generate very low performance tendencies. On tasks that are quite a lot and difficult. Will be able to arouse anxiety to complete the task, or it may be confusing to the task.

Meanwhile, according to other experts argue that the task (stimulant) is very simple (low) and lack of value will show performance less motivated, as well as the tasks that are very difficult and heavy will evoke feelings of anxiety, avoid, defensive, boring or making not interested, and inefficient. Meanwhile, Borowske (2005), for tasks that are being level of complexity and difficulty will be able to generate student motivation to show its maximum performance.

- 3) Permanent and Temporary: although all definitions state that motivation exists within a person over a long period of time, yet there are two motives that have a relatively short or temporary state in a particular environment or situation and there are also permanent motives.

- 4) Motivation, learning or carrying: motivation also has a variety of types whether they are learning outcomes (experience required) or innate. Anxious to face exams, and achievement motivation, and can be trained. Being hungry, curiosity, and creativity is a motivation that is not learned.

In the learning process, usually the motivation that owned by students is a combination learned and innate motivation. A student may become anxious, worried at the time of the exam because has a bad experience in a test, but student may have the nature of being anxious and caring about a thing. Similarly, another student may exhibit a low curiosity towards a subject, the motivation for obtaining may increase their instructed in completing the task. All behavioral forms are motivational because they give energy and direction to achieve goals. More importantly in a learning process basic motives such as hunger, curiosity, or other basic motives can be improved and guided to encourage students to learn.

Motivation is very important for students when they are in class or out of class. because the motivation to give direction to students to always learn. Motivation comes from two sources, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is a motivation that grows from within the individual and has become an important phenomenon in education, not for students, but also for teachers, lecturers, and all personnel involved in education. Because intrinsic motivation produces quality learning and creativity and produces strength and other necessary factors. While extrinsic motivation is a construction that is associated with an activity that is done to

get some results because of factors outside the individual. So then extrinsic motivation is distinguished by intrinsic motivation, which is an activity done for the pleasure of doing the activity itself, rather than because of the value of the instrument.

While one of the tasks of teachers in teaching and learning process is to create a learning environment that can improve student learning motivation.

The kinds of motivation

a. Motivation based on the basis of its formation

1) Innate motives

The definition of innate motive is the motive that was brought from birth, so the motivation exists without learning. These motives are called biologically implied motives.³⁰

2) Studied Motives

This motive arising from being studied. This motif is often referred to as socially implied motives. Because humans live in a social environment with other human beings, so that motivation is formed.

b. Motivation according to Woodworth and Marquis

- 1) Motives or organic needs, including: drink, eat, breathe, sexual, doing activities and rest.
- 2) Emergency motives, including: the drive to save oneself, the urge to retaliate, to try, to hunt.

³⁰ *Ibid.*, Page 86

- 3) Objective motives, including: the need for exploration, manipulation, to be interested.

c. Physical and spiritual motivation

That includes physical motivation, such as relaxation, automatic instinct, lust. While that includes spiritual motivation is the desire.

d. Intrinsic and extrinsic motivation

1) Intrinsic Motivation

The definition of extrinsic motivation is the motives that become active or functioning does not need to be stimulated from the outside, because in each individual there is a drive to do something.³¹

2) Extrinsic Motivation

Extrinsic motivation is the motive that is active and functioning because of the stimulus from the outside.

Motivation theory according to the Expert

1. Maslow's Needs Hierarchy Theory

A difficulty or an obstacle, perhaps a flaw, may cause a sense of inferiority, but it is an incentive to seek compensation with diligent and extraordinary effort, so as to achieve superiority in a particular field. The attitude of the child to this difficulty or obstacle is actually much dependent on the state or attitude of the environment. In this regard, the

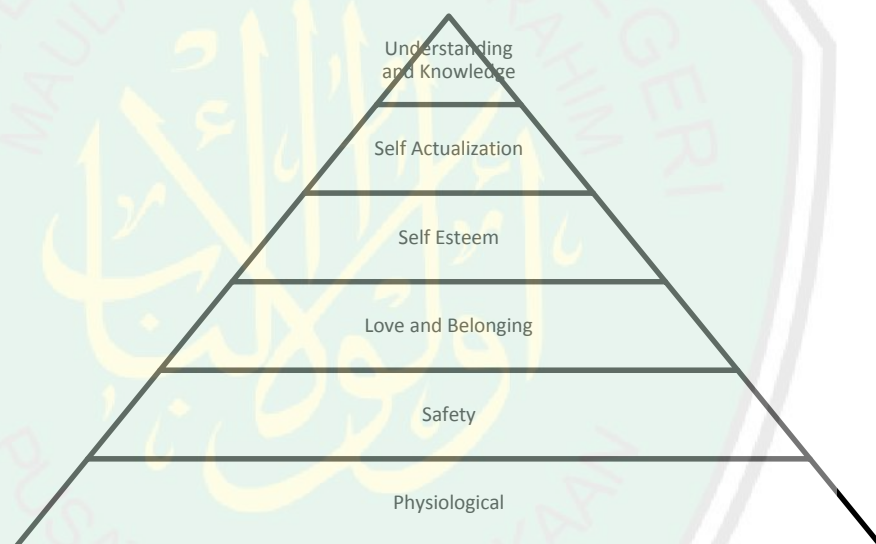
³¹ *Ibid.*, Page 89

role of motivation is crucial in the effort to create certain conditions that are more conducive for them to strive for excellence.³²

Every talking about motivation, Maslow's hierarchy of needs must be mentioned. The hierarchy is based on the assumption that when people have satisfied a certain level of need, they want to move to a higher level. Maslow proposes five levels of needs, namely:

Picture 2.1

Maslow's Needs Hierarchy



Information:

- a. Physiological needs: needs to be satisfied to live, including food, shelter, clothing, air for breathing and so on.
- b. Safety needs: when a person's physiological needs have been satisfied, attention can be directed to the need for safety. Safety,

³² *Ibid.*, Page 80

including feeling secure from any kind of physical threat or loss, and feel secure. When a person has sufficient incomes to meet all psychiatric needs, such as, buying food and house, attention is directed to providing guarantees for the taking of an insurance policy, enrolling in a workers' union, and so on.

- c. Love and Belonging needs: the needs of physiology and security, the next is the inter-human relationship. The necessary love and compassion at this level may be realized through deep interpersonal relationships, but also reflected in the need to form social group. In work, while people may do certain jobs because of the need to earn money to maintain a basic lifestyle. However, they also assess the work on the basis of the social partnership relationship it generates.
- d. Self esteem: self-confidence and self-esteem as well as the need for the recognition of others. in relation to work, it means having a job that can be recognized as useful, providing something that can be achieved, as well as general recognition and honor in the outside world.
- e. Self-actualization needs: the need is at the top of Maslow's hierarchy and relates to self-fulfillment. When all needs have been satisfied, one wants to achieve full potential. This last stage may be achieved only by a few people.

- f. Understanding and Knowledge:³³ tahap dimana seseorang memahami tentang pengetahuan.

Application of Maslow's Theory in Education

Maslow needs theory is not only applicable in the economic field, but also able to be applied in the field of education. as stated in the Journal of Anastasia Sri Mendari, that the application of Maslow's theory in education is as follows:

1. Physiological Needs

In fulfilling the physical needs of the college can provide facilities, such as: clean and healthy cafeteria, comfortable classrooms, clean toilets with adequate amount, adequate rest time for toilets or for drinking, a conducive learning environment.

2. Safety Needs

The need for security can be fulfilled, through: preparing for good learning (course material, learning media); pleasant, nonjudgmental, non-threatening, controlling student behavior in the classroom, discipline with fairness, consistent expectations, reinforcement through praise / reward for any positive behavior of the students rather than punishment for negative behavior.

3. Belongingness and Love needs

- a. Relationships between teacher to students: In the relationship between lecturers and students, should: be empathetic, attention

³³ Sardiman AM, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: CV Rajawali, 1986) page 81

and interest to students, patient, fair, willing to open up, positive, and good listener; understanding students (needs, potential, interests, personality and background); provide positive comments and feedback rather than negative ones; respect each student's thoughts, opinions, and decisions; to be a reliable helper and give confidence to students.

- b. Relationships among students In the relationship between students and students can be done by: developing a situation that allows the creation mutual trust between students; developing class discussions; peer tutoring; developing the Student Activity Unit (UKM), the student set of majors, and other student activities.

4. Esteem needs

- a. Self- Esteem (build student confidence), such as: developing new knowledge to help ensure success (scaffolding); developing a learning system that suits the student needs; focus on students' strengths and assets; developing diverse learning methods; considering the needs and abilities of students when planning and implementing learning; develop and model examples of student learning strategies; not rebuking students in public; provide assistance to students who are experiencing difficulties; involving students to participate and be responsible in the classroom.
- b. The award of the other people: developing a classroom climate and cooperative learning in which each student can respect and

trust, not ridicule each other; electing the senate president / Student Executive Board; developing a reward program for the work, effort, and achievements that students get; developing a curriculum that can lead every student to have empathic attitudes and be a good listener; trying to involve students in any decision-making that is related to the students interests.

- c. Knowledge and understanding, such as: giving students the opportunity to explore areas that they want to know; provides a learning model that provides intellectual challenges through a discovery-inquiry approach; providing learning topics with diverse perspectives; giving students the opportunity to think philosophically and in discussions.
- d. Aesthetic: arranging the classroom neatly and attractively; maintaining facilities and infrastructure around the campus; clean and fragrant room; available class garden, and a beautifully arranged campus.

5. Self-Actualization needs

The fulfillment of self-actualization needs can be done by: giving the students the opportunity to do their best, giving students the freedom to explore their capabilities and potentials, creating meaningful learning related to real life, planning and learning process involving meta-cognitive activities students, involving students in projects or "self expressive" and creative activities

2. Motivation Theory Mc. Clelland

Mc. Clelland emphasize the importance of achievement needs, because people who succeed in business and industry are the ones who succeed in getting things done. It marks three main motivations, namely: (1) merging, (2) strength, (3) achievement.³⁴

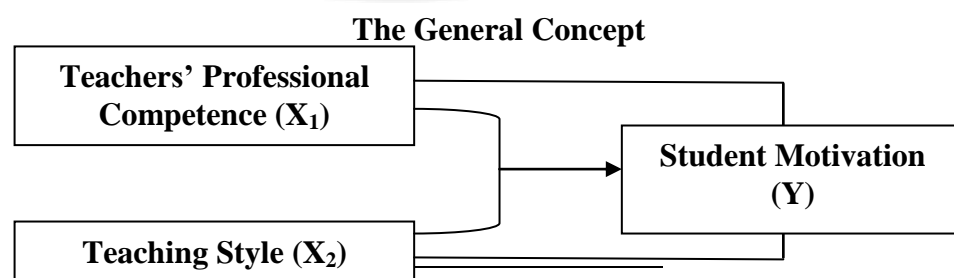
Mc. Clelland does not clarify motivation in the hierarchy, but as a diversity among people and positions. It marks the basic qualities of a person along with the need for high achievement:

- a. Interest in circumstances, because a person to be personally responsible;
- b. The tendency to define a reasonable (moderate) goal and take into account the risks;
- c. The desire to get clear feedback on performance.

In the management and development of managers, the motivation of achievement can be developed. People learn fast and better if they have high motivation to achieve their goals, they are always willing to receive advice how to improve their performance.

E. Theoretical Framework

Picture 2.2



³⁴ Hamzah B. Uno, 2012, *Teori Motivasi & Pengukurannya*, Jakarta: Bumi Aksara. P.g 47

CHAPTER III

RESEARCH METHOD

A. Location of Research

This research was conducted at State Junior High School 1 Kesamben Blitar. this school selected because State Junior High School 1 Kesamben Blitar has problems that attract the attention of researchers is about the motivation of students who influenced by the professional competence of teacher and teaching style. Actually on Eight Grade Student 2017/2018. Especially on the Subject of Social Science. This research is doing at April 2018.

B. Approach and Type of Research

This research uses quantitative method with correlation approach, which try to look for the influence between two independent variables, namely X1 (Professional Teacher Competence) and X2 (Teaching Style) with dependent variable, that is Y (Student Motivation). Quantitative method is a research method in the form of numbers and analysis using statistics. While the use of correlational method to determine whether there is a relationship between two variables.³⁵

³⁵ Khusnul Khotimah, "Pengaruh Pendidikan Keuangan dan Status Sosial Ekonomi Orang Tua terhadap Manajemen Keuangan Pribadi Siswa Kelas XI IIS MAN Bangil" *Skripsi*, Fakultas Ilmu Tarbiyah dan Keguruan UIN Malang, 2016, Page 33

Then about the type of this research is use descriptive research. Descriptive research is the way to find out the condition that was explained through the research report suitable on the real condition.³⁶

C. Research Variables

Research variables are anything in the form of what is determined by the researchers to be studied, obtained informatio, then drawn conclusions. In this research, there are two independent variables (X1 = Teachers' Professional Competency and X2 = Teaching Style) and one dependent variable (Y = Student Motivation). The all variables are obtained at State Junior High School 1 Kesamben, Blitar.

D. Population and Sample

1. Population

Population is a generalization region consisting of: objects / subjects that have certain qualities and characteristics set by the researchers to be studied and then drawn conclusions.³⁷ The population of this research is all of the Students of eighth grade at Junior High School of Kesamben Blitar, 2017-2018 and the total is 320 students that divided into nine class (A-I).

³⁶ Amrita Puspa Devi Yunia, The Influence of Islamic Tradition to the Religious Ethic and Tolerance among Students of Social Science Education Departement at UIN Maliki Malang, *Skripsi.*, Faculty of Tarbiyah and Teaching Training Faculty UIN Malang, 2016, Page. 37

³⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D.*(Bandung: Penerbit Alfabeta, 2014), Page 80

2. Sample

The sample is a partial or representative of the population under study.³⁸ The sampling technique in this research is random sampling. Then according to Suharsimi, about sampling, where if the subject is less than 100 then it can be taken all so that the research is a population study. Whereas if the number of subjects can be taken large 10% -15% or 20% - 25% or more.³⁹ As for this research, researcher take sample equal to 25% from the total population= 320 students, that is equal to 80 students.

$$\begin{aligned}\text{total population} &= \frac{25 \times 320}{100} \\ &= 80 \text{ students}\end{aligned}$$

C. Data and Data Sources

Data is a collection of information needed in the research process. With the data, researchers will be able to present the results of his research and answer the hypothesis that has been described previously. The data consist of two kinds of data those are primary data and secondary data.

1. Primary data is data collected, processed and presented by researchers from the first source and secondary data that is data collected, processed and presented by other parties. The primary data from this study are from interviews, questionnaires and observation.
2. Secondary data are the school profiles and student data.

³⁸ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), Page 131

³⁹ Yusuf Hasan Baharudin, , “Hubungan antara Motivasi Belajar, Sikap Siswa dan Gaya Belajardengan Prestasi Belajar Bahasa Arab Siswa Kelas XI SMAN Pejagoan Kebumen”, *Skripsi*, 2013, Page 21

D. Research Instrument

Understanding the research instrument is a tool used to measure the natural and social phenomena observed.

1. **Interview**, this data is obtained from the results of question and answer with students eighth grade at State Junior High School 1 Kesamben, Blitar and it is in the subject of Social Science.
2. **Observation**, in completing the research data, then the researcher went to the field that is State Junior High School 1 Kesamben, Blitar, with the aim of knowing and observing directly the problems that occur which become the research topic. Especially on the subject of Social Science in eighth grade.
3. **Documentation**, about the profile of institution and students' data.
4. **Questionnaires**, where the researcher gives a set of questions that must be answered by the Eight Grade student at State Junior High School 1 Kesamben related to the topic. This study uses *Likert Scale* in the analysis, which is a scale used to measure attitudes, opinions and perceptions of a person about natural and social problems. With *Likert scale*, the measured variable is translated into variable indicator. Then the indicator is used as a starting point to arrange the items of the instrument that can be a statement or question.⁴⁰

⁴⁰Henri Budiyanthi, "Hubungan Gaya Mengajar Guru Terhadap Motivasi Belajar Matematika Pada Siswa Madrasah Ibtidaiyah Ma'arif Pulutan Salatiga Tahun 2012", *Skripsi*. 2012, Page 27

The criteria in the selected answer will be scored according to the answer level. It aims to facilitate in analyzing the results of answers from respondents. The criteria are:

Table 3.1
Criteria of Questionnaire

Category	Score
SL= Always	5
SR= Often	4
KD= Sometimes	3
JR= Rarely	2
TP= Never	1

Then the research instrument of this research as follows:

Table 3.2
Research Variables

No	Variable	Indicator
1.	Teachers' Professional Competence (Muyasa, 2008)	a. National education standards b. Educational unit level curriculum standard material c. Learning program d. Manage class e. Media and learning resources f. Educational foundations g. Learner Development h. Educational administration i. Learning Research j. Basic theories and concepts of education k. Concept of individual learning
2.	Teaching Style (Muhammad Ali, 2008)	a. Classical teaching style b. Technological teaching style c. Personalized teaching style d. Interactional teaching style
3.	Student Motivation (Mc. Clelland's Theory)	a. Intrinsic Motivation b. Extrinsic Motivation

Table 3.3

The Lattice Work of Teachers' Professional Competence

No.	Indicator	Sub Indicator	Number of Question
1.	National education standards	Understanding National Education Standards	1
2.	Educational unit level curriculum	Developing educational unit level curriculum	2
3.	Standard material	Master the standard material	3
4.	Learning program	Manage the learning program	4
5.	Manage class	Manage classes	5
6.	Media and learning resources	Using media and learning resources	6
7.	Educational foundations	Mastering the educational foundations	7
8.	Learner Development	Understand and implement the development of learners	8
9.	Educational administration	Understand educational administration	9
10.	Learning Research	Understand research in learning	10
11.	Basic theories and concepts of	Develop the basic theories and concepts of education	11
12.	National education standards	Understand and implement the concept of individual learning	12

(Mulyasa, 2008)

Table 3.4
The Lattice Work of Teaching Style

No.	Indicator	Sub Indicator	Number of Question
1.	Classical teaching style	a. The dominance of teachers in the classroom b. Teacher activity in the classroom c. Students' understanding of the subject matter d. Imitation of students towards teachers	1, 2, 3, 4
2.	Technological teaching style	a. Students discover their talents b. Students learn the meaning of life c. Teacher guidance to students d. Well-taught learning	5, 6, 7, 8
3.	Personalized teaching style	a. Interesting learning b. Teach according to student experience c. Learning direction d. Use of learning tools	9, 10, 11, 12
4.	Interactional teaching style	a. Student involvement b. Students need teachers c. Cooperation between teachers and students d. Swap opinions between teachers and students	13, 14, 15, 16

(Muhammad Ali, 2012)

Table 3.5**The Lattice Work of Student Motivation**

No.	Indicator	Sub Indicator	Number of Question
1.	Interest in circumstances, because a person to be personally responsible	a. Do the job seriously b. Proud of success c. Student responsibility	1, 2, 3
2.	The tendency to define a reasonable (moderate) goal and take into account the risks	a. Love challenges b. Problem solving c. Understand the risks of deeds d. Understood between serious and relaxed	4, 5, 6, 7
3.	The desire to get clear feedback on performance.	a. Interest in teamwork b. Like to discuss c. Accept criticism and suggestions	8, 9, 10

(Mc. Clelland's Theory)

E. Technique of Data Collection

Technique of collecting data in this research there are three, there are:

a. Prepare Stage

Before doing the research, the researchers compiled the first research instrument in the form of a questionnaire to be given to the respondents. Next do a test of the instrument whether it is valid or invalid.

b. Implementation Stage

In the next stage, the researchers spread the questionnaire to the respondents to be filled. After the questionnaire was answered and filled all the sample research, then researcher analyzed the data and concluded the results obtained. The results are then described in the discussion chapter and the results of the study.

F. Validity and Reliability Test

1. Validity Test

Valid means the instrument can be used to measure what should be measured.⁴¹ An instrument can be said to be valid if it is capable of measuring what is being studied, it can also obtain precise data from collected data appropriately and not deviate from the image of the variable in question.⁴²

Therefore, to know the correlation between the variables, this study using Product Moment correlation techniques means of finding the multiplication of the moment variables are correlated (product of the moment).⁴³ That is to know the correlation of professional competence and teaching style toward student motivation.

As for knowing the valid or not its instrument can be known by the formula:

⁴¹Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. (Bandung: Alfabeta, CV, , 2014), Page 121

⁴²Mukhammad Shobakhul Falakh, “Pengaruh Kedisiplinan dan Motivasi Belajar terhadap Tingkat Prestasi Belajar Mahasiswa Jurusan Pendidikan Ilmu Pengetahuan Sosial Fakultas Ilmu Tarbiyah dan Keguruan UIN Maulana Malik Ibrahim Malang”, *Skripsi*, 2016, Page 57

⁴³Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Rajawali Pers, 2014), Page 190

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

Information:

r_{xy} : The "r" Product Moment Correlation Index

N: Number of Case

ΣXY : Number of multiplication results between X and Y score

ΣX : Total X scores

ΣY : Total Y scores

If $r_{statistic} < r_{table}$, list of questionnaire is invalid⁴⁴

If $r_{statistic} > r_{table}$, list of questionnaire is valid

According Ridwan, in Amrita, the coefficient of validity test correlation can be looked on the table:⁴⁵

Table 3.6
Coefficient of Validity Test

Coefficient	Classification
0,80-1,000	Very Valid
0,60-0,799	Valid
0,40-0,599	Enough
0,20-0,399	Low Valid
0,00-0,199	Invalid

2. Reliability Test

According to Suharsimi in Aroma Fatimah Azzahra, reliability is a term to indicate the extent to which a measurement result is relatively consistent when the measurement is repeated two or more

⁴⁴ Fatkhun Ni'mah, "The Influence of The Subject of Sociology toward Social Interaction and Student Tolerance Grade XI Class of Social Science at State Senior High School VII Malang" *Skripsi*. 2016, Page 50

⁴⁵ Amrita Puspa Devi Yunia, The Influence of Islamic Tradition to the Religious Ethic and Tolerance among Students of Social Science Education Departement at UIN Maliki Malang, *Skripsi*. 2016, Page 48

times. Measurement of reliability aims to determine the accuracy of the instrument or data under study.⁴⁶

To test the accuracy of the instrument, in this study using the Cronbach Alpha technique through SPSS 16.0 for windows. This technique is used because the instrument is in the form of a questionnaire or scale:

$$r = \left[\frac{k}{(k - 1)} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Information:

r: coefficient of instrument reliability (*cronbach alpha*)

k: Total points or lots of questions

$\sum \sigma_b^2$: total grain variants

σ_t^2 : total variants

⁴⁶ Aroma Fatimah Azzahra,, “ Pengaruh Kompetensi Guru terhadap Hasil Belajar Siswa pada Mata Pelajaran Ilmu Pengetahuan Sosial di SMP Plus Al-Kautsar Blimbing Malang” *skripsi*. , 2015, Page 47

According Ridwan, in Amrita, the coefficient of validity test correlation can be looked on the table.⁴⁷

Table 3.7

Coefficient of Reliability Test

Coefficient	Classification
0,80-1,000	Very Reliable
0,60-0,799	Reliable
0,40-0,599	Enough
0,20-0,399	Low Reliable
0,00-0,199	Not Reliable

G. Data Analysis

a. Descriptive Statistical Analysis

Is an analysis that serves to describe or provide an overview of the object under study through sample data or population as is, without conducting analysis and making conclusions generally applicable.⁴⁸

To determine the length of the interval as follows:

$$i = \frac{\text{highest scores} - \text{low scores}}{\text{total interval}}$$

Then the total value is entered into each interval class by the formula:

$$P = \frac{F}{N} \times 100\%$$

⁴⁷ Amrita Puspa Devi Yunia, "The Influence of Islamic Tradition to the Religious Ethic and Tolerance among Students of Social Science Education Departement at UIN Maliki Malang", *Skripsi*, , 2016, Page 49

⁴⁸ Sugiyono, *Statistika untuk penelitian*, (Bandung: VC Alfabeta, 2006), Page 29

Information:

P= Percentage

F= Frequency

N= Total respondents

b. The Classical Assumptions Test

1) Normality

The normality test aims to test whether in the regression model, the intruder or residual variable has a normal distribution. As known t test and f test assume that the residual value follows the normal distribution. If this assumption is violated, then the statistical test becomes invalid and the sample count is small. To analyze the test of Normality using Analyze Non-parametric Test 1- Sample K-S by using SPSS 16 for windows.⁴⁹

2) Hetero-cedasticity

Heteroscedasticity test will result in the assessment of the regression coefficients to be inefficient. Interpretation of results will be less than expected. According to Ghozali, test heteroscedasticity used gletser rule of tumb where the count t statistic > t table. Means there heteroscedasticity or otherwise.⁵⁰

⁴⁹ Fitriyatul Islamiyah, "Pengaruh Penerapan Kurikulum 2013 dan Professionalitas Guru terhadap Prestasi Belajar Siswa pada Mata Pelajaran IPS Kelas VII di SMP Negeri 18 Malang" *Skripsi*, 2016, Page 82

⁵⁰ Uruatuul Huskho, "The Influence of Teachers Creativity in Classroom Management and Utilization Learning Media toward Students Learning Outcome in Social Science Subjects Grade VIII at MTsN Malang III Gondanglegi", *Skripsi*, 2017, Page 58

3) Multicollinearity

Multicollinearity test aims to test whether the regression model found a correlation between independent variables (independent). A good regression model should not be correlated between independent variables. If inter variables occur correlation, then these variables are not orthogonal. The orthogonal variable is an independent variable whose correlation value among the same dependent variables is zero. For more details, look at the table below:

Table 3.8

Criteria of Tolerance

Tolerance	Criteria
Tolerance > 0,10	No Multicollinearity
Tolerance < 0,10	There is any Multicollinearity

Table 3.9

Criteria of VIF

VIF	Criteria
VIF < 10,00	No Multicollinearity
Tolerance > 10,00	There is any Multicollinearity

4) **Multiple Linear Regression Analysis**

Multiple linear regression is a linear regression in which a dependent variable (Y) is associated with two or more independent variables (X). Multiple linear regression analysis is

used to predict how the dependent variable (up and down) variables, when two or more independent variables as predictor factors are manipulated (up and down in value). Multiple linear regression formula is as follows:⁵¹

$$Y = a + b_1X_1 + b_2X_2 + \dots + e$$

Information:

Y	= dependent variable
X ₁ , X ₂	= independent variable
A	= constants
b ₁ , b ₂	= regression coefficient
e	= independent variable e

5) Hypothesis Test

a) Partial significance test (T Test)

Partial correlation is used to compute data over one variable, such as independent to the in-dependent variables X₁ and X₂ "with" or "affect" dependent variable "Y". The formula is:

$$r_{y1.2} = \frac{r_{yx1} - r_{yx2} \cdot r_{x1x2}}{\sqrt{1 - r_{yx2}^2} \sqrt{1 - r_{x1x2}^2}}$$

b) Simultaneous Test (F Test)

⁵¹ Muammarotul Hasanah, "Pengaruh Pemberian *Reward* dan *Punishment* terhadap Motivasi Belajar Mata Pelajaran IPS Siswa Kelas VII SMP NU Pakis Malang", *Skripsi*. 2015, Page 95

F test aims to find out whether the independent variables significantly influence the dependent variable. With significance level using alpha 5% or 0.05 then F test result can be calculated with the help of SPSS program in ANOVA table.⁵²

H. Research Procedure

This research procedure contains and or arrange the stages of research conducted by the researcher. In doing research, the researcher goes beyond several stages, namely:

a. Pre-research stage

At this stage the researchers make observations to agencies that have problems related to professional competence and style of teaching teachers to student learning motivation. The goal is to verify whether the problem that the researcher is pursuing complies with the field situation or not. Furthermore, the researcher submits the title to the trustee's lecturer for approval. Once approved, the authors register online via the <http://fitk.uin-malang.ac.id/en>. Then from the faculty will provide announcement of supervisor to the researcher. After getting a supervisor, researchers conduct guidance at least five times as a condition to take the exam proposal.

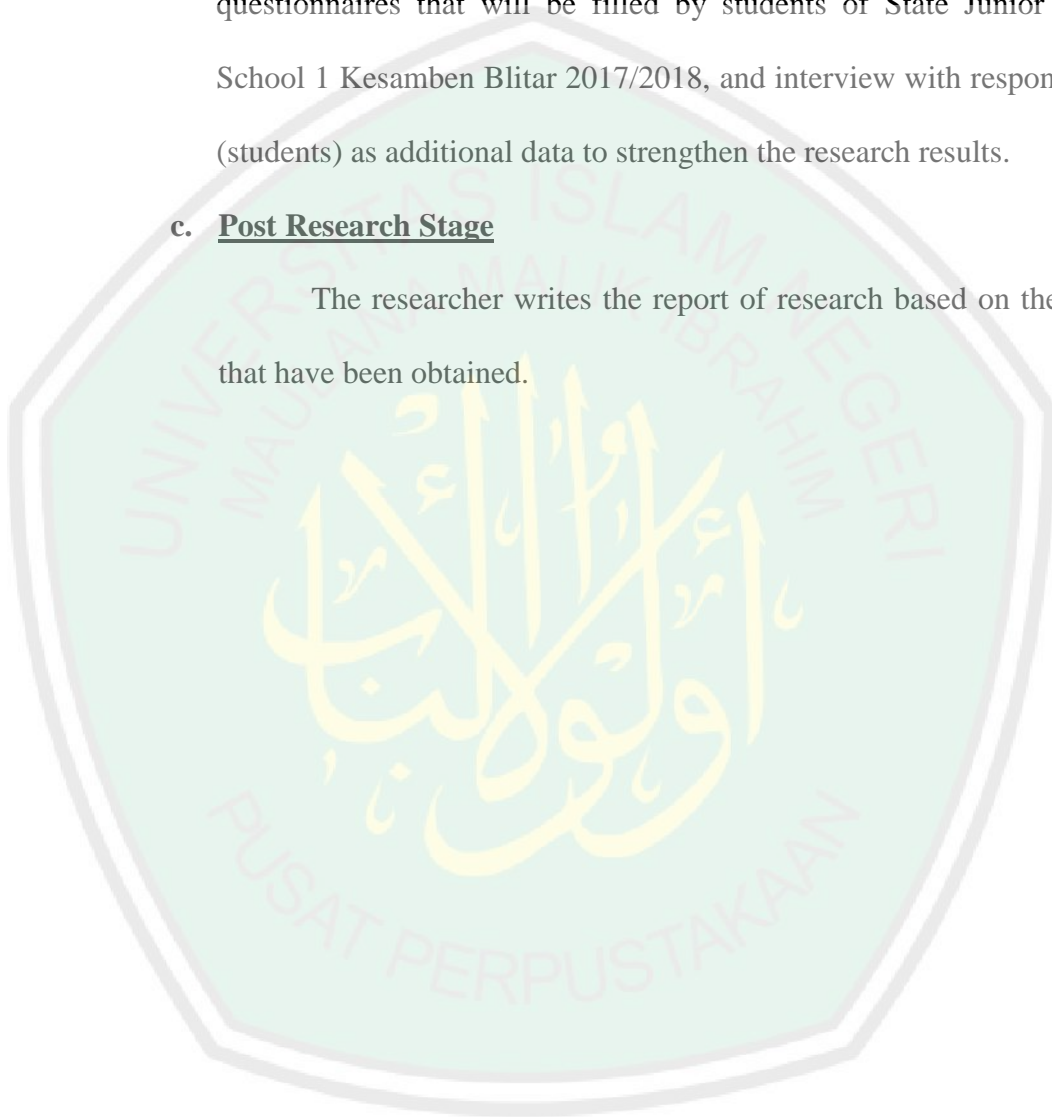
b. Research Stage

⁵² Muh. Ichsan Gaffar , “Pengaruh Tingkat Pemahaman Pengendalian Internal Terhadap Kualitas Audit (Studi Empiris Pada Kantor Akuntan Publik Di Makassar)”, *Skripsi*, 2015, Page 72

The first step taken by researchers at this stage is to submit a permit to the relevant agencies. After obtaining approval, the researcher will conduct research to the agency by distributing questionnaires that will be filled by students of State Junior High School 1 Kesamben Blitar 2017/2018, and interview with respondents (students) as additional data to strengthen the research results.

c. **Post Research Stage**

The researcher writes the report of research based on the data that have been obtained.



CHAPTER IV

DATA FINDINGS AND ANALYSIS

A. Research Site

PROFILE OF STATE JUNIOR HIGH SCHOOL 1 KESAMBEN BLITAR

Academic Year 2017/2018

- | | | | |
|---|----------------------|---|---|
| 1 | School name | : | SMP Negeri 1 Kesamben |
| | Address | : | Dsn. Brongkos Ds. Siraman |
| | | : | Kecamatan Kesamben,
Kabupaten Blitar |
| | | : | (0342) 331066/ (0342) 331372 |
| | Phone Number /Fax | : | info@smpn1kesamben.com |
| | Email | : | 201051516064 |
| | School Statistics ID | : | |
| 2 | Name of Principal | : | H. Goenawan Wibisono, S.Pd.,
M.M. |
| | Phone Number | : | - |

1. History of State Junior High School 1 Kesamben Blitar

In 1979 is the beginning of the establishment of The State Junior High School 1 kesamben which is still as a place to teach at the State Elementary School 5 Kesamben, this school began to run under the leadership of Mr. Soetjipto. After 2 months teaching and learning process runs eventually this school also has its own place and school buildings in Brongkos, Siraman Village, Kec. Kesamben with Status of Land Property rights with a land area of 15,250 m2 which was inaugurated by Head of

Blitar Distric, Mr. Edy Slamet. Father. Soetjipto served from 1979 - 1990 able to make the best school in Blitar regency. So Since then SMPN 1 Kesamben has a place to teach independently until now with a building area of 4,030 m² including the Library Building.

Leadership was continued by Mr. Moegijar Asmagun from 1990 - 1993, this school is growing from the inside and outside the school. leadership also changed again, namely Mrs. Dra Sukatmi. Mrs. Dra Sukatmi took office from 1993 - 1998.

Mr. Parwono Arisandi S.Pd became the successor of Ibu Sukatmi, under him this school started to pioneer into a school that has a national standard. Mr. Parwono Arisandi, S.Pd served from 1998 - 2003.

Since 2003 SMP Negeri 1 Kesamben under the leadership of Mr. Drs. Budi Kusumarjoko who was able to bring this school became the first SSN (Sekolah Standar Nasional) pioneer in Blitar District Education Office in 2004/2005 academic year, it did not make this school even continue to develop and increase the internal potential of this school crawling back to pioneer schools especially the Eastern Center in Blitar District.

Then in 2006 the school received assistance from the central government for the construction of a new library building in accordance with the National Standard School with a size of 18 m x 7 m = 126 m². Development of this school is very advanced rapidly under the leadership of Mr. Drs. Budi Kusumarjoko, M.Pd after walking step by step starting

from 2003/2004 school year became SSN (National Standard School). Therefore, the library must also have to follow the development as SSN (National Standard School).

In 2007 SMP Negeri 1 Kesamben get funding for the construction of New Building Library, so the library SMP Negeri 1 Kesamben can stand on their own. The size of the library is $18 \text{ m} \times 7 \text{ m} = 126 \text{ m}^2$ with the category of type A library. While the headmaster is as follows:

Table 4.1

Head Master of State Junior High School 1 Kesamben Blitar

No	Headmasters	Period (year)
1	Soetjipto	1979 – 1990
2	Moegijar Asmagun	1990 – 1993
3	Dra. Sukatmi	1993 – 1998
4	Parwono Arisandi, S.Pd	1998 – 2001
		2001 – 2003
5	Drs. Budi Kusumarjoko, M.Pd	2004 – 2010
6	Drs. Agus Triwibowo Gunawan, M.Pd	2010 – 2015
7	Bambang Setya Wiratno, S.Pd, M.Pd	2015 – 2017
8	Goenawan Wibisono, S.Pd, M.M	2017- Now

2. Vision and Mission of State Junior High School 1 Kesamben Blitar

Vision

Believers, Achievers, Global Insight and Cultured Environment

Mission

- a. Creating Competency Standards Junior High School graduates who form the intelligence, skills, faith and devotion and can compete at the national level
- b. Realizing syllabus of all subjects with National standard and for all levels
- c. Realizing the Lesson Plan of all subjects of national standard and for all levels
- d. Achieving mapping of competency standards, basic competencies and national standard indicators for grades 7-9 all subjects
- e. Achieving a national standard curriculum device
- f. Achieving diversification of national standardized SMP curriculum to be relevant to the needs, which are the needs of learners, families of various development sectors and their sub-sectors and the demands of the global era.
- g. Achieving standard of learning process with national standard
- h. Achieving improvement of academic achievement toward national standard
- i. Realizing educators and educational standards of national standard
- j. Achieving the procurement of national-standard school facilities

- k. Achieving the procurement of national standard class facilities
- l. Achieving standards of management of national standardized education
- m. Realizing the funding of the implementation of national standard education
- n. Realizing a national standardized educational assessment system
- o. Achieving enhancement of noble culture and culture
- p. Conducting tree planting activities that are beneficial by all citizens of the school
- q. Establishing policies on class garden plots and create and implement routine maintenance and hygiene schedules
- r. Creating and enforcing a policy on prohibition of use

B. Description of Research Variable

1. Questionnaire Result Description

To determine the length of the interval as follows:

$$i = \frac{\text{highest scores} - \text{low scores}}{\text{total interval}}$$

Then the total value is entered into each interval class by the formula:

$$P = \frac{F}{N} \times 100\%$$

It has 5 class (Highest, High, Medium, Low, Lowest)

Table 4.2**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
Teachers' Professional Competence	80	36.00	55.00	47.1625	4.08283
Teaching Style	80	44.00	77.00	63.3125	6.68381
Student Motivation	80	26.00	48.00	39.2875	4.27887
Valid N (listwise)	80				

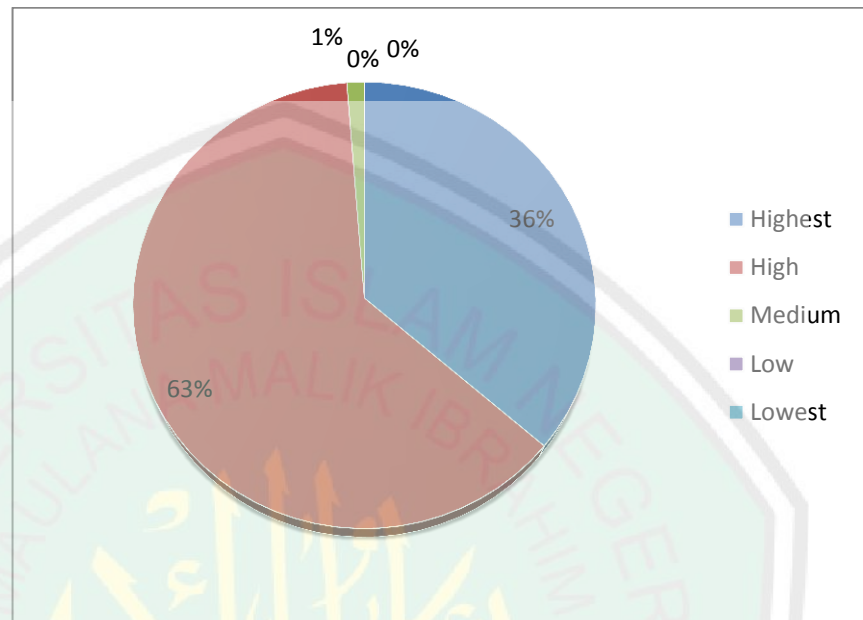
a. Teachers' Professional Competence (X1)**Table 4.3****Teachers' Professional Competence**

Categories	Interval	F	Percentage (100%)
Highest	49-60	29	36.25%
High	37-48	50	62.50%
Medium	25-36	1	1.25%
Low	13-24	0	0%
Lowest	1-12	0	0%
Total		80	100%

From the table above, Professional Competence has highest according to 29 students, high for 50 students, medium 1 student, low and lowest for 0 student. So, it can be summarized that the teacher has *high quality* actually in her professional competence.

Picture 4.1

Teachers' Professional Competence Percentage



b. Teaching Style (X2)

Table 4.4

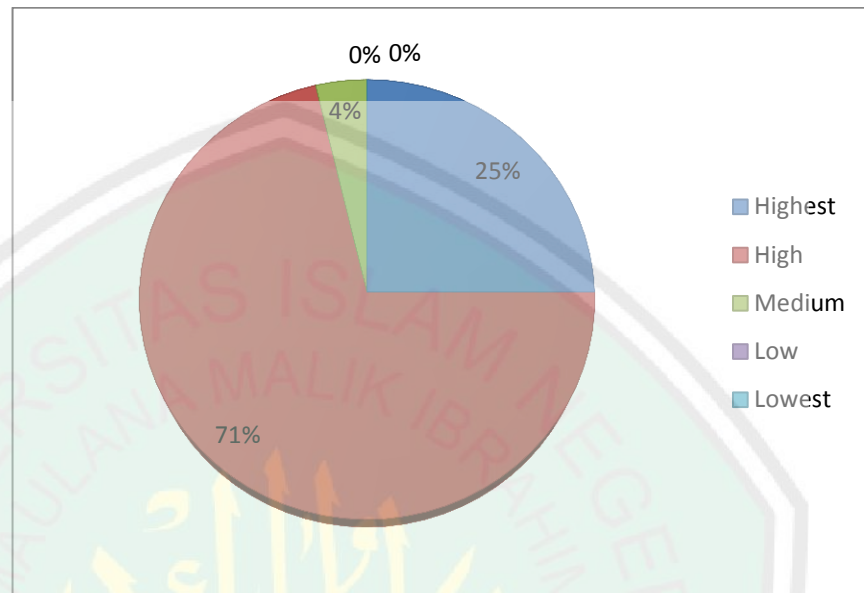
Teaching Style

Categories	Interval	F	Percentage (100%)
Highest	69-85	20	25.00%
High	52-68	57	71.25%
Medium	35-51	3	3.75%
Low	18-34	0	0%
Lowest	1-17	0	0%
Total		80	100%

From the table above, Teaching Style has highest according to 20 students, high for 57 students, medium 3 students, low and lowest for 0 student. So, it can be summarized that the teacher has *high quality* actually in her teaching style.

Picture 4.2

Teaching Style Percentage



c. Student Motivation (Y)

Table 4.5

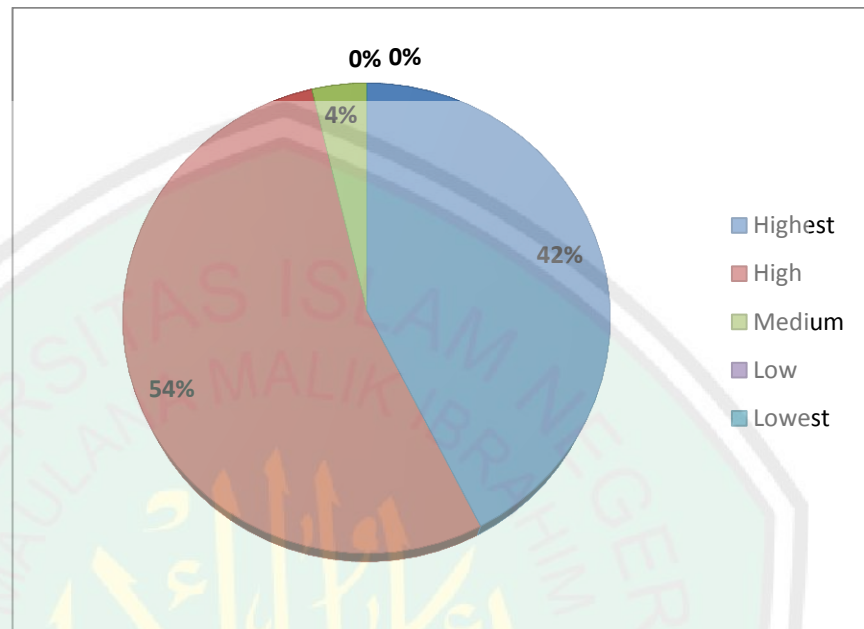
Student Motivation

Categories	Interval	F	Percentage (100%)
Highest	41-50	34	42.50%
High	31-40	43	53.75%
Medium	21-30	3	3.75%
Low	11-20	0	0%
Lowest	1-10	0	0%
Total		80	100%

From the table above, Student Motivation has highest according to 34 students, high 43 students, medium 3 students, low and lowest for 0 student. So, it can be summarized that the student has *high quality* actually in their motivation.

Picture 4.3

Student Motivation Percentage



2. Result of Validity and Reliability Test

All items in this research questionnaire have been valid and reliable. Shown with $r_{table} < r_{statistic}$ with sample (n) of 80 students.

Table 4.6

The Validity Test of Teachers' Professional Competence Questioner

No. Item	r Statistics	r table	Significance	Description	Cronbach Alpha	Description
1.	0,672	0, 2199	0,000	Valid	0, 881	Reliable
2.	0,788	0, 2199	0,000	Valid		
3.	0, 655	0, 2199	0,000	Valid		
4.	0, 558	0, 2199	0,001	Valid		
5.	0, 728	0, 2199	0,000	Valid		
6.	0, 718	0, 2199	0,000	Valid		
7.	0,635	0, 2199	0,000	Valid		
8.	0, 777	0, 2199	0,000	Valid		

9.	0, 877	0, 2199	0,000	Valid		
10.	0, 764	0, 2199	0,000	Valid		
11.	0, 534	0, 2199	0,002	Valid		
12.	0, 690	0, 2199	0,000	Valid		

Information:

*If $R_{table} < R_{statistic}$, the data is valid

From measurement result by SPSS program, can be showed value of correlation between item value and total value. And then this value was compared with R_{table} . R_{table} was looked in significant 5% and number of data is 12 items. It is known that the $R_{table} < R_{statistic}$ value is 0.2199. While the value of significance < 0.05 . So all items of the Professional Competence variable are valid and reliable.

Table 4.7
The Validity Test of Teaching Style Questioner

t	r Statistics	r table	Significance	Description	Cronbach Alpha	Description
1.	0, 454	0, 2199	0,013	Valid	0, 876	Reliable
2.	0, 581	0, 2199	0,001	Valid		
3.	0, 507	0, 2199	0,004	Valid		
4.	0, 761	0, 2199	0,000	Valid		
5.	0, 490	0, 2199	0,006	Valid		
6.	0, 658	0, 2199	0,000	Valid		
7.	0, 520	0, 2199	0,003	Valid		
8.	0, 598	0, 2199	0,000	Valid		
9.	0, 458	0, 2199	0,011	Valid		
10.	0,737	0, 2199	0,000	Valid		
11.	0, 397	0, 2199	0,030	Valid		
12.	0, 631	0, 2199	0,000	Valid		
13.	0, 593	0, 2199	0,001	Valid		
14.	0, 600	0, 2199	0,000	Valid		
15.	0, 611	0, 2199	0,000	Valid		
16.	0, 420	0, 2199	0,021	Valid		
17.	0, 601	0, 2199	0,000	Valid		

Information:

*If $R_{table} < R_{statistic}$, the data is valid

From measurement result by *SPSS* program, can be showed value of correlation between item value and total value. And then this value was compared with R_{table} . R_{table} was looked in significant 5% and number of data is 12 items. It is known that the $R_{table} < R_{statistic}$ value is 0.2199. While the value of significance < 0.05 . So that all items on Teaching Style variables declared valid and reliable.

Table 4.8

The Validity Test of Student Motivation Questioner

No. Item	r Statistics	r table	Significance	Description	Cronbach Alpha	Description
1.	0,428	0,2199	0,018	Valid	0,804	Reliable
2.	0,464	0,2199	0,010	Valid		
3.	0,809	0,2199	0,000	Valid		
4.	0,611	0,2199	0,000	Valid		
5.	0,454	0,2199	0,012	Valid		
6.	0,710	0,2199	0,000	Valid		
7.	0,689	0,2199	0,000	Valid		
8.	0,475	0,2199	0,008	Valid		
9.	0,766	0,2199	0,000	Valid		
10.	0,715	0,2199	0,000	Valid		

Information:

*If $R_{table} < R_{statistic}$, the data is valid

From measurement result by *SPSS* program, can be showed value of correlation between item value and total value. And then this value was compared with R_{table} . R_{table} was looked in significant 5% and number of data is 12 items. It is known that the $R_{table} < R_{statistic}$ value is 0.2199. While the value of significance < 0.05 . So that all items on the Student Motivation variable are valid and reliable.

3. The Result of Data Analysis

a. The Classical Assumptions Test

1) Normality Test

In the normality test, the goal is to know the normality of data distribution. According to the Kolmogorov-Sminov Test, the data are normally categorized when the significance value is more than 0.05 and not abnormal if the significance value is less than 0.05.

While the results of the analysis as follows:

Table 4.9

Normality Test of Variables

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		80
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	3.54912702
Most Extreme Differences	Absolute	.056
	Positive	.035
	Negative	-.056
Kolmogorov-Smirnov Z		.499
Asymp. Sig. (2-tailed)		.965
a. Test distribution is Normal.		

Based on the above output, it is known that the significance value of 0, 965 is greater than 0.05, so it can be concluded that the data tested normal distribution.

2) Heterocedasticity

In search of heterokedastisitas, using the program SPSS 16 analysis using Glejser test hence known as follows:

Table 4.10

Heterocedasticity Test of Variables

Coefficients ^a						
Model		Unstandardiz ed Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.140	3.250		1.889	.063
	Teachers' Professional Competence	.000	.062	-.002	-.013	.989
	Teaching Style	-.052	.038	-.161	-1.378	.172

a. Dependent Variable:
RES_2

From the table above, can conclude that the data is not heterocedasticity. Because significance statistic more than significance value. Teachers' Professional Competence has significance statistic $0,989 > 0,05$ and Teaching Style has significance statistic $0,172 > 0,05$.

For more details, note the table below:

Table 4.11

The Result of Heterocedasticity of the Variables

Variable	Sig. Statistic	Sig.	Conclusion
Teachers' Professional Competence	0,989	0,05	No heterocedasticity
Teaching Style	0,172	0,05	No heterocedasticity

3) Multicollinearity

The multicollinearity test aims to determine whether there is no relation between two or more variables.

H_0 : if between independent variable have not relation

H_1 : if between independent variable have relation⁵³

The multicollinearity test is known from its tolerance and VIF (Variance Inflation Factor) values. If the tolerance value is greater than 0.10 and the VIF value <10.00 then the data does not occur multicollinearity. From multicollinearity analysis, it can be concluded that data does not occur multicollinearity. As for the analysis, using linear analyze regression using SPSS 16 for windows.⁵⁴

⁵³ Amrita Puspa Devi Yunia, "The Influence of Islamic Tradition to the Religious Ethic and Tolerance among Students of Social Science Education Departement at UIN Maliki Malang", Faculty of Tarbiyah and Teaching Training Faculty, *Skripsi*, 2016, Page 74

⁵⁴ Fitriyatul Islamiyah, "Pengaruh Penerapan Kurikulum 2013 dan Profesionalitas Guru terhadap Prestasi Belajar Siswa pada Mata Pelajaran IPS Kelas VII di SMP Negeri 18 Malang" *Skripsi*, Faculty of Tarbiyah and Teaching Training Faculty, 2016, Page 81

Table 4.12**Multicollinearity Test of Variables**

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	9.523	5.389		1.767	.081		
Teachers' Professional Competence	.249	.103	.237	2.415	.018	.925	1.081
Teaching Style	.285	.063	.445	4.528	.000	.925	1.081

a. Dependent Variable: Student Motivation

According to the table above, can conclude as follows:

Table 4.13**The Result of Multicollinearity Test**

V	Tolerance	VIF	Criteria
Teachers' Professional Competence	0,925	1,081	No Multicollinearity
Teaching Style	0,925	1,080	No Multicollinearity

From the table above, it can be concluded that the two variables do not experience multicollinearity. Because the Professional Competence variable has a tolerance value of $0.925 > 0.10$ and a VIF

value of $1.080 < 10.0$. While Teaching Style has a tolerance of $0.295 > 0.10$ and VIF value of $1.080 < 10.00$.

b. Multiple Regression Testing

This method is used to determine how much influence between variables.

Method of data analysis is used to determine the influence of professional competence and teaching style to the student motivation.

The result of multiple regression analysis of this research are as follows:

Table 4.14
The result of multiple regression testing

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	9.523	5.389		1.767	.081
Professional Competence	.249	.103	.237	2.415	.018
Teaching Style	.285	.063	.445	4.528	.000

a. Dependent Variable: Student Motivation

Based on the analysis above, can be obtained the formula of multiple regression model of this research are as follows:

$$Y = 9,523 + 0,249x_1 + 0,285x_2$$

From an equation above, can be explained as follows:

1) Constanta= 9,523

If the independent variable (professional competence and teaching style) is considered to equal 0, then the student motivation is amount of 9,523.

2) Coefficient X1 (Teachers' Professional Competence)= 0,249

If the teacher professional competence variable has increased by 1 point, while teaching style held constant, it causes an increase student motivation in amount of 0,249

3) Coefficient X2(Teaching style)= 0,285

If the teaching style variable has increased by 1 point, while professional competence held constant, it causes an increase student motivation in amount of 0,285

c. Coefficient of Determination Testing

This method is used to find out how big influence from independent variable to dependent variable as a whole. In the analysis using SPSS 16 program.

For more details, note the table below

Table 4.15

The Result of Coefficient Determination Testing

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.559 ^a	.312	.294	3.59492	.312	17.460	2	77	.000

a. Predictors: (Constant), Teaching Style, Teachers' Professional Competence

From the table it can be seen the value of Adjusted R Square is 0,294= 29.4%. So in this research teachers' professional competence and teaching style influence student motivation of 29.4% and the remaining 70.6% is influenced by other variable that are not describe in this research. And if you look at a significance value of 0.000 that is smaller than 0.05. This means that independent variables simultaneously have a relationship to the dependent variable. While the correlation coefficient (R) of 0,559 means between independent and dependent variables have a moderate correlation level.

Hypothesis Testing

1) Partial Test (t Test)

Based on the research hypothesis, it can be seen as follows:

H₀:

- a) There is no influence between teachers professional competence to the student motivation on the subject of Social Science at State Junior High School 1 Kesamben Blitar.
- b) There is no influence between teaching style to the student motivation on the subject of Social Science at State Junior High School 1 Kesamben Blitar

H_a:

- a) There is an influence between teachers' professional competence to the student motivation on the subject of Social Science at State Junior High School 1 Kesamben Blitar.
- b) There is an influence between teaching style to the student motivation on the subject of Social Science at State Junior High School 1 Kesamben Blitar.

Result of partial correlation $r_{y1.2} = 0,638$, hence if compare with r table with significance level 5% ($0,05$) = $0,444$, $r_{\text{partial}} > r_{\text{table}}$. Thus "there is a significant relationship between the variables X1 and Y", and for the next calculates the partial correlation X2 with Y follow in accordance with the above partial

correlation formula. In the calculation using the application SPSS 16.0 for windows.

$$T_{table} = t(\alpha/2; n-k-1)$$

$$T_{table} = t(0,025; 77)$$

$$T_{table} = 1,994$$

Table 4.16

The Result of Partial Test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	9.523	5.389		1.767	.081
Teachers' Professional Competence	.249	.103	.237	2.415	.018
Teaching Style	.285	.063	.445	4.528	.000

a. Dependent Variable: Student Motivation

Based on the simultaneous test analysis table above, it can be concluded that:

Hypothesis Testing Variable X1 to Variable Y:

Based on sig value, for the effect of X1 to Y is equal to 0,018 <0,05 and t value 2,415 > 1,994 so it can be concluded that H0 is rejected and Ha accepted. This means that there is influence

X1 (Teachers' Professional Competence) to Y (Student Motivation).

With the determination testing amount of 0.129. it is mean that X1 (Teachers' Professional Competence) has correlation with Y (Student Motivation) amount of 12.9%. and 87.1% influence by other variables.

Table 4.17

**Determination Degree of Teachers' Professional Competence
toward Student Motivation**

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.359 ^a	.129	.118	4.01939

a. Predictors: (Constant), x1

Hypothesis Testing Variable X2 on Variable Y:

Based on Sig value is known, for the effect of X2 to Y is $0.000 < 0,05$ and t count value $4,528 > 1,994$ so it can be concluded that H0 is rejected and Ha accepted. This means that there is influence X2 (Teaching Style) to Y (Student Motivation).

With the determination testing amount of 0.260. it is mean that X1 (Teaching Style) has correlation with Y (Student Motivation) amount of 26%%. and 74% influence by other variables.

Table 4.18

**Determination Degree of Teaching Style toward Student
Motivation**

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.510 ^a	.260	.250	3.70459

a. Predictors: (Constant), x2

2) Simultaneous Test (f Test)

Based on the research hypothesis, it can be seen as follows:

- a) There is an influence between teachers' professional competence and teaching style to the student motivation on the subject of Social Science at State Junior High School 1 Kesamben Blitar
- b) There is no influence between teachers' professional competence and teaching style to the motivation on the subject of Social Science at State Junior High School 1 Kesamben Blitar.

The F test results show that the independent variables simultaneously affect the dependent variable, if the p-value (in the sig. Column) is smaller than the specified level of significance (5%), or F arithmetic (in column F) greater than F table. F table is calculated by $df1 = k-1$, and $df2 = n-k$, where k is the number of

dependent and independent variables, and n is the number of respondents or the number of cases examined.

$$F_{table} = F(k; n-k)$$

$$F_{table} = F(2; 78)$$

$$F_{table} = 1,99125$$

Based on computing with SPSS 16 program for windows obtained the following results:

Table 4.19

The Result of Simultaneous Test

ANOVA^b

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	451.280	2	225.640	17.460	.000 ^a
	Residual	995.108	77	12.923		
	Total	1446.388	79			

a. Predictors: (Constant), Teaching Style, Teachers' Professional Competence

b. Dependent Variable: Student Motivation

Hypothesis Testing Variable X1 and X2 on Variable Y:

Given sig value, for the influence of X1 and X2 simultaneously to Y is $0.000 < 0.05$ and the value of f count $17.460 > 1.994$ so it can be concluded that H_0 is rejected and H_a

accepted. This means that there is influence X1 (Teachers' Professional Competence) and X2 (Teaching Style) simultaneously to Y (Student Motivation).



CHAPTER V

DISCUSSION

A. The Influence of Teachers' Professional Competence to the Motivation

In education, the role of teachers is very important. Teachers are not only required to master the material deeply, but also have to master other skills, such as the psychology of human development, methods and teaching strategies, implement learning theories, and other teacher skills. In addition, technological capabilities also increase the responsibility of teachers. Because teachers are required to understand with all competencies, but also must be able to apply existing technology in the learning process. These competencies are listed in the teachers' professional competence of teachers.

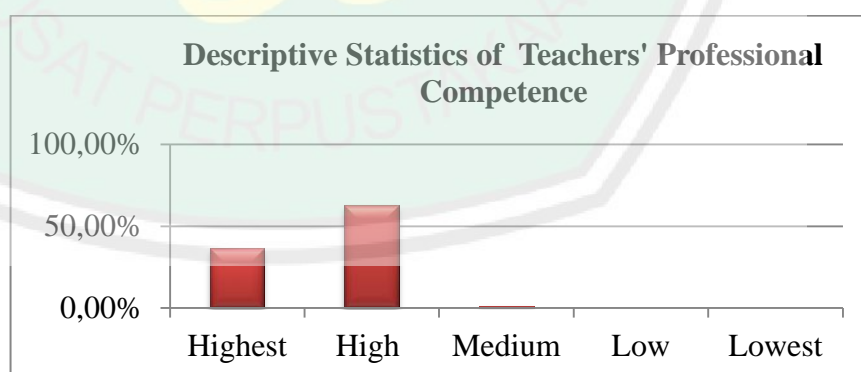
Based on Law No. 14 of 2005 Article 1 paragraph (1) states, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating learners in early childhood education programs, basic education, and secondary education. As a professional teacher must have enough teacher competence. The teacher's competence is an ability to apply a number of

concepts, principles of work, demonstrate of interesting and interactive, disciplined, honest and consistent teaching strategies and approaches.⁵⁵

While in other reference states, professional competence is the competence or ability related to the completion of tasks teacher. The competency is a very important, because it is directly related to the performance that appears. Therefore, the level of professionalism of a teacher can be seen from this competence.⁵⁶

According to the results of data analysis in chapter IV, it was found that the analysis on the descriptive statistics table known to very high category was 36.25% amount of 29 people, 62.50% high amount of 50 people, 1.25% amount of 1 people, low and lowest 0% amount of 0 people and very low 3.75% was 3 people. Thus, it can be summarized that the teachers' professional competence of Social Science subject in State Junior High School 1 Kesamben Blitar is high with a value of 62.50%.

For more details, look at the bar chart below:



⁵⁵ Syaiful Sagala, *Kemampuan Profesional Guru dan Tenaga Kependidikan*, (Bandung: Alfabeta CV, 2009), page 39

⁵⁶ Wina Sanjaya, *Pembelajaran dalam Implementasi Kurikulum berbasis Kompetensi*, (Jakarta: PT Fajar Interpratama, 2011), page 145

Qualified teachers are able to implement effective, efficient education, instruction and training. Professional teachers are able to motivate students to optimize their potential within the framework of achieving established educational standards.⁵⁷ In other words, the teacher duties is very complex. Not only transfer of knowledge but also must transfer of value according to educational purpose. Then, a teacher is someone who has the ability in their field to perform professional duties. Because if a teacher does not have the ability, the learning will fail. And the failure affects the future output (in this case the future of the student). According to a hadith:

إِذَا وُسِّدَ لِأَمْرٍ إِلَى غَيْرِ أَهْلِهِ فَانْتَظِرِ السَّاعَةَ رَوَاهُ الْبُخَارِيُّ

Meaning: If a case is handed over to an unauthorized person then wait for its destruction. (HR. Bukhari)⁵⁸

Based on the hypothesis testing, it is known that the significance value of 0.018 is smaller than 0.05 and t value of 2.415 is greater than 1.994. So it can be conclude that the teachers' professional competence affect student motivation. With information, that the influence of X1 (Teachers' Professional Competence) to Y (Student Motivation) is a positive relationship. That is, the higher the professional competence will enhance student motivation higher. And if observed in the table of The

⁵⁷ Syaiful Sagala, *Kemampuan Profesional Guru dan Tenaga Kependidikan*, (Bandung: Alfabeta CV, 2009), page 41

⁵⁸ Hermanto, *Profesional Guru Dalam Pandangan Islam*. 2013. (https://hermansebrani.blogspot.co.id/2013/05/profesional-guru-dalam-pandangan-islam_3697.html, assessed on May 5th 2018 at 09.16 pm)

Result of Multiple Regression Testing note that if the teachers' professional competence up 1 point, then student motivation will also rise by 0.249 or 24.9%.

Based on the interviews results with students, it is known that teachers have done the educational process well, from the start of the planning process, instructional activities and evaluation process. The explanation of the planning process is that students say the teacher explains the lesson objectives and explaining the lesson plan. Then, in the instructional activity the teacher is able to explain well and easily understood by the students, while in the evaluation process, the teacher always provides exam / repeat to the students as a tool of student learning success. These opinions is supported by an explanation from the teacher that teachers always give daily exams when a material has been discussed. From the description of the interview results can be seen that in State Junior High 1 Kesamben Blitar, the teacher has applied the professional competence. Supported by SPSS analysis results that indicate the level of "high level" on teacher professional competence variables.

In a thesis from Risnawati entitled: "Pengaruh Profesionalisme Guru terhadap Minat Belajar Siswa pada Mata Pelajaran Biologi Kelas XI IPA MAN Bontoharu Selayar", in the thesis the significance value is 0.296, means that professionalism can affect 29.6% interest in student

learning and t arithmetic obtained greater than t table at the level of 5% error that is $2.970 > 2,074$.⁵⁹

From all explanations above, it can be concluded that if all the indicators of professional competence according to Mulyasa's theory have been executed, it will have a significant effect on the condition of students (especially on student motivation). Therefore, professional competence is one important component for the success of the learning process.

B. The Influence of Teaching Style to the Motivation

In the learning, teachers conducts instructional activities, an effort to transfer of knowledge and transfer of value to the students. Teachers need a style, called the teaching style. Which teaching style is able to expect knowledge to students. Of course, the knowledge must be appropriate with educational goals. Not everyone can teach. Therefore, the teaching factor consists of two types, namely the innate factors and the factors studied. The innate factor appears in itself that the teacher has the ability to teach, direct, guide and guide students. While the factors studied are factors that get someone from educational activities such as in college.

Each teacher has their own teaching style. Which teaching style should be adjusted to the surrounding conditions (such as the characteristics of learners). When the teacher has chosen the appropriate

⁵⁹ Risnawati, "Pengaruh Profesionalisme Guru terhadap Minat Belajar Siswa pada Mata Pelajaran Biologi Kelas XI IPA MAN Bontoharu Selayar", *Skripsi*, Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar, 2013, page 13

teaching style, they have to be responsible with their choice. As in the e-journal by Mia Zhou:

Teaching styles are made up of methods and approaches with which teachers feel most comfortable; if they try to change to completely different approaches, they would be forced to work entirely with unfamiliar, awkward, and uncomfortable methods.⁶⁰ As discussed above, that appropriate teaching style will lead the

students success in learning. Because students feel interested in learning activities and finally students have the desire and motive to learn. Teachers can implement learning activities because teachers have passed the education process as well, in college. Teachers must master the teaching style well to make the student understand. Based on Q.S Ali- Imran (79), Allah says:

مَا كَانَ لِبَشَرٍ أَنْ يُؤْتِيَهُ اللَّهُ الْكِتَابَ وَالْحُكْمَ وَالنَّبُوءَةَ ثُمَّ
يَقُولَ لِلنَّاسِ كُونُوا عِبَادًا لِي مِنْ دُونِ اللَّهِ وَلَكِنْ كُونُوا رَبَّيِّعِينَ بِمَا
كُنْتُمْ تُعَلِّمُونَ الْكِتَابَ وَبِمَا كُنْتُمْ تَدْرُسُونَ ﴿٧٩﴾

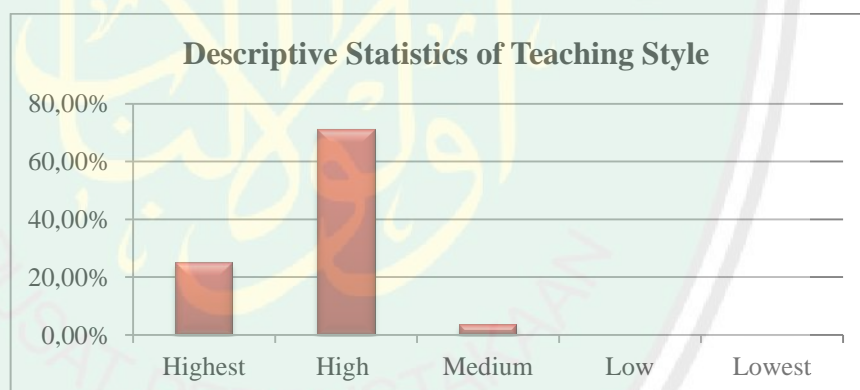
Meaning: It does not befit a man that Allah should grant him His Book and sound judgment and prophet-hood, and thereafter he should say to men: 'Become servants to me apart from Allah.' He would rather say: 'Become dedicated men of Allah, in accord with the dictates of the Book you have been teaching and studying.' (Q.S Ali-Imran: 79)

⁶⁰ Mai Zhou, *Learning Styles and Teaching Styles in College English Teaching*, E-Journal Vol. 4, No. 1; February 2011 (<https://files.eric.ed.gov/fulltext/EJ1066395.pdf>, accessed on 5 May 2018 at 11.35 pm)

Mia Zhou says that studies show that matching teaching styles to learning styles can significantly enhance academic achievements, student attitude and student behavior at the college level.⁶¹

Based on the results of the analysis on the descriptive statistics table known to very high category amounted to 25.00% amount of 20 people, 71.25% high amount of 57 people, 3.75% medium amount of 3 people, 0% low and very low amount of 0 people. So it can be concluded that the teaching style of social science teachers in State Junior High School 1 Kesamben Blitar is high with a value of 71.25%.

For more details, look at the bar chart below:



The teaching style according to Ali's theory consists of four kinds, namely classical teaching styles, technological teaching styles, personalized teaching styles and interactional teaching styles which have been discussed in chapter II. According to the hypothesis testing, it can be

⁶¹ Mai Zhou, *Learning Styles and Teaching Styles in College English Teaching*, E-Journal Vol. 4, No. 1; February 2011 (<https://files.eric.ed.gov/fulltext/EJ1066395.pdf>, accessed on 5 May 2018 at 11.35 pm)

concluded that the teaching style applied by teachers in the classroom, able to influence student motivation. Where indicated by the analysis of SPSS, interviews with teachers and students and previous research results.

The significance value of 0.000 is smaller than 0.05 and t value is 4,528 greater than 1,994. So it can be concluded that the teaching style influence students' motivation. With the information that the influence of X2 (Teachers Teaching Style) to Y (Student Motivation) is a positive relationship. That is, the higher Teaching Style teachers will increase student motivation.. And if observed in the table The Result of Multiple Regression Testing is known, if the teaching style increase 1 point, will increase the student motivation by 0.285 or 28.5%.

Meanwhile, according to the results of interviews with students, it is known that they are interested in learning Social Sciences. Although, sometimes, they feel bored. They assume that teachers communicate clearly. It shows that there is an equation between data analysis obtained with actual condition. In addition, students say that teachers use lectures during the learning process, and if needed, teachers also use technologies such as LCD, Laptop and computer. While, according to the results of interviews with teachers, teachers apply discussions to students to solve problems and also give students the opportunity to look for other references in the settlement of the problem. From the description it is known that all the characteristics of the theory of teaching style by Ali, already implemented in State Junior High School 1 Kesamben Blitar.

As in the thesis by Miftakhul Huda, says that the style of teaching teachers have a positive effect on student learning activities. This is based on multiple linear regression analysis (t test) known that t statistic > t table, $3.592 > 1.984$ and significance value < 0.05 , that is 0.001 with effective contribution 17.3%.⁶²

From all the result above, it can be concluded, if all indicators of teaching styles of teachers according to Ali's theories have been implemented (including classical teaching style, technology, personalization and interactional), it will have a significant effect on students' condition (especially on student motivation). Therefore, professional competence is one important component for the success of the learning process.

C. The Influence of Teachers' Professional Competence and Teaching Style To the Motivation

Learning activity is a process to gain knowledge. There are several components within, such as educators, learners, tools, media, strategies, methods, curriculum and so forth. Which of all the components can be loaded in several aspects. Like the aspects of this research. That is teachers' professional competence and teaching style.

⁶² Miftakhul Huda, "Pengaruh Gaya Mengajar Guru dan Lingkungan Sekolah terhadap Aktivitas Belajar Siswa di Sekolah Menengah Pertama Al-Islam Kalijambe Tahun Ajaran 2014/2015", *Skripsi*, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surakarta, 2015, page 4

As has been discussed in the previous sub-chapter that the teachers' professional competence is a mandatory and vital competence that must be mastered by teachers. Professional competence is one of the four competencies that must be mastered by the teacher. In professional competence, need special requirements according to Moh. Ali in Kunandar, these are (1) skill based on profound concepts and theories of science; (2) emphasize a skill in a particular field in accordance with the field of his profession; (3) demands an adequate level of education; (4) the sensitivity to the social dam from the work it undertakes; (5) allowing development in line with the dynamics of life.⁶³

Likewise, teaching style is an important aspect that determines the success of students in the learning process. Teaching style also has four types, based on Moh. Ali. And the style of teaching is taken as a theory in this research. Both variables are associated with student motivation in the class, especially in State Junior High School 1 Kesamben Blitar. Discussing about motivation, is the driving force of a person to act, in this case is the student. Students who have high motivation in the learning process, they always try and show the best action as well. Both when completing the task and solve problems related to learning. This is supported by an argument from Sardiman which states that motivation is a

⁶³ Kunandar, *Guru Profesional Implementasii Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru*, (Jakarta: PT Rajagrafindo Persada, 2009) page 47

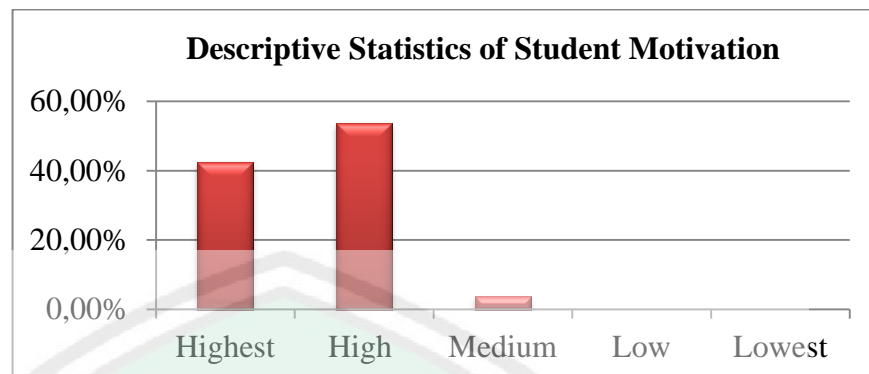
series to provide certain conditions. So, a person does something, and if he doesn't like it, it will seek to nullify or circumvent those dislike.⁶⁴

Based on the results of data analysis, from the descriptive statistics table it is known that very high category as many as 42.50% amount of 34 people, high as much 53.75% amount of 43 people, medium 3.75% amounted to 3 people, low and very low 0% amount of 0 people. From these results can be seen that the motivation of students at Eighth Grade Student at State Junior High School 1 Kesamben Blitar classified as high quality.

This is supported by the results of interviews with students stating that students feel interest with the subjects of Social Sciences. And students are always trying to complete the tasks of the teacher on time and consistently. However, based on teacher interviews know that not all students do the task of the teacher well. For example, in a discussion or project assignment, only a few students are willing to do it seriously while not for other. To solve this case, the teacher makes an agreement with the student who did not participate in completing the task, their name would not listed.

For more details, look at the bar chart below:

⁶⁴ Sardiman, *Interaksi dan Motivasi Belajar-Mengajar*, (Jakarta: PT Raja Grafindo Persada, 2011), Page 75



Motivation theory used in this research is Mc theory. Clelland. There are three aspects include of the need for achievement, the need for affiliation and the need for power. If all aspects are applied, it can be called students have motivation in an activity, in this case the learning activities. Based on Imam Wahyudi, that in the work environment, the three kinds are interconnected, because every employee has all these needs with different levels. Someone can be trained and upgraded one of these three factors. For example, to increase the need for achievement, then employees can be sharpened the level of achievement needs by lowering the needs of others.⁶⁵ So in this research more observed about the aspect of need for achievement (of Student). Which has three indicators within.

In analyzing student motivation, this research also uses Hierarchy of Needs Theory by Maslow. Where in the theory has six stages. If someone wants to achieve perfect level, it must go through every stage. In this case, trying to analyze students' motivational behavior is associated

⁶⁵ Imam Wahyudi, *Mengejar Profesionalisme Guru*, (Jakarta: Penerbit Prestasi Pustakaraya, 2012) page 111

with Maslow's theory. This data was obtained by interview and direct observation at State Junior High School 1 Kesamben Blitar. As follows:

Table 5.1

Observation results at State Junior High School 1 Kesamben

No.	Stages	Explanation
1.	Physiological needs	Relates to the basic students needs. In State Junior High School 1 Blitar Kesamben available good sanitation, decent toilets, the presence of canteen consists of 3 canteens, and the buildings in State Junior High School 1 Kesamben very decent, shown by sturdy buildings.
2.	Safety needs	Based on security needs, at State Junior High School 1 Kesamben Blitar there are 3 security guards and there is a gardener who always clean and tidy up the school.
3.	Love and Belonging needs	When the Social Science lesson takes place, the teacher asks the students to form groups, and they discussing with their members. It indicates that grade eighth students want to connect with

		others when faced with problems.
4.	Self esteem	Self esteem appears when students have to present their group work in front of the class and every student has the courage to make public opinion.
5.	Self-actualization needs	After the speakers presents their results, then the teacher gives the opportunity to ask to the audience. During the question and answer session, some students give some questions to the speakers. And the teacher gives the speakers freedom to search for other sources for example from website, blog, journal, other books that support the answer.
6.	Understanding and Knowledge	When the teacher asks the students about the conclusions of the materials, the students respond well.

Based on the observation above, it is concluded that the students of eighth grade at State Junior High School 1 Kesamben Blitar have reached the motivation stage of Maslow's Hierarchy perfectly during lesson. So it can be concluded that students who are motivated in learning, then

students will try to be active and show the best performance, in this case completed the task given by the teacher.

Motivation in studying is mandatory for everyone. because with the motivation, human will study hard and the knowledgeable people will succeed in the world and in the hereafter. In Islam requires that knowledge is an obedience to Allah SWT. and people who wants to change its degree, then science is a tool as a change. As the word of Allah SWT in Q.S Ar-Rad (11):

لَهُ مُعَقِّبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ اللَّهِ إِنَّ
اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ
سُوءًا فَلَا مَرَدَّ لَهُ وَمَا لَهُم مِّنْ دُونِهِ مِنْ وَالٍ ﴿١١﴾

Meaning: For each one are successive [angels] before and behind him who protect him by the decree of Allah . Indeed, Allah will not change the condition of a people until they change what is in themselves. And when Allah intends for a people ill, there is no repelling it. And there is not for them besides Him any patron. (Q.S Ar-Rad)

Based on the results of significance value is 0.000 smaller than 0.05 and t value of 17,460. Greater than 1,994. It can be concluded that X1 (Teachers' Professional Competence) and X2 (Teaching Style) simultaneously affect Y (Student Motivation). With the information that the influence of X2 (Teachers Teaching Style) to Y (Student Motivation) has a positive relationship. That is, the higher Teaching Style teachers will increase student motivation. While based on the table The Result of

Multiple Regression Testing is known that if the competence of professionals increase 1 point, then the student motivation will also increase 0.285 or 28.5%. And based on table determination degree known R Square amounted to 0.294, which means the relationship between variables X1 and variable X2 to variable Y simultaneously of 29.4% and the remaining 70.6% influenced by other factors not discussed in this research.

Supports from the above analysis, the Thesis by Fatmasari entitled “Pengaruh Motivasi Kerja Dan Kemampuan Mengajar Guru Terhadap Prestasi Belajar Siswa Pada Gugus II Sekolah Dasar Kecamatan Kebayakan Kabupaten Aceh Tengah” states that there are three positive influence on work motivation and teachers teaching ability upon the achievement ($r_{x1x2} = 0.856$).⁶⁶

This research was summarized that Student Motivation can increase through Professional Competence and Teaching Style variables. This Research is relevant to previous study, that in increasing student motivation, needed some factors within, especially the professional competence and teaching style. If all variables are implemented, the school can remain with achievements. because students have high motivation in learning and have competitiveness.

⁶⁶ Fatmasari, “Pengaruh Motivasi Kerja Dan Kemampuan Mengajar Guru Terhadap Prestasi Belajar Siswa Pada Gugus Ii Sekolah Dasar Kecamatan Kebayakan Kabupaten Aceh Tengah”, Jurnal Ilmiah DIDAKTIKA Februari 2014 VOL. XIV NO. 2, 426-441 page 1

CHAPTER V

CONCLUSION

A. Conclusion

Based on the data analysis, it can be concluded that teachers' professional competence and teaching style simultaneously has **high correlation** to the student motivation. It can be described further, as the following:

1. From data analysis, it is known that the significance value of Teachers' Professional Competence to the Student Motivation is equal to 0,018 $< 0,05$ and t value $2,415 > 1,994$ so it can be concluded that H_0 is rejected and H_a accepted. This means that there is correlation between X_1 (Teachers' Professional Competence) and Y (Student Motivation). With the explanation that 12.9% student motivation is influenced by teachers' professional competence factor and 87.1% is influenced by other factors.
2. From data analysis, it is known that the significance value of Teaching Style to the Student Motivation is equal 0.000 $< 0,05$ and t value $4,528 > 1,994$ so it can be concluded that H_0 is rejected and H_a accepted. This means that there is correlation between X_2 (Teaching Style) and Y (Student Motivation). With the explanation that 26% student motivation is influenced by teaching style factor and 74% is influenced by other factors.

3. From data analysis, it is known that the significance value of Teachers' Professional Competence (X1) and Teaching Style (X2) simultaneously to Student Motivation Y is $0.000 < 0.05$ and the value of f count $17.460 > 1.994$ so it can be concluded that H_0 is rejected and H_a accepted. This means that there is influence X1 (Professional Competence) and X2 (Teaching Style) simultaneously to Y (Student Motivation). With the explanation that 31.2% student motivation is influenced by teaching style factor and 68.8% is influenced by other factors.

B. Recommendation

Based on the conclusions above, the researcher gives recommendations:

1. For teachers: teachers are the first people to interact with students and have a major impact on the success of their students. Therefore, teachers are hopefully to have good skills about teaching. So as to adapt to the environment apply the learning in accordance with the characteristics of learners.
2. For schools: schools are a place for learners to gain the knowledge and experience demonstrated by the learning process. So schools should create supporting conditions for students, such as learning environments, appropriate curricula, rules, provide educators who can guide students in learning.

3. For campus: hopefully campus as production of educator, hence must provide experience and knowledge appropriate with teacher field. In order to its output able to run the profession and create the future generations well.
4. For future researchers: with this thesis, it is expected to add the references for further research. And able to analyze again so that perfect knowledge to be better.



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APPENDIXES LIST

Appendix 1. Research License



**PEMERINTAH KABUPATEN BLITAR
DINAS PENDIDIKAN
SMP NEGERI 1 KESAMBEN**

Jl. Ki Hajar Dewantara 01, Kesamben, Telp (0342) 331066 Fax. (0342) 331372
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KESAMBEN

SURAT IJIN PENELITIAN

Nomor : 423.4/ 111 / 409.101.32/2018

Yang bertanda tangan di bawah ini :

Nama : **H. GOENAWAN WIBISONO, S.Pd, M.M**
NIP : 19661005 198803 1 015
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 1 Kesamben, Kabupaten Blitar

Sehubungan dengan surat permohonan ijin penelitian sdr Ajeng Krisna Murti, maka dengan ini kami memberikan ijin kepada :

Nama : **AJENG KRISNA MURTI**
NIM : 14130119
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Semester-Th Akademik : Genap – 2017/2018
Judul Skripsi : The Influence of Professional Competence and Teaching Style toward Motivation of Eight Grade Student on the Subject of Social Science at Junior High School 1 Kesamben Blitar
Lama Penelitian : Maret 2018 sampai dengan Mei 2018 (3 bulan)

Untuk melakukan penelitian sebagaimana jadwal terlampir.

Demikian Surat Ijin Penelitian kami, atas perhatiannya kami sampaikan terima kasih.



H. GOENAWAN WIBISONO, S.Pd, M.M

Pembina Tingkat I

NIP. 19661005 198803 1 015

Appendix 2. Evidence of Consultation



MAULANA MALIK IBRAHIM
STATE ISLAMIC UNIVERSITY MALANG
TARBIYAH AND TEACHING TRAINING FACULTY
Gajayana Street No. 50 Telp. (0341) 552398
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EVIDENCE OF CONSULTATION

Name : AJENG KRISNA MURTI
Number of Student : 14130119
Departement : Social Science Education Department
Advisor : Mokhammad Yahya, Ph.D
Title of Skripsi : The Influence of Teachers' Professional Competence and Teaching Style toward Student Motivation on The Subject of Social Science at State Junior High School 1 Kesamben Blitar.

No	Date of Consultation	Consultation Material	Signature
1	6 th February 2018	Revise Maslow's theory about motivation	
2	23 rd February 2018	Change the questionnaire indicator	
3	9 th March 2018	Fix the systematics of writing	
4	12 nd March 2018	Revise footnote writing	
5	30 th March 2018	Revise Data Analysis (T Test and F Test)	
6	6 th April 2018	Revise analysis in Chapter V	
7	24 th April 2018	Revise the Chapter VI	
8	22 nd May 2018	Revise the abstract	

Acknowledged by,

Head of Department,

Dr. Alfiana Yuli Efianti, M.A

NIP.19710701 200604 2 001

Appendix 3. Testing of Research Instrument

Professional Competence Variable

N o	x1 1	x1 2	x1 3	x1 4	x1 5	x1 6	x1 7	x1 8	x1 9	x11 0	x11 1	x11 2	x11 3	x11 4	x11 5	x11 6	x11 7	x11 8	x11 9	x12 0	x12 1	x12 2	x12 3	x12 4	su m x1
1	3	1	2	3	4	3	1	3	2	4	2	1	2	5	3	2	4	3	3	5	4	3	2	3	68
2	4	1	1	4	4	4	2	5	2	2	3	1	2	5	5	3	4	4	4	5	5	5	5	5	85
3	5	3	2	4	4	5	4	4	4	5	4	1	4	4	5	4	5	4	5	5	5	5	5	5	101
4	5	3	2	4	5	5	4	4	4	5	4	1	4	4	5	4	5	-	5	5	5	5	5	5	98
5	5	3	3	1	4	4	3	4	3	3	4	3	3	5	4	3	5	4	3	5	4	3	5	5	89
6	5	1	2	1	3	4	1	4	2	3	5	1	2	4	3	2	4	5	4	5	4	4	3	3	75
7	5	1	2	1	3	4	2	3	2	3	3	1	2	4	4	2	4	5	4	5	5	5	5	4	79
8	5	3	2	4	5	5	4	4	4	5	5	3	4	5	4	4	5	5	5	5	5	5	5	5	106
9	4	2	3	1	2	4	1	2	2	2	1	1	2	3	2	2	2	5	3	5	4	4	3	5	65
10	1	1	3	5	3	2	1	4	1	4	2	1	2	3	2	1	3	3	1	5	3	3	5	4	63
11	4	1	2	4	5	4	3	4	3	4	5	1	2	4	5	5	5	4	4	5	5	5	5	2	91
12	5	1	1	2	5	5	2	3	1	5	4	1	2	5	5	2	5	2	2	5	5	4	5	5	82
13	5	3	1	1	5	5	1	5	2	5	4	1	2	5	5	5	5	5	5	5	5	5	5	5	95
14	2	1	5	5	3	2	1	2	1	1	1	1	1	2	2	1	2	3	1	5	4	3	5	4	58
15	3	3	2	2	4	4	2	5	3	3	3	3	3	4	5	4	4	3	3	5	5	4	5	5	87
1	3	4	2	3	4	4	3	4	4	2	4	2	3	5	5	4	4	2	3	5	5	4	5	5	89

6																									
17	3	3	2	3	4	4	2	4	2	2	4	2	3	4	4	4	4	4	3	5	4	4	5	4	83
18	3	2	2	4	5	4	3	3	2	2	4	1	2	3	2	2	3	2	2	5	3	3	4	5	71
19	4	3	4	5	4	5	3	5	3	4	4	1	3	5	5	3	5	2	4	5	5	5	5	5	97
20	3	3	4	2	4	5	2	4	2	3	5	1	1	5	3	3	4	4	4	5	5	5	5	5	87
21	4	4	2	1	4	5	2	4	3	4	5	1	2	5	5	3	4	4	4	5	5	5	5	4	90
22	2	4	2	1	4	4	2	4	3	4	5	1	2	4	4	3	4	1	3	5	4	3	4	5	78
23	3	1	1	1	4	5	1	2	1	3	4	1	2	5	5	4	4	4	5	5	3	3	5	5	77
24	4	1	1	1	4	4	3	5	3	4	3	1	2	4	4	2	4	4	3	5	2	2	5	5	76
25	4	1	1	2	5	4	1	4	4	3	5	1	3	4	4	3	4	3	4	5	4	4	5	5	83
26	4	1	2	1	4	4	2	4	2	4	1	1	2	4	2	2	4	3	3	4	4	4	4	5	71
27	5	3	4	4	4	5	4	4	3	4	4	1	2	5	4	4	5	5	4	5	4	4	5	5	97
28	5	3	4	4	5	4	3	4	3	3	4	2	3	4	4	4	5	4	3	5	4	4	4	3	91
29	3	2	2	4	5	4	3	4	2	3	4	2	2	5	5	4	5	3	4	5	5	5	5	4	90
30	5	3	4	4	5	5	4	4	3	4	4	1	2	5	4	4	5	5	4	5	4	4	5	5	98

Teaching Style Variable

N o	x2 1	x2 2	x2 3	x2 4	x2 5	x2 6	x2 7	x2 8	x2 9	x21 0	x21 1	x21 2	x21 3	x21 4	x21 5	x21 6	x21 7	x21 8	x21 9	x22 0	x22 1	x22 2	x22 3	x22 4	su m x2
1	1	4	3	5	5	3	2	2	3	4	2	1	2	3	2	4	5	5	3	3	2	3	5	3	75
2	1	4	3	5	4	3	3	3	4	5	3	1	4	4	4	5	5	5	4	4	4	4	4	4	90
3	3	3	4	4	2	3	3	4	4	5	4	1	3	3	3	4	5	5	4	3	3	4	4	3	84
4	3	3	4	4	2	3	3	4	4	5	5	1	3	3	3	4	4	4	4	5	3	4	5	4	87
5	2	3	3	5	3	4	3	4	4	3	4	4	4	4	5	4	5	5	4	5	4	4	4	5	95
6	2	4	3	4	1	2	3	4	3	4	3	1	2	3	3	3	4	4	5	4	5	4	4	5	80
7	2	4	3	4	1	3	3	3	4	5	3	3	2	4	3	5	4	3	3	4	3	4	3	5	81
8	5	4	5	5	5	5	5	5	4	5	3	3	4	4	5	5	5	5	5	4	5	5	4	5	110
9	2	3	1	5	2	2	2	2	2	4	2	1	1	3	3	4	5	5	4	2	4	4	3	2	68
10	3	4	3	5	4	3	2	1	3	5	3	1	2	5	4	5	5	5	3	3	2	4	3	2	80
11	-	-	4	4	3	3	5	4	4	4	5	3	3	2	-	3	4	5	3	5	5	4	5	4	82
12	3	3	3	5	2	4	3	4	5	5	4	1	3	3	4	4	5	5	5	4	5	4	4	4	92
13	1	5	4	5	4	1	1	4	5	5	5	1	1	2	2	5	5	5	2	4	4	2	4	4	81
14	3	5	2	5	3	2	2	2	4	5	2	1	1	5	5	5	5	5	5	4	3	4	4	2	84
15	2	2	3	4	3	4	3	4	5	5	3	3	3	5	3	5	5	4	4	3	4	4	3	4	88
16	1	3	4	4	4	4	3	3	4	4	2	3	4	4	4	4	5	3	5	5	4	4	5	5	91

17	1	2	2	3	3	4	4	3	4	4	3	2	4	4	4	3	4	4	5	5	4	4	3	4	83
18	2	2	3	4	2	2	3	3	4	4	4	2	3	2	3	3	3	3	4	3	4	4	5	4	76
19	3	5	4	5	5	4	3	4	3	5	3	1	2	4	4	5	4	3	4	5	5	4	5	5	95
20	1	4	2	4	5	4	3	3	5	5	4	1	3	3	3	4	4	5	5	5	5	5	5	4	92
21	3	4	4	5	5	3	4	4	4	4	5	1	3	4	5	5	5	5	5	5	5	4	5	4	101
22	1	4	1	4	4	3	3	3	4	4	5	3	2	3	3	4	4	4	4	5	5	5	5	5	88
23	3	4	5	5	5	3	2	3	5	5	4	1	2	4	5	5	5	5	5	3	5	5	5	5	99
24	2	3	3	5	3	2	2	4	5	5	5	1	4	4	4	5	5	5	4	4	5	4	4	3	91
25	2	4	4	4	2	3	3	3	4	4	5	1	3	4	4	4	4	4	3	3	3	4	4	4	83
26	2	4	3	4	2	3	2	3	4	4	5	1	3	4	3	3	5	5	1	3	4	4	4	4	80
27	3	4	5	5	4	5	3	5	5	5	3	1	4	5	5	5	5	5	5	5	5	5	5	5	107
28	3	4	3	5	3	5	4	4	5	4	3	3	3	4	4	4	5	4	5	5	5	4	4	4	97
29	4	4	4	5	3	2	2	1	3	5	4	4	3	4	4	5	5	4	4	3	4	4	3	3	87
30	3	4	5	5	4	5	3	5	5	5	3	1	4	5	5	5	5	5	5	5	5	5	5	5	107

Student Motivation Variable

No.	y1	y2	y3	y4	y5	y6	y7	y8	y9	y10	sum y
1	4	5	4	3	4	5	4	5	5	4	43
2	3	4	3	2	3	3	3	4	3	3	31
3	4	5	5	4	4	4	5	5	4	3	43
4	4	5	5	4	5	5	5	5	5	4	47
5	4	5	5	3	5	4	3	5	5	4	43
6	5	4	5	4	4	4	4	2	4	5	41
7	5	5	5	4	5	5	5	4	5	5	48
8	4	5	5	3	4	5	4	5	4	4	43
9	4	4	3	4	5	4	3	4	2	3	36
10	4	4	4	4	3	2	4	4	4	4	37
11	4	5	5	4	4	5	4	3	4	4	42
12	4	5	3	2	5	3	3	2	2	2	31
13	5	3	5	2	5	4	5	3	5	2	39
14	4	5	5	3	4	3	4	5	5	4	42
15	4	4	4	3	3	4	4	4	4	3	37
16	5	5	5	5	4	4	4	5	5	4	46
17	4	4	4	3	4	4	4	4	4	4	39
18	5	5	5	3	5	4	4	3	4	5	43
19	5	5	5	4	5	5	5	3	4	5	46
20	4	5	5	5	5	4	5	5	5	5	48
21	4	5	5	5	5	5	4	4	5	4	46
22	4	5	4	4	4	4	4	4	4	4	41
23	4	5	4	4	4	4	4	5	5	5	44
24	5	5	5	4	4	5	4	4	4	4	44
25	4	5	4	4	4	4	4	5	4	4	42
26	4	5	4	3	4	3	3	5	4	2	37
27	4	5	5	3	5	5	4	5	5	4	45
28	4	5	4	4	4	3	4	3	4	4	39
29	4	5	4	3	4	3	3	2	3	3	34
30	4	5	5	3	5	5	4	5	4	5	45

Appendix 4. The Result of Professional Competence Testing

	X11	X12	X13	X14	X15	X16	X17	X18	X19	X11 0	X11 1	X11 2	X11 3	X11 4	X11 5	X11 6	X11 7	X11 8	X11 9	X12 0	X12 1	X12 2	X12 3	X124	TOTAL
X11 Pearson Correlation	1	.108	-.105	-.169	.303	.651**	.450*	.199	.404*	.428*	.300	.063	.386*	.400*	.365*	.353	.619**	.583**	.580**	-.023	.322	.440*	.063	.076	.607**
Sig. (2-tailed)		.569	.582	.371	.104	.000	.012	.291	.027	.018	.107	.741	.035	.028	.047	.055	.000	.001	.001	.905	.083	.015	.743	.690	.000
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30
X12 Pearson Correlation	.108	1	.259	.034	.211	.461*	.475**	.340	.564**	.158	.441*	.381*	.403*	.325	.350	.529**	.327	-.061	.264	.207	.365*	.276	.214	.307	.605**
Sig. (2-tailed)	.569		.167	.859	.263	.010	.008	.066	.001	.403	.015	.038	.027	.080	.058	.003	.078	.753	.159	.273	.048	.141	.256	.099	.000
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30
X13 Pearson Correlation	-.105	.259	1	.460*	-.257	-.196	.198	-.164	-.045	-.245	.199	.032	-.192	-.238	.393*	.144	.149	.081	-.293	.058	.000	-.024	.014	-.115	.018
Sig. (2-tailed)	.582	.167		.010	.170	.300	.294	.387	.814	.192	.291	.867	.308	.205	.032	.447	.432	.678	.116	.762	1.000	.899	.943	.544	.923
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30
X14 Pearson Correlation	-.169	.034	.460*	1	.242	-.214	.431*	.074	.106	-.033	.051	.023	.211	-.164	-.006	.102	.099	-.159	-.151	.221	.129	.175	.215	-.170	.207
Sig. (2-tailed)	.371	.859	.010		.199	.257	.018	.696	.578	.862	.789	.902	.264	.387	.976	.592	.604	.409	.425	.241	.498	.355	.255	.369	.273
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30
X15 Pearson Correlation	.303	.211	-.257	.242	1	.453*	.488**	.355	.373*	.425*	.562**	.179	.321	.436*	.491**	.593**	.693**	-.160	.331	.032	.213	.242	.318	.054	.606**
Sig. (2-tailed)	.104	.263	.170	.199		.012	.006	.054	.042	.019	.001	.343	.083	.016	.006	.001	.000	.406	.074	.865	.259	.197	.087	.776	.000
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30
X16 Pearson Correlation	.651**	.461*	-.196	-.214	.453*	1	.484**	.257	.402*	.495**	.600**	.000	.325	.658**	.593**	.603**	.647**	.274	.757**	.047	.388*	.523**	.291	.418*	.762**
Sig. (2-tailed)	.000	.010	.300	.257	.012		.007	.171	.028	.005	.000	1.000	.080	.000	.001	.000	.000	.150	.000	.806	.034	.003	.119	.022	.000

N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30
X17	Pearson Correlation	.450	.475	.198	.431	.488	.484	1	.338	.647	.353	.357	.279	.524	.286	.365	.475	.614	.094	.333	.059	.204	.274	.368	.198	.729
	Sig. (2-tailed)	.012	.008	.294	.018	.006	.007		.068	.000	.055	.053	.136	.003	.125	.047	.008	.000	.627	.073	.756	.278	.142	.045	.294	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30
X18	Pearson Correlation	.199	.340	-.164	.074	.355	.257	.338	1	.471	.353	.352	.229	.315	.390	.446	.397	.537	.004	.289	-.038	.234	.302	.333	.126	.550
	Sig. (2-tailed)	.291	.066	.387	.696	.054	.171	.068		.009	.055	.056	.223	.090	.033	.014	.030	.002	.984	.122	.843	.213	.105	.072	.507	.002
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30
X19	Pearson Correlation	.404	.564	-.045	.106	.373	.402	.647	.471	1	.311	.465	.316	.728	.241	.420	.518	.469	.046	.479	.107	.287	.294	.186	.179	.685
	Sig. (2-tailed)	.027	.001	.814	.578	.042	.028	.000	.009		.094	.010	.089	.000	.200	.021	.003	.009	.812	.007	.572	.124	.115	.325	.343	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30
X110	Pearson Correlation	.428	.158	-.245	-.033	.425	.495	.353	.353	.311	1	.300	-.113	.346	.409	.364	.285	.660	.097	.434	-.100	.206	.264	.116	.098	.513
	Sig. (2-tailed)	.018	.403	.192	.862	.019	.005	.055	.055	.094		.107	.550	.061	.025	.048	.127	.000	.617	.017	.600	.274	.158	.541	.606	.004
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30
X111	Pearson Correlation	.300	.441	-.199	-.051	.562	.600	.357	.352	.465	.300	1	.143	.285	.501	.561	.572	.604	.031	.529	.415	.286	.349	.310	-.035	.659
	Sig. (2-tailed)	.107	.015	.291	.789	.001	.000	.053	.056	.010	.107		.450	.127	.005	.001	.001	.000	.872	.003	.023	.125	.059	.096	.856	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30
X112	Pearson Correlation	.063	.381	.032	.023	.179	.000	.279	.229	.316	-.113	.143	1	.500	.197	.206	.334	.246	.038	.000	.095	.197	.020	.182	.064	.334
	Sig. (2-tailed)	.741	.038	.867	.902	.343	1.000	.136	.223	.089	.550	.450		.005	.297	.275	.071	.189	.845	1.000	.617	.297	.916	.336	.738	.071
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30
X113	Pearson Correlation	.386	.403	-.192	.211	.321	.325	.524	.315	.728	.346	.285	.500	1	.153	.426	.449	.468	.019	.398	.091	.267	.273	.179	.192	.600
	Sig. (2-tailed)	.035	.027	.308	.264	.083	.080	.003	.090	.000	.061	.127	.005		.419	.019	.013	.009	.924	.029	.634	.154	.144	.345	.308	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30

X114	Pearson Correlation	.400	.325	-.238	-.164	.436	.658	.286	.390	.241	.409	.501	.197	.153	1	.644	.520	.728	.136	.586	.071	.399	.370	.187	.185	.646
	Sig. (2-tailed)	.028	.080	.205	.387	.016	.000	.125	.033	.200	.025	.005	.297	.419		.000	.003	.000	.483	.001	.708	.029	.044	.322	.327	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30
X115	Pearson Correlation	.365	.350	-.393	-.006	.491	.593	.365	.446	.420	.364	.561	.206	.426	.644	1	.721	.712	.007	.599	.338	.526	.473	.519	.096	.731
	Sig. (2-tailed)	.047	.058	.032	.976	.006	.001	.047	.014	.021	.048	.001	.275	.019	.000		.000	.000	.971	.000	.067	.003	.008	.003	.615	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30
X116	Pearson Correlation	.353	.529	-.144	.102	.593	.603	.475	.397	.518	.285	.572	.334	.449	.520	.721	1	.685	.255	.689	.190	.440	.501	.375	.019	.807
	Sig. (2-tailed)	.055	.003	.447	.592	.001	.000	.008	.030	.003	.127	.001	.071	.013	.003	.000		.000	.182	.000	.315	.015	.005	.041	.920	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30
X117	Pearson Correlation	.619	.327	-.149	.099	.693	.647	.614	.537	.469	.660	.604	.246	.468	.728	.712	.685	1	.147	.606	.045	.420	.450	.330	.000	.850
	Sig. (2-tailed)	.000	.078	.432	.604	.000	.000	.000	.002	.009	.000	.000	.189	.009	.000	.000	.000		.446	.000	.815	.021	.013	.075	1.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30
X118	Pearson Correlation	.583	-.061	.081	-.159	-.160	.274	.094	.004	.046	.097	.031	.038	.019	.136	.007	.255	.147	1	.514	.107	.042	.310	.034	-.143	.273
	Sig. (2-tailed)	.001	.753	.678	.409	.406	.150	.627	.984	.812	.617	.872	.845	.924	.483	.971	.182	.446		.004	.581	.831	.102	.860	.461	.152
	N	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
X119	Pearson Correlation	.580	.264	-.293	-.151	.331	.757	.333	.289	.479	.434	.529	.000	.398	.586	.599	.689	.606	.514	1	.088	.424	.628	.189	.137	.723
	Sig. (2-tailed)	.001	.159	.116	.425	.074	.000	.073	.122	.007	.017	.003	1.000	.029	.001	.000	.000	.000	.004		.644	.020	.000	.318	.471	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30
X120	Pearson Correlation	-.023	.207	.058	.221	.032	.047	.059	.038	.107	-.100	.415	.095	.091	.071	.338	.190	.045	.107	.088	1	.071	.015	.156	-.115	.204
	Sig. (2-tailed)	.905	.273	.762	.241	.865	.806	.756	.843	.572	.600	.023	.617	.634	.708	.067	.315	.815	.581	.644		.708	.939	.409	.545	.279
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30

X121	Pearson Correlation	.322	.365	.000	.129	.213	.388	.204	.234	.287	.206	.286	.197	.267	.399	.526	.440	.420	.042	.424	.071	1	.870	.244	-.026	.570	**
	Sig. (2-tailed)	.083	.048	1.000	.498	.259	.034	.278	.213	.124	.274	.125	.297	.154	.029	.003	.015	.021	.831	.020	.708		.000	.194	.890	.001	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	
X122	Pearson Correlation	.440	.276	-.024	.175	.242	.523	.274	.302	.294	.264	.349	.020	.273	.370	.473	.501	.450	.310	.628	.015	.870	1	.298	-.048	.644	**
	Sig. (2-tailed)	.015	.141	.899	.355	.197	.003	.142	.105	.115	.158	.059	.916	.144	.044	.008	.005	.013	.102	.000	.939	.000		.110	.799	.000	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	
X123	Pearson Correlation	.063	.214	-.014	.215	.318	.291	.368	.333	.186	.116	.310	.182	.179	.187	.519	.375	.330	.034	.189	.156	.244	.298	1	.357	.483	**
	Sig. (2-tailed)	.743	.256	.943	.255	.087	.119	.045	.072	.325	.541	.096	.336	.345	.322	.003	.041	.075	.860	.318	.409	.194	.110		.053	.007	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	
X124	Pearson Correlation	.076	.307	.115	.170	.054	.418	.198	.126	.179	.098	.035	.064	.192	.185	.096	.019	.000	.143	.137	.115	.026	.048	.357	1	.196	
	Sig. (2-tailed)	.690	.099	.544	.369	.776	.022	.294	.507	.343	.606	.856	.738	.308	.327	.615	.920	1.000	.461	.471	.545	.890	.799	.053		.300	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	
TOTAL	Pearson Correlation	.607	.605	-.018	.207	.606	.762	.729	.550	.685	.513	.659	.334	.600	.646	.731	.807	.850	.273	.723	.204	.570	.644	.483	.196	1	
	Sig. (2-tailed)	.000	.000	.923	.273	.000	.000	.000	.002	.000	.004	.000	.071	.000	.000	.000	.000	.000	.152	.000	.279	.001	.000	.007	.300		
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	

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

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

Appendix 5. The Result of Teaching Style Testing

	item 1	item 2	item 3	item 4	item 5	item 6	item 7	item 8	item 9	item 10	item 11	item 12	item 13	item 14	item 15	item 16	item 17	item 18	item 19	item 20	item 21	item 22	item 23	item 24	sum 2
item1																									
Pearson Correlation	1	.179	.538**	.437*	.043	.263	.290	.201	-.028	.375*	-.010	.096	.094	.350	.553**	.390*	.264	.143	.284	-.077	.154	.350	-.073	-.037	.494**
Sig. (2-tailed)		.352	.003	.018	.824	.167	.127	.296	.887	.045	.960	.621	.628	.063	.002	.037	.166	.458	.136	.692	.425	.063	.708	.849	.006
N	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
item2																									
Pearson Correlation	.179	1	.209	.500**	.377*	-.107	.258	.065	.072	.270	-.006	.258	-.442*	.137	.124	.453*	.203	.208	-.172	.142	.048	-.069	.215	.046	.197
Sig. (2-tailed)	.352		.277	.006	.044	.580	.177	.737	.711	.157	.976	.177	.016	.480	.520	.014	.292	.280	.373	.462	.803	.724	.262	.815	.306
N	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
item3																									
Pearson Correlation	.538**	.209	1	.265	.273	.302	.184	.482**	.304	.322	.147	-.041	.365*	.185	.408*	.347	.214	.059	.075	.128	.162	.107	.341	.412*	.595**
Sig. (2-tailed)	.003	.277		.156	.144	.105	.331	.007	.103	.082	.439	.828	.047	.327	.028	.061	.256	.756	.695	.499	.393	.574	.065	.024	.001
N	29	29	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30	30	30
item4																									
Pearson Correlation	.437*	.500**	.265	1	.429*	.015	-.300	.008	-.005	.261	.183	.157	.148	.262	.401*	.660**	.637**	.457*	.115	-.100	.120	-.060	.063	.191	.369*
Sig. (2-tailed)	.018	.006	.156		.018	.935	.107	.967	.979	.164	.333	.406	.434	.163	.031	.000	.000	.011	.545	.600	.527	.754	.739	.311	.045
N	29	29	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30	30	30
item5																									
Pearson Correlation	.043	.377*	.273	.429*	1	.327	.057	.056	.160	.183	.110	.077	.098	.205	.311	.471**	.299	.279	.234	.294	.237	.194	.457*	.148	.533**
Sig. (2-tailed)	.824	.044	.144	.018		.078	.765	.769	.400	.333	.562	.687	.605	.278	.101	.009	.108	.135	.213	.115	.207	.305	.011	.435	.002
N	29	29	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30	30	30
item6																									
Pearson Correlation	.263	-.107	.302	.015	.327	1	.588**	.495**	.360	.015	-.271	.217	.599**	.458*	.470*	.084	.153	-.012	.442*	.492**	.321	.562**	.200	.490**	.705**
Sig. (2-tailed)	.167	.580	.105	.935	.078		.001	.005	.050	.935	.148	.249	.000	.011	.010	.659	.419	.949	.014	.006	.084	.001	.288	.006	.000
N	29	29	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30	30	30

item7	Pearson Correlation	.290	-.258	.184	-.300	.057	.588**	1	.494**	.109	-.232	.034	.379*	.513**	-.040	.379*	-.265	.287	.139	.392*	.508**	.391*	.404*	.184	.412*	.411*
	Sig. (2-tailed)	.127	.177	.331	.107	.765	.001		.006	.566	.217	.859	.039	.004	.834	.043	.157	.124	.465	.032	.004	.033	.027	.329	.024	.024
	N	29	29	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30	30	30
item8	Pearson Correlation	.201	-.065	.482**	.008	.056	.495**	.494**	1	.564**	.066	.227	-.034	.451*	-.027	.240	.031	.002	.085	.272	.526**	.589**	.214	.386*	.634*	.630**
	Sig. (2-tailed)	.296	.737	.007	.967	.769	.005	.006		.001	.728	.227	.859	.012	.889	.209	.870	.992	.654	.146	.003	.001	.256	.035	.000	.000
	N	29	29	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30	30	30
item9	Pearson Correlation	-.028	-.072	.304	-.005	.160	.360	.109	.564**	1	.302	.329	-.020	.385*	.130	.220	.199	.137	.184	.211	.376*	.409*	.203	.266	.371*	.550**
	Sig. (2-tailed)	.887	.711	.103	.979	.400	.050	.566	.001		.104	.076	.918	.035	.493	.252	.291	.471	.329	.264	.041	.025	.283	.156	.043	.002
	N	29	29	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30	30	30
item10	Pearson Correlation	.375*	.270	.322	.261	.183	.015	-.232	.066	.302	1	-.066	-.330	.085	.262	.059	.660**	.203	.127	.115	-.100	.009	.139	.095	.127	.271
	Sig. (2-tailed)	.045	.157	.082	.164	.333	.935	.217	.728	.104		.728	.075	.656	.163	.761	.000	.283	.505	.545	.600	.964	.463	.617	.502	.147
	N	29	29	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30	30	30
item11	Pearson Correlation	-.010	-.006	.147	.183	.110	.271	-.034	.227	.329	-.066	1	-.030	.111	.392*	.111	.165	.242	.143	.370*	.121	.230	.049	.228	.141	.041
	Sig. (2-tailed)	.960	.976	.439	.333	.562	.148	.859	.227	.076	.728		.876	.558	.032	.565	.384	.198	.450	.044	.524	.221	.795	.226	.457	.830
	N	29	29	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30	30	30
item12	Pearson Correlation	.096	-.258	-.041	.157	.077	.217	.379*	-.034	.020	.330	.030	1	.265	.023	.107	.070	.055	.372*	.050	.187	.108	.097	.233	.278	.109
	Sig. (2-tailed)	.621	.177	.828	.406	.687	.249	.039	.859	.918	.075	.876		.156	.906	.582	.712	.772	.043	.794	.323	.571	.608	.215	.137	.567
	N	29	29	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30	30	30
item13	Pearson Correlation	.094	.442*	.365*	-.148	.098	.599**	.513**	.451*	.385*	-.085	.111	.265	1	.269	.437*	-.073	.076	.017	.298	.398*	.297	.388*	.143	.383*	.558**
	Sig. (2-tailed)	.628	.016	.047	.434	.605	.000	.004	.012	.035	.656	.558	.156		.150	.018	.703	.689	.931	.110	.029	.111	.034	.451	.036	.001
	N	29	29	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30	30	30

item14	Pearson Correlation	.350	.137	.185	.262	.205	.458	-.040	-.027	.130	.262	.392	.023	.269	1	.674	.561	.474	.065	.256	.055	-.076	.382	-.269	.000	.469**
	Sig. (2-tailed)	.063	.480	.327	.163	.278	.011	.834	.889	.493	.163	.032	.906	.150	.000	.001	.008	.734	.173	.772	.692	.037	.151	1.000	.009	
	N	29	29	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30	30	
item15	Pearson Correlation	.553	.124	.408	.401	.311	.470	.379	.240	.220	.059	-.111	.107	.437	.674	1	.403	.325	.220	.569	.338	.364	.553	.114	.203	.735**
	Sig. (2-tailed)	.002	.520	.028	.031	.101	.010	.043	.209	.252	.761	.565	.582	.018	.000	.030	.086	.251	.001	.073	.052	.002	.557	.291	.000	
	N	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	
item16	Pearson Correlation	.390	.453	.347	.660	.471	.084	-.265	.031	.199	.660	-.165	-.070	.073	.561	.403	1	.521	.176	.154	-.015	-.010	.083	-.109	-.049	.482**
	Sig. (2-tailed)	.037	.014	.061	.000	.009	.659	.157	.870	.291	.000	.384	.712	.703	.001	.030	.003	.351	.416	.938	.959	.662	.567	.799	.007	
	N	29	29	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30	30	
item17	Pearson Correlation	.264	.203	.214	.637	.299	.153	-.287	.002	.137	.203	.242	.055	.076	.474	.325	.521	1	.606	.045	-.176	.035	.092	.228	.262	.314
	Sig. (2-tailed)	.166	.292	.256	.000	.108	.419	.124	.992	.471	.283	.198	.772	.689	.008	.086	.003	.000	.814	.352	.853	.629	.225	.162	.091	
	N	29	29	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30	30	
item18	Pearson Correlation	.143	.208	.059	.457	.279	-.012	.139	.085	.184	.127	.143	.372	.017	.065	.220	.176	.606	1	.043	.126	.057	.047	.012	.349	.174
	Sig. (2-tailed)	.458	.280	.756	.011	.135	.949	.465	.654	.329	.505	.450	.043	.931	.734	.251	.351	.000	.820	.509	.764	.807	.948	.059	.358	
	N	29	29	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30	30	
item19	Pearson Correlation	.284	-.172	.075	.115	.234	.442	.392	.272	.211	.115	.370	.050	.298	.256	.569	.154	.045	-.043	1	.400	.462	.548	.205	.215	.559**
	Sig. (2-tailed)	.136	.373	.695	.545	.213	.014	.032	.146	.264	.545	.044	.794	.110	.173	.001	.416	.814	.820	.028	.010	.002	.276	.253	.001	
	N	29	29	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30	30	
item20	Pearson Correlation	-.077	.142	.128	-.100	.294	.492	.508	.526	.376	-.100	.121	.187	.398	.055	.338	-.015	-.176	-.126	.400	1	.471	.239	.479	.549	.557**
	Sig. (2-tailed)	.692	.462	.499	.600	.115	.006	.004	.003	.041	.600	.524	.323	.029	.772	.073	.938	.352	.509	.028	.009	.204	.007	.002	.001	

	N	29	29	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30	30	30	30
item21	Pearson Correlation	.154	.048	.162	.120	.237	.321	.391	.589	.409	-.009	.230	.108	.297	-.076	.364	-.010	.035	.057	.462	.471	1	.460	.348	.544	.587	**
	Sig. (2-tailed)	.425	.803	.393	.527	.207	.084	.033	.001	.025	.964	.221	.571	.111	.692	.052	.959	.853	.764	.010	.009		.010	.059	.002	.001	
	N	29	29	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30	30	30	30
item22	Pearson Correlation	.350	-.069	.107	.060	.194	.562	.404	.214	.203	.139	-.049	.097	.388	.382	.553	.083	.092	.047	.548	.239	.460	1	.254	.360	.577	**
	Sig. (2-tailed)	.063	.724	.574	.754	.305	.001	.027	.256	.283	.463	.795	.608	.034	.037	.002	.662	.629	.807	.002	.204	.010		.176	.051	.001	
	N	29	29	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30	30	30	30
item23	Pearson Correlation	-.073	.215	.341	.063	.457	.200	.184	.386	.266	-.095	.228	-.233	.143	-.269	.114	-.109	.228	.012	.205	.479	.348	.254	1	.431	.376	*
	Sig. (2-tailed)	.708	.262	.065	.739	.011	.288	.329	.035	.156	.617	.226	.215	.451	.151	.557	.567	.225	.948	.276	.007	.059	.176		.018	.041	
	N	29	29	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30	30	30	30
item24	Pearson Correlation	-.037	.046	.412	-.191	.148	.490	.412	.634	.371	-.127	.141	.278	.383	.000	.203	-.049	.262	.349	.215	.549	.544	.360	.431	1	.559	**
	Sig. (2-tailed)	.849	.815	.024	.311	.435	.006	.024	.000	.043	.502	.457	.137	.036	1.000	.291	.799	.162	.059	.253	.002	.002	.051	.018		.001	
	N	29	29	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30	30	30	30
sumx2	Pearson Correlation	.494	.197	.595	.369	.533	.705	.411	.630	.550	.271	.041	.109	.558	.469	.735	.482	.314	.174	.559	.557	.587	.577	.376	.559	1	
	Sig. (2-tailed)	.006	.306	.001	.045	.002	.000	.024	.000	.002	.147	.830	.567	.001	.009	.000	.007	.091	.358	.001	.001	.001	.001	.041	.001		
	N	29	29	30	30	30	30	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30	30	30	30

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

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

Appendix 6. The Result of Student Motivation

Correlations											
	item1	item2	item3	item4	item5	item6	item7	item8	item9	item10	Sumy
item1 Pearson Correlation	1	.131	.543**	.243	.350	.310	.443*	-.309	.256	.301	.455*
Sig. (2-tailed)		.489	.002	.195	.058	.096	.014	.097	.172	.106	.012
N	30	30	30	30	30	30	30	30	30	30	30
item2 Pearson Correlation	.131	1	.451*	.013	.024	.026	.247	.021	.444*	.218	.355
Sig. (2-tailed)	.489		.012	.946	.898	.893	.188	.913	.014	.248	.054
N	30	30	30	30	30	30	30	30	30	30	30
item3 Pearson Correlation	.543**	.451*	1	.342	.373*	.554**	.629**	.203	.708**	.499**	.837**
Sig. (2-tailed)	.002	.012		.065	.042	.001	.000	.283	.000	.005	.000
N	30	30	30	30	30	30	30	30	30	30	30
item4 Pearson Correlation	.243	.013	.342	1	.078	.251	.393*	.205	.320	.521**	.583**
Sig. (2-tailed)	.195	.946	.065		.684	.181	.032	.278	.085	.003	.001
N	30	30	30	30	30	30	30	30	30	30	30
item5 Pearson Correlation	.350	.024	.373*	.078	1	.473**	.247	-.031	.159	.188	.437*
Sig. (2-tailed)	.058	.898	.042	.684		.008	.188	.870	.402	.319	.016
N	30	30	30	30	30	30	30	30	30	30	30
item6 Pearson Correlation	.310	.026	.554**	.251	.473**	1	.453*	.241	.383*	.429*	.692**
Sig. (2-tailed)	.096	.893	.001	.181	.008		.012	.200	.037	.018	.000
N	30	30	30	30	30	30	30	30	30	30	30
item7 Pearson Correlation	.443*	.247	.629**	.393*	.247	.453*	1	.158	.579**	.417*	.725**

	Sig. (2-tailed)	.014	.188	.000	.032	.188	.012		.403	.001	.022	.000
	N	30	30	30	30	30	30	30	30	30	30	30
item8	Pearson Correlation	-.309	.021	.203	.205	-.031	.241	.158	1	.516**	.161	.452*
	Sig. (2-tailed)	.097	.913	.283	.278	.870	.200	.403		.004	.395	.012
	N	30	30	30	30	30	30	30	30	30	30	30
item9	Pearson Correlation	.256	.444*	.708**	.320	.159	.383*	.579**	.516**	1	.444*	.801**
	Sig. (2-tailed)	.172	.014	.000	.085	.402	.037	.001	.004		.014	.000
	N	30	30	30	30	30	30	30	30	30	30	30
item10	Pearson Correlation	.301	.218	.499**	.521**	.188	.429*	.417*	.161	.444*	1	.707**
	Sig. (2-tailed)	.106	.248	.005	.003	.319	.018	.022	.395	.014		.000
	N	30	30	30	30	30	30	30	30	30	30	30
sumy	Pearson Correlation	.455*	.355	.837**	.583**	.437*	.692**	.725**	.452*	.801**	.707**	1
	Sig. (2-tailed)	.012	.054	.000	.001	.016	.000	.000	.012	.000	.000	
	N	30	30	30	30	30	30	30	30	30	30	30

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

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

Appendix 7. Sample of Research

No.	Absen	Name	Class	Sex
1.	29	Rige Exenita N.	8F	M
2.	24	M. Abdilla Z.	8F	M
3.	34	Yogi Eko Prastyo	8F	M
4.	13	Fendy Setyawan	8F	M
5.	36	Zennenti Zellantika	8F	F
6.	8	Divani Amelia S.	8F	F
7.	4	Erlangga Fariz H.	8F	M
8.	21	Mayrista Yudilla Verdiana	8F	F
9.	25	Nikky Salma	8F	F
10.	11	Fallentyno Reza W.	8F	M
11.	20	M. Irman Jati A.	8F	M
12.	14	Helen Puspa Kartika	8F	F
13.	7	Didik Wirawan	8F	M
14.	30	Satrio Bagus Cahyono	8F	M
15.	27	Puji Lestari	8F	F
16.	4	Danang Gede Pangestu	8F	M
17.	33	Vergina Angel Putri Nepriadi	8F	F
18.	16	Ilham Ipnu Hamsah	8F	M
19.	1	Aditya Fajar K.	8F	M
20.	31	Sendy Yohuis S.	8F	M
21.	18	Kanaya S.B	8F	F
22.	-	Triantika Fatmasari	8F	F
23.	26	Oktiviah Indah Saputri	8F	F
24.	3	Anis Novitasari	8F	F
25.	2	Alvira Aulia Syahraini	8F	F
26.	19	Loys Kaiva Egi Rahmanda T.	8F	F
27.	12	Felicia Elsa Callista	8F	F
28.	22	Miftakhul Hanifa	8F	F
29.	23	Montih Afreza Erlambang	8F	M
30.	1	Ahmad Aan Yoga Tama	8E	M
31.	8	Dava Vieril S.	8E	F
32.	24	M. Ibram Alifransyah	8E	M
33.	29	Ramadani Reihan Fajar Saputra	8E	M
34.	14	Erlinia Istiqomah	8E	F
35.	18	Jasmine P. W.	8E	F
36.	13	Ellen Tiadamayanti	8E	F
37.	34	Wahyu Panji Ramadhan	8E	M
38.	6	Arsita Fajriati	8E	F
39.	16	Ferdian Nurul Iman	8E	M
40.	30	Rizky Rahmadhani	8E	M
41.	22	Meylisa Gaun Farenta	8E	F
42.	32	Siska Merlinda Juliana	8E	F
43.	26	Nisa Nur Rohmah	8E	F

44.	21	Lailatu Rahma	8E	F
45.	35	Yuyun Isma F.RG.P	8E	F
46.	23	Mohamad Royan Romdhon H.	8E	M
47.	3	Akmal Rajai Hadiyanto	8E	M
48.	28	Rajab Bryan Edtya Pratama	8E	M
49.	2	Ahmad Rendy Ardiansyah	8E	M
50.	10	Dicky Adetya Ramadhan	8E	M
51.	4	Andika Jovan A.	8E	M
52.	7	Bimantara Ramadhan	8E	M
53.	25	Nadira Brilliant Yuwan Hamidah	8E	F
54.	11	Dinda Salsabila	8E	F
55.	12	Efillia Hadi Valentina	8E	F
56.	36	Zulvi Nadia K.D	8E	F
57.	17	Gaby Alisio D.	8E	F
58.	33	Siska Putri Cahyarani	8E	F
59.	5	Arista Meyla Maya Saputri	8E	F
60.	31	Shafira Octavia R.	8E	F
61.	20	Killa Trisnida Putri	8E	F
62.	19	Jessika Oktavia	8E	F
63.	15	Fahdina Riski Ananta	8E	F
64.	27	Prima Seta Aditya	8E	M
65.	27	Rifan Nanda Satria	8C	M
66.	21	Nabilla Eva A.	8C	F
67.	10	Erista Laviola	8C	F
68.	24	Ninda Melia Safira Rahma	8C	F
69.	2	Aditya Ica Saputra	8C	M
70.	11	Fendi Herman Syah	8C	M
71.	33	Vega Yuanita	8C	F
72.	26	Putri Lestari	8C	F
73.	3	Anisa Okta Fera	8C	F
74.	9	Elga Via Afrinda	8C	F
75.	20	Moh. Ari Nizar	8C	M
76.	5	Cahyarini Dwi Prastiwi	8C	F
77.	25	Oktavianto Gilang Fauzi	8C	M
78.	13	Ipung Dwi C	8C	F
79.	17	M. Valent Al Sofyan	8C	M
80.	28	Salma Mutiara Zafirah	8C	F

Appendix 8. The Validity Test of Professional Competence

		Correlations												
		x11	x14	x15	x18	x19	x111	x113	x115	x117	x119	x121	x124	totalx1
x11	Pearson Correlation	1	.651**	.303	.199	.404*	.300	.386*	.365*	.619**	.580**	.322	.450*	.672**
	Sig. (2-tailed)		.000	.104	.291	.027	.107	.035	.047	.000	.001	.083	.012	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
x14	Pearson Correlation	.651**	1	.453*	.257	.402*	.600**	.325	.593**	.647**	.757**	.388*	.484**	.788**
	Sig. (2-tailed)	.000		.012	.171	.028	.000	.080	.001	.000	.000	.034	.007	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
x15	Pearson Correlation	.303	.453*	1	.355	.373*	.562**	.321	.491**	.693**	.331	.213	.488*	.655**
	Sig. (2-tailed)	.104	.012		.054	.042	.001	.083	.006	.000	.074	.259	.006	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
x18	Pearson Correlation	.199	.257	.355	1	.471**	.352	.315	.446*	.537**	.289	.234	.338*	.558**
	Sig. (2-tailed)	.291	.171	.054		.009	.056	.090	.014	.002	.122	.213	.068	.001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
x19	Pearson Correlation	.404*	.402*	.373*	.471**	1	.465**	.728**	.420*	.469**	.479**	.287	.647**	.728**
	Sig. (2-tailed)	.027	.028	.042	.009		.010	.000	.021	.009	.007	.124	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
x111	Pearson Correlation	.300	.600**	.562**	.352	.465**	1	.285	.561**	.604**	.529**	.286	.357*	.718**
	Sig. (2-tailed)	.107	.000	.001	.056	.010		.127	.001	.000	.003	.125	.053	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
x113	Pearson Correlation	.386*	.325	.321	.315	.728**	.285	1	.426*	.468**	.398*	.267	.524**	.635**

	Sig. (2-tailed)	.035	.080	.083	.090	.000	.127		.019	.009	.029	.154	.003	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
x115	Pearson Correlation	.365*	.593**	.491**	.446*	.420*	.561**	.426*	1	.712**	.599**	.526**	.365*	.777**
	Sig. (2-tailed)	.047	.001	.006	.014	.021	.001	.019		.000	.000	.003	.047	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
x117	Pearson Correlation	.619**	.647**	.693**	.537**	.469**	.604**	.468**	.712**	1	.606**	.420*	.614**	.877**
	Sig. (2-tailed)	.000	.000	.000	.002	.009	.000	.009	.000		.000	.021	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
x119	Pearson Correlation	.580**	.757**	.331	.289	.479**	.529**	.398*	.599**	.606**	1	.424*	.333	.764**
	Sig. (2-tailed)	.001	.000	.074	.122	.007	.003	.029	.000	.000		.020	.073	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
x121	Pearson Correlation	.322	.388*	.213	.234	.287	.286	.267	.526**	.420*	.424*	1	.204	.534**
	Sig. (2-tailed)	.083	.034	.259	.213	.124	.125	.154	.003	.021	.020		.278	.002
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
x124	Pearson Correlation	.450*	.484**	.488**	.338	.647**	.357	.524**	.365*	.614**	.333	.204	1	.690**
	Sig. (2-tailed)	.012	.007	.006	.068	.000	.053	.003	.047	.000	.073	.278		.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
totalx1	Pearson Correlation	.672**	.788**	.655**	.558**	.728**	.718**	.635**	.777**	.877**	.764**	.534**	.690*	1
	Sig. (2-tailed)	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.002	.000	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30

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

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

Appendix 9. The Validity Test of Teaching Style

		Correlations																	
		x21	x23	x25	x26	x27	x28	x29	x213	x214	x215	x216	x219	x220	x221	x222	x223	x224	sumx 2
x21	Pearson Correlation	1	.538**	.043	.263	.290	.201	-.028	.094	.350	.553**	.390*	.284	-.077	.154	.350	-.073	.037	.454*
	Sig. (2-tailed)		.003	.824	.167	.127	.296	.887	.628	.063	.002	.037	.136	.692	.425	.063	.708	.849	.013
	N	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
x23	Pearson Correlation	.538**	1	.273	.302	.184	.482**	.304	.365*	.185	.408*	.347	.075	.128	.162	.107	.341	.412*	.581**
	Sig. (2-tailed)	.003		.144	.105	.331	.007	.103	.047	.327	.028	.061	.695	.499	.393	.574	.065	.024	.001
	N	29	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30
x25	Pearson Correlation	.043	.273	1	.327	.057	.056	.160	.098	.205	.311	.471**	.234	.294	.237	.194	.457*	.148	.507**
	Sig. (2-tailed)	.824	.144		.078	.765	.769	.400	.605	.278	.101	.009	.213	.115	.207	.305	.011	.435	.004
	N	29	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30
x26	Pearson Correlation	.263	.302	.327	1	.588**	.495**	.360	.599**	.458*	.470*	.084	.442*	.492**	.321	.562**	.200	.490**	.761**
	Sig. (2-tailed)	.167	.105	.078		.001	.005	.050	.000	.011	.010	.659	.014	.006	.084	.001	.288	.006	.000
	N	29	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30
x27	Pearson Correlation	.290	.184	.057	.588**	1	.494**	.109	.513**	-.040	.379	-.265	.392	.508**	.391	.404	.184	.412*	.490**
	Sig. (2-tailed)	.127	.331	.765	.001		.006	.566	.004	.834	.043	.157	.032	.004	.033	.027	.329	.024	.006
	N	29	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30
x28	Pearson Correlation	.201	.482**	.056	.495**	.494**	1	.564**	.451*	-.027	.240	.031	.272	.526**	.589**	.214	.386*	.634**	.658**
	Sig. (2-tailed)	.296	.007	.769	.005	.006		.001	.012	.889	.209	.870	.146	.003	.001	.256	.035	.000	.000
	N	29	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30
x29	Pearson Correlation	-.028	.304	.160	.360	.109	.564**	1	.385*	.130	.220	.199	.211	.376*	.409*	.203	.266	.371*	.520**
	Sig. (2-tailed)	.887	.103	.400	.050	.566	.001		.035	.493	.252	.291	.264	.041	.025	.283	.156	.043	.003
	N	29	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30
x213	Pearson Correlation	.094	.365*	.098	.599**	.513**	.451*	.385*	1	.269	.437*	-.073	.298	.398*	.297	.388*	.143	.383	.598**
	Sig. (2-tailed)	.628	.047	.605	.000	.004	.012	.035		.150	.018	.703	.110	.029	.111	.034	.451	.036	.000

N		29	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30
x214	Pearson Correlation	.350	.185	.205	.458	-.040	-.027	.130	.269	1	.674**	.561**	.256	.055	-.076	.382	-.269	.000	.458
	Sig. (2-tailed)	.063	.327	.278	.011	.834	.889	.493	.150	.000	.001	.173	.772	.692	.037	.151	1.000	.011	
	N	29	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30
x215	Pearson Correlation	.553**	.408*	.311	.470*	.379*	.240	.220	.437*	.674**	1	.403*	.569**	.338	.364	.553**	.114	.203	.737**
	Sig. (2-tailed)	.002	.028	.101	.010	.043	.209	.252	.018	.000	.030	.001	.073	.052	.002	.557	.291	.000	
	N	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
x216	Pearson Correlation	.390*	.347	.471**	.084	-.265	.031	.199	-.073	.561**	.403*	1	.154	-.015	-.010	.083	-.109	.049	.397*
	Sig. (2-tailed)	.037	.061	.009	.659	.157	.870	.291	.703	.001	.030	.416	.938	.959	.662	.567	.799	.030	
	N	29	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30
x219	Pearson Correlation	.284	.075	.234	.442*	.392*	.272	.211	.298	.256	.569**	.154	1	.400*	.462*	.548**	.205	.215	.631**
	Sig. (2-tailed)	.136	.695	.213	.014	.032	.146	.264	.110	.173	.001	.416	.028	.010	.002	.276	.253	.000	
	N	29	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30
x220	Pearson Correlation	-.077	.128	.294	.492**	.508**	.526**	.376*	.398*	.055	.338	-.015	.400*	1	.471**	.239	.479**	.549**	.593**
	Sig. (2-tailed)	.692	.499	.115	.006	.004	.003	.041	.029	.772	.073	.938	.028	.009	.204	.007	.002	.001	
	N	29	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30
x221	Pearson Correlation	.154	.162	.237	.321	.391*	.589**	.409*	.297	-.076	.364	-.010	.462*	.471**	1	.460*	.348	.544**	.600**
	Sig. (2-tailed)	.425	.393	.207	.084	.033	.001	.025	.111	.692	.052	.959	.010	.009	.010	.059	.002	.000	
	N	29	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30
x222	Pearson Correlation	.350	.107	.194	.562**	.404*	.214	.203	.388*	.382*	.553**	.083	.548**	.239	.460*	1	.254	.360	.611**
	Sig. (2-tailed)	.063	.574	.305	.001	.027	.256	.283	.034	.037	.002	.662	.002	.204	.010	.176	.051	.000	
	N	29	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30
x223	Pearson Correlation	-.073	.341	.457*	.200	.184	.386*	.266	.143	-.269	.114	-.109	.205	.479**	.348	.254	1	.431*	.420*
	Sig. (2-tailed)	.708	.065	.011	.288	.329	.035	.156	.451	.151	.557	.567	.276	.007	.059	.176	.018	.021	
	N	29	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30
x224	Pearson Correlation	-.037	.412*	.148	.490**	.412*	.634**	.371*	.383*	.000	.203	-.049	.215	.549**	.544**	.360	.431*	1	.601**
	Sig. (2-tailed)	.849	.024	.435	.006	.024	.000	.043	.036	1.000	.291	.799	.253	.002	.002	.051	.018	.000	
	N	29	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30

sumx2	Pearson Correlation	.454 ^{**}	.581 ^{**}	.507 ^{**}	.761 ^{**}	.490 ^{**}	.658 ^{**}	.520 ^{**}	.598 ^{**}	.458 [*]	.737 ^{**}	.397 [*]	.631 ^{**}	.593 ^{**}	.600 ^{**}	.611 ^{**}	.420 [*]	.601 ^{**}	1
	Sig. (2-tailed)	.013	.001	.004	.000	.006	.000	.003	.000	.011	.000	.030	.000	.001	.000	.000	.021	.000	
	N	29	30	30	30	30	30	30	30	30	29	30	30	30	30	30	30	30	30

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

^{*}. Correlation is significant at the 0.05 level (2-tailed).



Appendix 10. The Validity Test of Student Motivation

		Correlations										Sumy
		item1	item2	item3	item4	item5	item6	item7	item8	item9	item10	
item1	Pearson Correlation	1	.131	.543**	.243	.350	.310	.443*	-.309	.256	.301	.455*
	Sig. (2-tailed)		.489	.002	.195	.058	.096	.014	.097	.172	.106	.012
	N	30	30	30	30	30	30	30	30	30	30	30
item2	Pearson Correlation	.131	1	.451*	.013	.024	.026	.247	.021	.444*	.218	.355
	Sig. (2-tailed)	.489		.012	.946	.898	.893	.188	.913	.014	.248	.054
	N	30	30	30	30	30	30	30	30	30	30	30
item3	Pearson Correlation	.543**	.451*	1	.342	.373*	.554**	.629**	.203	.708**	.499**	.837**
	Sig. (2-tailed)	.002	.012		.065	.042	.001	.000	.283	.000	.005	.000
	N	30	30	30	30	30	30	30	30	30	30	30
item4	Pearson Correlation	.243	.013	.342	1	.078	.251	.393*	.205	.320	.521**	.583**
	Sig. (2-tailed)	.195	.946	.065		.684	.181	.032	.278	.085	.003	.001
	N	30	30	30	30	30	30	30	30	30	30	30
item5	Pearson Correlation	.350	.024	.373*	.078	1	.473**	.247	-.031	.159	.188	.437*
	Sig. (2-tailed)	.058	.898	.042	.684		.008	.188	.870	.402	.319	.016
	N	30	30	30	30	30	30	30	30	30	30	30
item6	Pearson Correlation	.310	.026	.554**	.251	.473**	1	.453*	.241	.383*	.429*	.692**
	Sig. (2-tailed)	.096	.893	.001	.181	.008		.012	.200	.037	.018	.000
	N	30	30	30	30	30	30	30	30	30	30	30
item7	Pearson Correlation	.443*	.247	.629**	.393*	.247	.453*	1	.158	.579**	.417*	.725**
	Sig. (2-tailed)	.014	.188	.000	.032	.188	.012		.403	.001	.022	.000
	N	30	30	30	30	30	30	30	30	30	30	30
item8	Pearson Correlation	-.309	.021	.203	.205	-.031	.241	.158	1	.516**	.161	.452*
	Sig. (2-tailed)	.097	.913	.283	.278	.870	.200	.403		.004	.395	.012

	N	30	30	30	30	30	30	30	30	30	30	30
item9	Pearson Correlation	.256	.444*	.708**	.320	.159	.383*	.579**	.516**	1	.444*	.801**
	Sig. (2-tailed)	.172	.014	.000	.085	.402	.037	.001	.004		.014	.000
	N	30	30	30	30	30	30	30	30	30	30	30
item10	Pearson Correlation	.301	.218	.499**	.521**	.188	.429*	.417*	.161	.444*	1	.707**
	Sig. (2-tailed)	.106	.248	.005	.003	.319	.018	.022	.395	.014		.000
	N	30	30	30	30	30	30	30	30	30	30	30
sumy	Pearson Correlation	.455*	.355	.837**	.583**	.437*	.692**	.725**	.452*	.801**	.707**	1
	Sig. (2-tailed)	.012	.054	.000	.001	.016	.000	.000	.012	.000	.000	
	N	30	30	30	30	30	30	30	30	30	30	30

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

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

Appendix 11. The Reliability Test of Variables

Table 3.8

The Reliability Test of Professional Competence Questioner

Reliability Statistics

Cronbach's Alpha	N of Items
.894	12

Table 3.9

The Reliability Test of Teaching Style Questioner

Reliability Statistics

Cronbach's Alpha	N of Items
.876	17

Table 3.10

The Reliability Test of Student Motivation Questioner

Reliability Statistics

Cronbach's Alpha	N of Items
.811	10

Appendix 12. Research Instrument

Nama :

Kelas :

No. Absen :

Petunjuk Pengisian Angket:

1. Isilah nama, kelas dan nomor absen sesuai dengan data Anda sebenarnya.
2. Semua data harap diisi dengan jujur demi mendapatkan data yang benar-benar objektif
3. Kerasahasiaan terjamin
4. Pilihlah jawaban dengan memberi tanda checklist (√) pada jawaban yang paling mewakili kondisi Anda.
5. Keterangan:
TP= Tidak Pernah
JR= Jarang
KD= Kadang-kadang
SR= Sering
SL= Selalu

KOMPETENSI PROFESIONAL GURU						
No	Daftar Pertanyaan	TP	JR	KD	SR	SL
		(1)	(2)	(3)	(4)	(5)
1.	Guru mengajar secara sistematis, dari mulai menjelaskan tujuan pembelajaran, melakukan kegiatan pembelajaran hingga melakukan penilaian kepada siswa					
2.	Guru mengaitkan materi pelajaran sesuai dengan kehidupan sehari-hari siswa dan kondisi masyarakat					
3.	Guru mampu menjelaskan materi dengan jelas sesuai dengan bidang studi IPS					
4.	Guru menjelaskan kompetensi yang harus dicapai oleh siswa					
5.	Jika ada siswa yang gaduh atau ribut,					

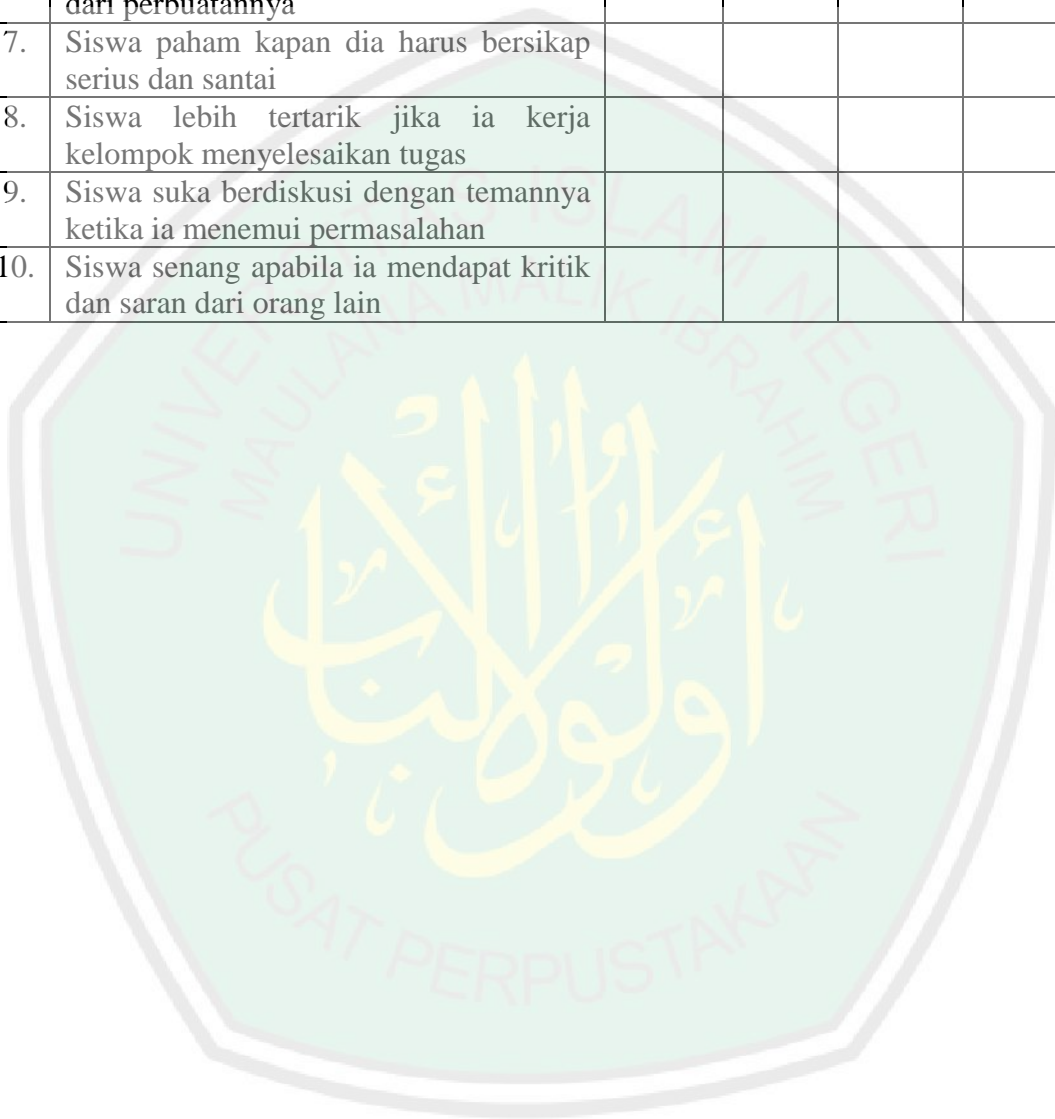
	maka guru menegur siswa tersebut dan memberi hukuman					
6.	Guru menggunakan buku paket dan sumber belajar yang lain (seperti LCD Proyektor, komputer, laptop, museum, masjid, perpustakaan, internet dll) dalam kegiatan pembelajaran					
7.	Guru menguasai materi pembelajaran sesuai dengan jenjang kelas yang diampu					
8.	Guru menjelaskan dari yang mudah menuju yang sulit					
9.	Guru terlibat pernah atau sedang terlibat dalam kegiatan administrasi keuangan sekolah					
10.	Guru pernah atau sedang melakukan penelitian didalam kelas untuk memperbaiki kekurangan dalam mengajarnya					
11.	Materi yang disampaikan guru sesuai dengan kebutuhan siswa					
12.	Guru memberi kesempatan kepada siswa untuk konsultasi secara berkala mengenai materi atau tugas yang telah diberikan guru					

GAYA MENGAJAR GURU						
No	Daftar Pertanyaan	TP	JR	KD	SR	SL
		(1)	(2)	(3)	(4)	(5)
1.	Guru mendominasi didalam kelas					
2.	Siswa lebih banyak mendengar dari pada berbicara					
3.	Guru tidak memberi kebebasan siswa untuk mengakses informasi dari internet dan sumber lain					
4.	Siswa memperoleh pengetahuan dari penjelasan guru saja					
5.	Guru memberikan pengarahan kepada siswa dalam belajar					

6.	Guru menggunakan teknologi berupa komputer, LCD, internet dalam pembelajaran					
7.	Guru memberikan pertanyaan mengenai suatu masalah yang sesuai dengan materi yang akan dibahas diawal pembelajaran					
8.	Guru mampu membimbing siswa dalam belajar					
9.	Guru mengajar sesuai dengan minat dan kebutuhan siswa					
10.	Guru mengajar menyesuaikan dengan kemampuan siswa					
11.	Peran siswa dikelas lebih dominan dari pada guru					
12.	Guru mampu menjadi pendengar dan pemberi solusi kepada siswa apabila menemui permasalahan belajar					
13.	Guru dan siswa sama-sama aktif didalam kelas					
14.	Peran guru dan siswa didalam kelas sama-sama dominan					
15.	Siswa merasa kehadiran guru didalam kelas sangat penting					
16.	Siswa diberi kebebasan untuk bertukar pendapat dengan siswa lain dalam menyelesaikan masalah					
17.	Siswa menjadi semakin percaya diri setelah melakukan diskusi dengan orang lain					

MOTIVASI BELAJAR SISWA						
No	Daftar Pertanyaan	TP	JR	KD	SR	SL
		(1)	(2)	(3)	(4)	(5)
1.	Siswa mengerjakan tugas dengan sungguh-sungguh					
2.	Siswa memahami bahwa jika mereka belajar dengan sungguh-sungguh, maka mereka akan sukses					
3.	Siswa merasa memiliki tanggungjawab					

	ketika ia mendapatkan tugas					
4.	Siswa menyukai tantangan, misalkan dengan tugas yang sulit					
5.	Siswa selalu berpikir dahulu sebelum melakukan suatu pekerjaan atau pemecahan masalah					
6.	Siswa paham akan resiko yang diambil dari perbuatannya					
7.	Siswa paham kapan dia harus bersikap serius dan santai					
8.	Siswa lebih tertarik jika ia kerja kelompok menyelesaikan tugas					
9.	Siswa suka berdiskusi dengan temannya ketika ia menemui permasalahan					
10.	Siswa senang apabila ia mendapat kritik dan saran dari orang lain					



Appendix 13. The Result of Research Instrument (Professional Competence)

No	x11	x12	x13	x14	x15	x16	x17	x18	x19	x110	x111	x112	sumx1
1	4	5	5	3	2	3	4	4	4	3	4	5	46
2	4	3	4	5	2	1	3	2	4	3	3	5	39
3	4	3	3	4	5	3	5	5	5	4	5	5	51
4	3	4	3	5	2	1	2	4	4	2	5	5	40
5	3	2	4	5	3	1	3	4	5	4	5	3	42
6	5	4	4	5	3	5	3	5	5	4	5	5	53
7	5	5	3	3	5	3	4	5	5	5	5	5	53
8	5	5	3	3	5	3	4	5	5	5	5	5	53
9	5	0	5	5	5	3	5	5	5	5	5	5	53
10	5	0	4	5	1	3	2	2	4	5	2	5	38
11	5	4	4	4	2	4	4	4	5	4	4	4	48
12	5	4	5	5	1	3	2	2	4	5	2	4	42
13	4	5	3	5	2	3	3	4	3	5	5	5	47
14	5	4	4	5	3	2	3	4	5	5	5	5	50
15	2	4	3	5	3	2	2	3	5	5	5	5	44
16	5	4	4	3	3	2	3	4	5	5	5	5	48
17	5	4	4	5	1	3	2	2	4	5	2	5	42
18	4	5	3	5	2	3	3	4	3	5	5	5	47
19	4	4	4	5	3	4	2	2	5	4	5	3	45
20	5	4	4	4	3	4	3	4	5	3	4	5	48
21	4	4	2	3	3	2	1	5	5	3	5	5	42
22	5	5	2	3	3	2	1	5	5	3	5	5	44
23	5	4	4	4	3	4	3	4	5	5	5	5	51
24	5	5	2	5	2	3	1	5	5	4	5	5	47
25	5	5	4	5	2	3	1	5	5	5	5	5	50
26	4	5	3	4	5	3	3	4	4	3	4	5	47
27	4	3	4	5	3	4	4	5	4	3	5	5	49
28	4	5	3	4	5	4	4	4	4	3	4	3	47
29	4	3	3	4	2	4	5	5	4	5	3	5	47
30	4	5	4	3	4	5	4	3	5	4	4	5	50
31	3	3	3	4	4	4	3	4	4	4	5	5	46
32	3	3	3	4	4	5	3	4	4	5	4	5	47
33	3	3	3	4	3	4	3	4	5	4	4	4	44
34	4	3	4	3	5	1	2	3	4	5	5	5	44
35	4	3	4	2	5	1	2	3	4	5	5	4	42
36	3	3	4	5	3	1	5	5	5	4	5	5	48
37	3	2	4	3	2	2	4	4	5	3	4	4	40

38	3	2	4	4	3	2	4	4	5	3	4	4	42
39	5	4	4	5	5	3	4	4	4	3	5	4	50
40	5	4	4	5	5	3	4	4	4	3	5	4	50
41	5	5	3	3	2	1	5	4	5	4	3	5	45
42	4	4	4	5	3	4	3	5	5	3	4	5	49
43	4	4	4	5	3	4	3	5	5	3	4	5	49
44	4	4	4	3	2	2	3	4	4	4	5	3	42
45	4	4	3	4	2	1	5	3	4	3	5	5	43
46	4	4	4	4	3	2	3	4	4	3	4	5	44
47	4	4	4	4	3	2	3	4	4	3	4	5	44
48	4	4	4	4	3	1	5	4	4	5	4	5	47
49	4	3	4	4	4	3	4	5	5	4	4	4	48
50	4	3	4	4	3	3	4	5	5	4	4	4	47
51	4	3	4	4	3	3	4	4	4	4	4	5	46
52	4	3	4	4	3	3	4	4	4	4	4	5	46
53	4	3	4	5	3	1	5	5	5	4	5	5	49
54	5	3	4	3	5	4	4	3	5	3	5	5	49
55	5	3	4	3	5	4	4	3	5	3	5	5	49
56	3	3	3	4	4	5	3	4	5	3	4	5	46
57	4	5	4	5	3	5	4	5	5	4	5	4	53
58	5	3	4	5	5	1	3	4	5	4	3	4	46
59	4	3	4	4	3	4	3	4	4	4	4	4	45
60	4	3	4	4	3	3	4	5	5	5	4	5	49
61	3	4	4	5	4	4	4	3	5	5	5	5	51
62	3	4	4	5	5	4	4	3	5	5	5	5	52
63	3	4	4	5	5	1	4	3	4	5	5	5	48
64	3	0	4	5	4	5	3	4	4	5	5	5	47
65	5	4	4	4	4	2	3	4	5	4	4	4	47
66	5	4	4	4	3	2	3	2	5	3	3	5	43
67	4	4	3	5	3	5	3	4	4	3	5	5	48
68	5	3	4	4	5	3	5	4	4	3	3	5	48
69	5	4	4	4	4	3	3	4	4	4	5	4	48
70	5	4	4	4	3	2	3	2	5	3	2	5	42
71	5	4	4	5	5	3	3	5	4	5	4	5	52
72	5	4	5	5	4	4	3	4	4	5	5	5	53
73	5	3	4	5	2	2	4	5	5	4	5	5	49
74	3	4	2	2	3	4	4	3	2	3	4	2	36
75	5	3	4	5	4	5	4	3	5	3	4	5	50
76	5	3	4	5	4	3	4	3	5	3	4	5	48
77	5	4	5	5	4	3	4	5	5	5	5	5	55

78	5	4	4	5	5	3	4	5	5	4	5	5	54
79	5	4	5	5	5	3	4	5	5	4	5	5	55
80	5	4	3	5	5	5	5	4	5	4	5	5	55



Appendix 14. The Result of Research Instrument (Teaching Style)

No.	x21	x22	x23	x24	x25	x26	x27	x28	x29	x210	x211	x212	x213	x214	x215	x216	x217	sumx2
1	5	3	3	4	5	4	5	2	3	4	3	4	2	4	5	4	5	65
2	5	3	3	4	5	4	5	4	4	4	4	3	5	4	3	4	5	69
3	2	3	3	3	2	3	3	2	4	4	4	3	5	4	4	5	5	59
4	5	4	3	4	3	3	5	4	4	4	4	3	5	4	3	4	5	67
5	3	3	2	3	3	4	5	4	4	4	5	4	4	3	4	4	3	62
6	3	3	2	4	3	3	5	3	4	4	5	4	4	5	4	5	4	65
7	1	1	5	3	4	3	3	5	5	4	5	5	3	3	4	5	5	64
8	2	3	3	4	3	4	5	5	4	5	5	2	3	3	3	4	5	63
9	2	3	3	3	2	5	5	3	5	5	5	2	3	3	3	4	5	61
10	4	4	5	5	3	2	4	5	4	5	4	5	2	4	4	4	5	69
11	2	4	4	5	3	3	5	5	5	5	5	5	5	3	3	3	5	70
12	2	3	3	3	2	3	3	2	4	4	5	5	3	5	3	4	3	57
13	2	3	3	4	3	4	4	5	3	3	5	0	0	3	3	4	4	53
14	4	3	2	5	4	4	5	3	4	4	4	2	4	3	4	4	4	63
15	2	3	3	2	3	5	5	3	3	4	5	4	5	3	3	3	3	59
16	3	2	2	5	4	4	3	3	4	4	4	2	5	3	3	4	4	59
17	2	3	3	3	2	3	3	2	4	4	5	5	3	5	3	4	3	57
18	2	4	4	5	3	3	5	5	5	5	5	5	5	4	4	4	4	72
19	2	4	4	5	3	3	5	5	5	5	5	5	5	3	3	3	5	70
20	2	3	0	0	3	4	5	5	5	5	5	5	5	5	5	5	5	67
21	2	5	3	5	3	5	5	3	5	5	5	1	5	5	5	3	5	70
22	1	2	2	5	2	5	5	4	5	5	5	5	5	4	4	5	4	68
23	1	2	2	5	2	5	5	4	5	5	5	5	5	4	4	5	4	68
24	3	2	4	4	3	3	5	4	4	4	4	5	5	5	4	3	3	65
25	5	4	3	4	4	5	5	4	4	5	3	4	5	2	2	3	3	65
26	5	4	4	4	2	4	4	3	4	5	5	1	5	4	4	4	4	66
27	5	2	3	2	1	2	3	1	3	3	4	4	2	3	3	4	3	48

28	5	3	3	2	1	4	2	1	2	2	3	5	4	2	1	2	2	44
29	3	3	3	4	4	4	5	5	3	4	4	5	5	4	4	4	4	68
30	0	3	4	4	4	5	4	3	4	5	4	4	4	5	4	4	4	65
31	2	4	3	3	3	3	4	3	2	2	4	4	4	3	3	4	3	54
32	1	4	3	4	4	5	5	4	4	5	5	5	4	5	5	5	5	73
33	1	3	3	5	5	4	5	3	2	4	3	2	5	3	3	4	2	57
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38	2	3	3	4	3	2	4	3	4	3	4	3	3	4	3	3	2	53
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62	2	4	4	4	4	4	4	5	4	4	5	5	4	4	4	5	4	70
63	3	4	4	5	4	4	4	3	0	3	3	4	3	4	4	3	4	59
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79	1	4	1	5	5	5	5	5	4	5	5	1	5	5	5	5	4	70
80	3	3	4	4	4	4	5	5	5	4	4	5	5	5	4	5	5	74

Appendix 15. The Result of Research Instrument (Student Motivation)

No.	y1	y2	y3	y4	y5	y6	y7	y8	y9	y10	Sumy
1	2	5	3	2	5	5	5	5	5	5	42
2	3	5	4	3	4	4	5	5	5	5	43
3	4	5	5	2	5	5	5	5	5	4	45
4	3	5	4	3	5	4	3	5	5	5	42
5	5	5	5	4	5	4	4	4	4	4	44
6	4	5	5	3	4	4	3	5	5	5	43
7	5	5	5	2	5	5	3	5	3	3	41
8	3	5	3	3	4	4	4	5	5	2	38
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25	4	5	4	3	4	4	5	5	4	3	41
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35	3	4	5	4	5	4	5	5	3	3	41
36	3	5	4	1	3	4	5	5	2	1	33
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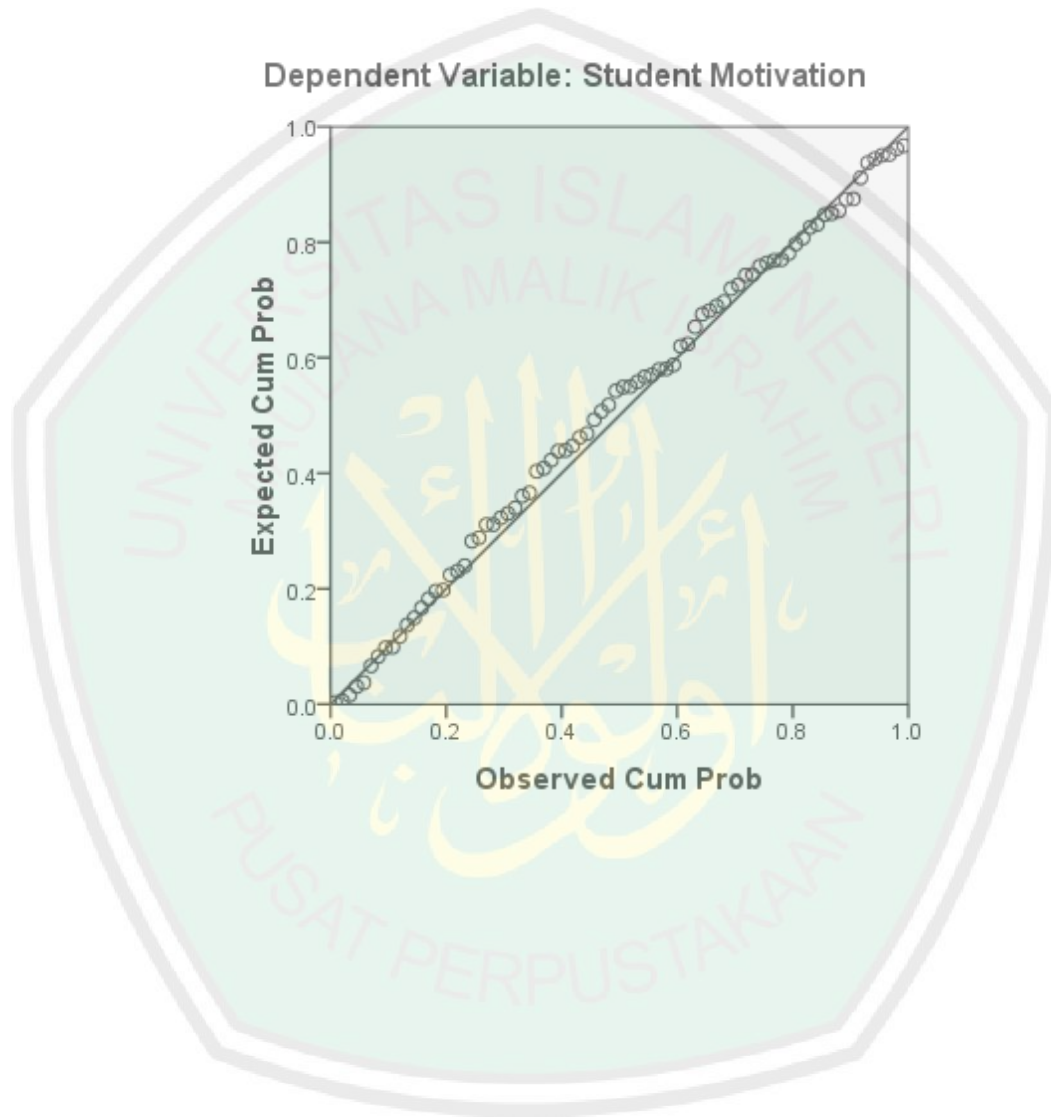
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61	5	5	5	4	4	4	4	5	4	4	44
62	5	5	5	3	4	4	4	5	4	4	43
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66	4	3	4	3	4	4	3	4	3	3	35
67	4	5	3	3	3	4	5	5	5	3	40
68	4	5	3	3	4	4	5	4	5	4	41
69	4	5	4	3	4	3	4	5	4	5	41
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73	5	5	5	4	5	4	5	3	5	5	46
74	3	4	5	4	4	3	2	3	2	5	35
75	4	3	3	3	4	3	3	5	5	4	37
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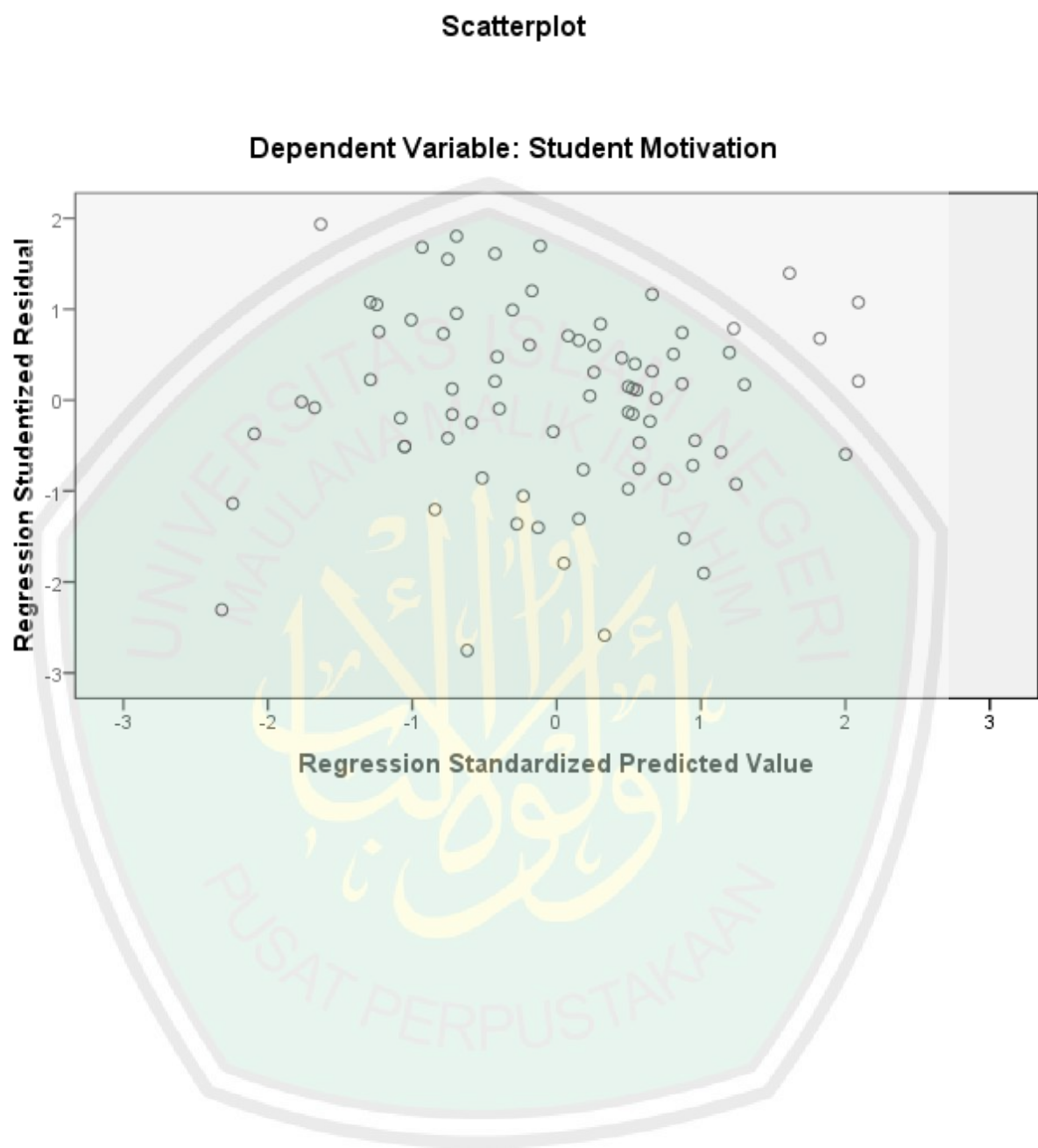
79	5	5	5	4	5	5	5	5	4	5	48
80	5	5	5	4	4	5	5	4	5	3	45



Appendix 16. The Classical Assumption Test

Normal P-P Plot of Regression Standardized Residual





Appendix 17. The Result of Interview

Dengan guru

Pewawancara : Apa benar panjenengan dengan bu Tutik ya bu dan guru IPS?

Guru IPS : iya.. bu Tutik.

Pewawancara : Kelas berapa bu?

Guru IPS : Kelas 8 biasanya ngajar kelas 9 terus ini gantian. Soalnya harus merangkap jadi bagian kurikulum terus saya juga ngajar kelas 8 juga

Pewawancara : Kalau selama mengajar pembelajaran IPS, apakah ada hambatan/ permasalahan?

Guru IPS : Kalau hambatan itu kan ya mesti ada kan ya? Mungkin karna dari anak dan mungkin juga dari guru karena ada tugas. Itu kan termasuk hambatan. Seperti contoh ada tugas mendadak, atau rapat. Kalau dari siswa, setiap anak tidak sama. Mungkin ada yang memperhatikan waktu diperhatikan ada yang jalan-jalan. Anak sekarang itu beda jauh dengan anak dulu.

Pewawancara : Bagaimana tingkat kemauan membaca siswa?

Guru IPS : Tingkat membaca sedang. Kalau dikatakan baik, berarti dia rajin. Kalau jelek tidak.

Pewawancara : Didalam pembelajaran IPS ada pendidikan karakter?

Guru IPS : Ada. Guru harus menanamkan pendidikan karakter. Apalagi di k13 ada tuntutan untuk mengembangkan pendidikan karakter. Lain dengan KTSP.

Pewawancara : Apakah Anda sering menggunakan media pembelajaran?

Guru IPS : Biasanya saya menggunakan LCD. Kalau ada kelas yang LCD nya bermasalah, bisa gentian kelas. atau dipusatkan di RKB atau lab bahasa. Mayoritas pake LCD

Pewawancara : bagaimana dengan penerapan metode dalam kegiatan mengajar bu?

Guru IPS : (guru kurang tau) peer teaching. Itu biasanya tugas kelompok . mempresentasikan ke depan ketua kelompok dan ada tanya jawab dan baru ditanggapi. Guru menyimpulkan dan anak juga. Atau diskusi dengan siswa. Jadi siswa itu saya kasih permasalahan lalu saya suruh diskusi. Bisa nanti sambil buka-buka hp dan mencari di internet gitu.

Pewawancara : Pernahkan menanamkan pendidikan kewirausahaan?

Guru IPS : Pendidikan ekonomi di kelas 7 dan kelas 9. Di kelas 7 ga ada. Hanya teori tentang ekonomi saja kalau praktek kok belum ada. Dan lingkup sekolah ini kan jauh dari keramaian. Kalau praktek banyak masuk di prakarya.

Pewawancara : Pendidikan karakter apa sudah efektif?

Guru IPS : Dari segi kejujurannya itu sulit. Meskipun awalnya kita menerapkan karakter seperti disiplin, berdoa, jujur. Tapi kalau waktu ulangan mereka 100% jujur itu juga sulit. Karakter anak tidak sama. Ada yang mencontek ada yang mengerjakan sendiri. Dia mengatakan “jujur” tapi dibelakang tetap tidak melakukan

Pewawancara: oh ya bu, apakah panjenengan menerapkan metode khusus mungkin bu se

Dengan Siswa

Pewawancara : Dengan siapa?

Siswa : Ika Sutiana kelas 8G

Pewawancara : Apakah Pembelajaran IPS itu? Apakah mengasikkan?

Siswa : Menurut saya pembelajaran IPS itu mengasikkan bisa tahu sejarah-sejarah tentang dunia.

Pewawancara : Pernah merasa bosan?

Siswa : Pernah.. tapi sebenarnya guru nya sudah jelas sih menjelaskan pelajarannya.

Pewawancara : Apakah siswa yang lain juga banyak yang bosan?

Siswa : Iya. Banyak yang bosan

Pewawancara : Kenapa?

Siswa : Karena gurunya membosankan hanya cerita

Pewawancara : apakah guru jarang menggunakan model dalam pembelajaran?

Siswa : Jarang kak. Guru menggunakan LCD, laptop atau komputer dan ceramah dan diberi soal

Pewawancara : Ada yang membolos?

Siswa : Ada kak. Ada yang kekelas lain, ada yang kekantin. Meskipun masih dalam proses kegiatan pembelajaran. Gurunya bisa tau bisa tidak.

Pewawancara : Apa tindakan gurunya?

Siswa : Dihukum atau diberi sanksi berupa point juga diberi tugas banyak.

Pewawancara : Apakah guru memberi motivasi?

Siswa : Iya kak, diberi tahu. Kalau ada murid yang bandel di bilangin gitu.

Pewawancara : apakah guru memberitahu kalau tujuan pelajaran kita itu kayak gini anak, atau memberikan latihan soal/ ulangan gitu dek?

Siswa : ya kalau itu selalu kak. Habis pembelajaran selesai mesti ada ulangan harian juga. Dan nilai kami disesuaikan dengan hasil nilai ulangan kalau ada yang rajin ya bisa dikasih nilai tambahan.



Appendix 18. The List of Teacher at State Junior High School 1 Kesamben Blitar

No	Name	TTL	NIP	Keterangan
				Subject
1	AMID NURSAIBUDI	Blitar, 19 Juni 1971	197106291995121001	Pendidikan Jasmani, Olahraga, dan Kesehatan
2	ANTHANASIA ENI SITI PUDIASTUTI	Purbalingga, 30 Desember 1963	196312301984032017	Bahasa Indonesia
3	ANTHONIUS MURI	Blitar, 7 Juni 1960	196006071988031005	Pendidikan Agama Katholik dan Budi Pekerti, Bahasa Jawa
4	ARIF SIGIT KURNIAWAN	Blitar, 8 Oktober 1976	197610082009011005	Pendidikan Agama Islam dan Budi Pekerti
5	ARIS TEGUH WIYONO	Blitar, 4 September 1980	198009042006041017	Pendidikan Agama Hindu dan Budi Pekerti
6	BAGUS PUTRA BIMANTARA	Malang, 9 Juni 1976	197606092010011011	Seni dan Budaya
7	DWI WAHYU HERU CAHYONO	Blitar, 27 Maret 1980	198003272009011005	Pendidikan Jasmani, Olahraga, dan Kesehatan
8	DYAH WINARTI	Blitar, 3 Mei 1962	196205031985012003	Bahasa Jawa
9	ELLY ZUNAIDAH	Blitar, 13 Desember 1959	195912131983022004	Ilmu Pengetahuan Sosial (IPS)
10	ELYA RAHAYU, S.Pd	Blitar, 15 Juni 1969	196906152007012030	Matematika (Umum)
11	ENY ZUNARTI	Blitar, 15 Desember 1970	197012151998022002	Pendidikan Agama Islam dan Budi Pekerti
12	FADKAN, S.Pd	Kediri, 5 September 1965	196509051998021005	Bahasa Indonesia
13	GIYANTORO	Blitar, 11 Juli 1968	196807112014071002	
14	GIYAR	Blitar, 10 November 1964		

15	GOENAWAN WIBISONO, A.Md, S.Pd, M.M	Blitar, 5 Oktober 1966	196610051988031015	Pendidikan Pancasila dan Kewarganegaraan
16	HADI SUPRAYITNO	Blitar, 23 Agustus 1973		
17	HARDIYITNO	Blitar, 27 Desember 1959	195912271981021003	Matematika (Umum)
18	HENNY KUSBANDIYAH, S.Pd	Blitar, 14 Juni 1962	196206141985122003	Ilmu Pengetahuan Alam (IPA)
19	HENY FUJI ROSYIDIANA	Blitar, 7 Februari 1980		
20	HERI BUDIONO	Blitar, 18 September 1966	196609181998021002	Bahasa Inggris
21	HERU SULISTYO	Blitar, 21 Oktober 1963	196310211990031005	Prakarya, Ilmu Pengetahuan Alam (IPA)
22	IKASARI AMBARWATI	Blitar, 27 Desember 1976	197612272008012007	Seni dan Budaya
23	IMAM HANAFI	Blitar, 28 Desember 1957	195712281986031009	Pendidikan Agama Islam dan Budi Pekerti
24	IMAM ROSID	Blitar, 12 Februari 1967		
25	JALILATUR ROHMAH, S.Si	Blitar, 9 Oktober 1978		Matematika (Umum)
26	JUWARTI	Blitar, 24 Januari 1970	197001242007012011	Bahasa Indonesia
27	LUSIA SAWITRI	Tulung Agung, 4 November 1961	196111041981012002	Ilmu Pengetahuan Alam (IPA)
28	M. GHUFRON	Malang, 8 Agustus 1960	196008081981111003	Bahasa Indonesia
29	MUJADI	Malang, 12 Juni 1962	196206121984031022	Ilmu Pengetahuan Alam (IPA)
30	MUNADI FIDDIN, B.A.,	Blitar, 16 Juli 1959	195907161987031010	Pendidikan Pancasila dan Kewarganegaraan

	S.Pd			
31	NANIK SUWARTI	Blitar, 19 November 1959	195911191987032004	Ilmu Pengetahuan Sosial (IPS)
32	NUNUK IDAWATI	Malang, 15 September 1972	197209151998022004	Matematika (Umum)
33	Drs. PRIYANTO	Blitar, 26 September 1961	196109261987031006	Ilmu Pengetahuan Sosial (IPS)
34	PUGUH SANTOSO	Blitar, 2 September 1964		
35	PURWO ASTUTI	Padang Sidempuan, 3 April 1963	196304031983032018	Bahasa Indonesia
36	RAHAYU INDRAS WINARNI	Blitar, 23 September 1968	196809231996022002	BK
37	RENJANA MARTINO MARTIN	Blitar, 25 Januari 1978	197801252005011005	Bimbingan TIK
38	RIADI, S.Pd	Blitar, 25 April 1991		Pendidikan Jasmani, Olahraga, dan Kesehatan
39	ROSYIDA NURMANINGTYAS, S.Pd	Blitar, 17 April 1974	197404172000032005	Seni dan Budaya
40	SITI RAHMAWATI	Gunung Kidul, 17 Oktober 1992		
41	SRI INDRIATI	Blitar, 7 Agustus 1963	196308071989032008	Pendidikan Pancasila dan Kewarganegaraan
42	SRI MURTINAH, S.Pd	Blitar, 5 Maret 1961	196103051983032012	Ilmu Pengetahuan Sosial (IPS)
43	SUBAKIR	Blitar, 2 April 1961		
44	SUEP HADISISWOYO	Gresik, 13 November 1965	196511131990031007	Ilmu Pengetahuan Alam (IPA)
45	SUMARSIH	Blitar, 14 Maret 1969	196903142007012029	Ilmu Pengetahuan Alam (IPA), Prakarya
46	SUPRIYADI, S.Ag	Banyuwangi, 16 September 1963		Pendidikan Agama Kristen dan Budi Pekerti
47	SUPRIYANTO	Tulung Agung, 16 Januari 1961	196101161983021002	Matematika (Umum)

48	SUTRIANI	Blitar, 8 Maret 1975		
49	SUWANTO	Blitar, 1 Oktober 1965	196510012007011016	Bahasa Indonesia
50	SUWARTI	Blitar, 4 April 1966	196604042006042014	Bahasa Inggris
51	SUYADI	Blitar, 2 Februari 1964	196402021990031008	
52	SUYADI	Malang, 14 April 1959	195904141981121007	BK
53	TOHARI, S.Pd, M.Pd	Blitar, 1 Januari 1966	196601011989031029	Ilmu Pengetahuan Sosial (IPS)
54	TRININGSIH	Blitar, 9 Februari 1965	196502091991032010	Bahasa Inggris
55	TUTIK SUWARTI	Blitar, 23 September 1962	196209231984032010	Ilmu Pengetahuan Sosial (IPS)
56	WAHYUNI	Blitar, 13 Maret 1980		Bahasa Jawa
57	WIDJI LESTARI	Blitar, 19 Juni 1957		
58	WINARNO	Blitar, 14 Oktober 1965	196510141989111001	Pendidikan Pancasila dan Kewarganegaraan
59	YUNAN FUADI	Blitar, 18 Januari 1973	197301182006041005	Bahasa Inggris
60	YUNI TRIANA	Blitar, 29 Juni 1965	196506291989032010	Bahasa Inggris
61	ZAINAL EDZWANSJAH	Surabaya, 15 Desember 1959	195912151981011007	Ilmu Pengetahuan Alam (IPA)

Appendix 19. Data of Students

EIGHTH GRADE STUDENT AT SMP NEGERI 1 KESAMBEN
ACADEMIC YEAR 2017 / 2018

Class A				Class B			
NO	NIS	NAMA SISWA	JK	NO	NIS	NAMA SISWA	JK
1	10173	Albaruch Shaquille	M	1	10206	Abel Aberlian Agustin	F
2	10210	Aninda Dzulha Aolia	F	2	10207	Achmad Nofan Ramadhan	M
3	10318	Arvilanti Devani	F	3	10170	Adista Whanziga Pa.	F
4	10463	Carlano Ruli Andana	M	4	10171	Ahmad Hanif Albaihaqi	M
5	10464	Choiriah Rizka Utami	F	5	10172	Ahmad Satori	M
6	10434	Dimas Setyo Pambudi	M	6	10209	Akmal Maulana Muhammad	M
7	10217	Elviera Putri Yunianingtyas	F	7	10174	Amrina Rosyada	F
8	10395	Elysa Umiati	F	8	10175	Ayu Prastika Dewi	F
9	10181	Eva Osika	F	9	10213	Delli Nur Aini	F
10	10291	Fahrul Nino Saputra	M	10	10176	Deny Fadlan Sabila	M
11	10184	Ferdian Roy Sugandi	M	11	10177	Diki Dwi Setiawan	M
12	10218	Fristi Dwi Sagita	F	12	10178	Dimas Bagus Adi Priyanga	M
13	10185	Haliza Mariya Dewi	F	13	10179	Dina Shofiana	F
14	10471	Hana Dwi Putri Setiowati	F	14	10180	Elly Rahmawati Dyah Sanofa	F
15	10186	Ila Lailatul Khotimah	F	15	10216	Elsa Erfiandini	F
16	10189	Irnandini Putri Imroatus Sholihah	F	16	10182	Eza Bagus Hadi Saputra	M
17	10190	Jamilatul Maldini Istikhomah	F	17	10183	Fara Aulia Putri Agesta	F
18	10191	Kirana Ari Santoso	F	18	10187	Ilham Prayogo	M

19	10193	Mesidah Devita Sari	F	19	10188	Intan Wulandhari	F
20	10194	Moh. Syahrul Nizam	M	20	10221	Khusnul Ma'Arif	M
21	10261	Mohammad Sirojuddin Mahfudz	M	21	10222	Kristiana Sari	F
22	10300	Muhammad Annas Darunnaja	M	22	10192	M. Dava Arya Nada Putra	M
23	10228	Muthia Ameylia Ariyanti	F	23	10224	Maeri Ahmed Mido Hasan	M
24	10197	Natasya Salsa Dilla	F	24	10227	Muhammad Harafsan Alhad	M
25	10481	Neng Yuliani	F	25	10195	Muhammad Rosikhul 'Irfan	M
26	10267	Nur Ardhiansyah	M	26	10196	Nanda Difa Nur Aisyah	F
27	10198	Patris Setyobudi	M	27	10231	Pitri Wulan Rahmawanti	F
28	10339	Radita Meilani Putri	F	28	10199	Putri Martikasari	F
29	10485	Rendi Kurniawan	M	29	10200	Rizal Agung Tri Pamungkas	M
30	10409	Resya Rahmawati	F	30	10235	Syah Dewa Firdaus	M
31	10486	Rinandy Darawerti	F	31	10202	Tsabitah Fara Fatiha	F
32	10452	Riza Akbar Firmansyah	M	32	10238	Wanda Virda Nurida	F
33	10201	Salsabila Ainur Rohmah Azzahro	F	33	10203	Winihati	F
34	10234	Sri Silvia Kusumawati	F	34	10204	Yasinta Eka Priyantina	F
35	10239	Wulan Cahyaning Putri	F	35	10205	Yovi Landa Vyas Sherlie Carrisa	F
36	10421	Yunila Putmasari	F				

**EIGHTH GRADE STUDENT AT SMP NEGERI 1 KESAMBEN
ACADEMIC YEAR 2017 / 2018**

Class C				Class D			
NO	NSI	NAME	M/F	NO	NSI	NAME	M/F
1	10208	Adeliya Putri Septiyani	F	1	10279	Amanda Karismatul Aulia	F

2	10242	Aditya Ica Saputra	M	2	10243	Anggraeni Dyah Palupi	F
3	10244	Anisa Okta Fera	F	3	10280	Annisa Nur Istiqomah	F
4	10211	Aprianto	M	4	10281	Arfina Dwi Rahayu	F
5	10246	Cahyarini Dwi Prastiwi	F	5	10283	Arya Indra Maulana	M
6	10212	Chairul Roziqi	M	6	10245	Bagus Pradana	M
7	10214	Devi Berlian Nabilla	F	7	10247	Dimas Bayu Saputra	M
8	10215	Devvit Akbar	M	8	10287	Dina Wahyu Lestari	F
9	10249	Elga Via Afrinda	F	9	10248	Elfita Duwi Agustina	F
10	10250	Erista Laviola	F	10	10289	Elok Maharani Putri Sejati	F
11	10252	Fendi Herman Syah	M	11	10251	Eurico Abrianto	M
12	10254	Gea Rachmadani	F	12	10292	Faryan Zidane Nandito	M
13	10219	Ipung Dwi Cahyo	M	13	10253	Fernando Saputra	M
14	10220	Jennifer Novitasari	F	14	10294	Hafizh Salwa Putra Andries	M
15	10256	Jenny Moh Sui Chien	F	15	10255	Intan Margaretha Saputri	F
16	10258	Lingga Arta Gumilang	F	16	10296	Karebet	M
17	10223	M. Valent Al Sofyan	M	17	10257	Keke Fitri Annisa'	F
18	10225	Maulana Ihsan Fauzan	M	18	10298	Kristia Nurcahyani	P
19	10226	Mochamad Yusro Ilyasa Yahya	M	19	10259	Mochamad Sofyan Haqiqi	M
20	10260	Moh. Ari Nizar	M	20	10301	Muhammad Dody Setyawan	M
21	10263	Nabilla Eva Aprillyawati	F	21	10262	Muhammad Thoriq Alfarozi	M
22	10229	Naqi Yuangga Bintang Saputra	M	22	10264	Najwa Salsabila Lovilia Rahma	F
23	10230	Nikmatul Khusna	F	23	10303	Nia Ayu Rahma Wati	F
24	10265	Ninda Melia Safira Rahma	F	24	10266	Noviasari Fitriadewi	F

25	10268	Oktavianto Gilang Fauzi	M	25	10269	Pinkan Putri Dinanti Eliawan	F
26	10270	Putri Lestari	F	26	10305	Putri Wulandari	F
27	10272	Rifan Nanda Satria	M	27	10306	Rakhean Andres Perkasa	M
28	10274	Salma Mutiara Zafirah	F	28	10307	Reo Ferdiansyah Saputra	M
29	10232	Sevia Aulia Putri	F	29	10271	Restu Pramadani	M
30	10233	Shafira Naina Asykin	F	30	10273	Sadli Agung Pambudi	M
31	10236	Tegar Bagus Pramuja	M	31	10275	Sanjung Dein	F
32	10237	Tiara Amanda Aprilia Putri	F	32	10309	Silmi Ramdan Fitriana	F
33	10276	Vega Yuanita	F	33	10277	Vio Kurnia Sari	F
34	10240	Yossha Hendra Mardani	M	34	10313	Zildan Fulry Risky Sofyananta	M
35	10241	Yudhayana Galuh Ananta Bhakti	M	35	10495	Hesty Suryaningsih	F

**EIGHTH GRADE STUDENT AT SMP NEGERI 1 KESAMBEN
ACADEMIC YEAR 2017 / 2018**

Class E				Class F			
NO	NSI	NAME	M/ F	NO	NSI	NAME	M/ F
1	10314	Ahmad Aan Yogatama	M	1	10350	Aditiya Fajar Kurniawan	M
2	10278	Ahmad Rendy Ardiansyah	M	2	10352	Alvira Aulia Syahraini	F
3	10315	Akmal Rajai Hadiyanto	M	3	10354	Anis Novitasari	F
4	10316	Andika Jovan Ardiansyah	M	4	10356	Danang Gede Pangestu	M
5	10282	Arista Meyla Maya Saputri	F	5	10357	Darisatulhusna	F
6	10317	Arsita Fajriati	F	6	10358	Della Eka Kurnia Sari	F
7	10284	Bimantara Ramadhan	M	7	10359	Didik Wirawan	M
8	10319	Dava Vieril Setiawan	M	8	10322	Divani Amelia Susanto	F

9	10320	Deni Satria Puja Pratama	M	9	10324	Erlangga Fariz Hanifan	M
10	10286	Dicky Adetya Ramadhan	M	10	10326	Evika Putri Wideasari	F
11	10321	Dinda Salsabila	F	11	10361	Fallentyo Reza Wijayanto	M
12	10323	Efillia Hadi Valentina	F	12	10362	Felicia Elsa Callista	F
13	10288	Ellen Tiadamayanti	F	13	10363	Fendy Setyawan	M
14	10325	Ernilia Istiqomah	F	14	10364	Helen Puspa Kartika	F
15	10290	Fahdina Riski Ananta	F	15	10365	Hevi Ismila	F
16	10327	Ferdian Nurul Iman	M	16	10328	Ilham Ipnu Hamsah	M
17	10293	Gaby Alisio Dicappriati	F	17	10367	Indra Maulana Septianto	M
18	10329	Jasmine Putri Wibowo	F	18	10330	Kanaya Salsa Bylla	F
19	10295	Jesiska Oktavia	F	19	10332	Loys Kaiva Egi Rahmanda Trianti	F
20	10297	Killa Trisnida Putri	F	20	10369	M. Irman Jati Anggara	M
21	10331	Lailatu Rahma	F	21	10371	Mayrista Yudilla Verdiana	F
22	10299	Meylisa Gaun Farenta	F	22	10373	Miftakhul Hanifa	F
23	10333	Mohamad Royan Romdhon Hidayad	M	23	10334	Montih Afreza Erlambang	M
24	10335	Muhammad Ibram Alifiansyah	M	24	10374	Muhammad Abdilla Zulkarnain	M
25	10302	Nadira Brilliant Yuwan Hamidah	F	25	10336	Nikky Salma	F
26	10337	Nisa Nur Rohmah	F	26	10375	Oktiviah Indah Saputri	F
27	10304	Prima Seta Aditya	M	27	10338	Puji Lestari	F
28	10340	Rajab Bryan Edtya Pratama	M	28	10341	Rama Nova Dwinata	M
29	10342	Ramadani Reihan Fajar Saputra	M	29	10343	Rige Exenito Najwadiva	M
30	10344	Rizky Rahmadhani	M	30	10377	Satrio Bagus Cahyono	M
31	10308	Shafira Octavia Rahmadani	F	31	10345	Sendy Yoans Saputra	M

32	10346	Siska Merlinda Juliana	F	32	10381	Triantika Fatmasari	F
33	10310	Siska Putri Cahyarani	F	33	10383	Vergina Angel Putri Nepriadi	F
34	10312	Wahyu Panji Ramadhan	M	34	10385	Yogi Eko Prastyo	M
35	10348	Yuyun Isma Fadilatur Rizky Gunawan Putri	F	35	10347	Yuliya Ernawati	F
36	10496	Zulvi Nadia Kusuma Dewi	F	36	10349	Zennenti Zellantika Kellenti Nellavanda	F

EIGHTH GRADE STUDENT AT SMP NEGERI 1 KESAMBEN
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Class G				Class H			
NO	NSI	NAME	M/ F	NO	NSI	NAME	M/ F
1	10351	Afigo Zenda Hardandy	M	1	10422	Agapitus Kuncoro Wibowo	M
2	10386	Alfitto Wahyuli Witdya Frambudi	M	2	10458	Ajis Giwantoro	M
3	10387	Amanda Tria Ramadani	F	3	10426	Andini Galuh Ike Septianingrum	F
4	10353	Ananda Mahfud	M	4	10428	Anggun Nurlita Anggiana	F
5	10388	Aurellia Beryl Rahima	F	5	10461	Ariel Fierlyano Dharma Irawan	M
6	10389	Ayu Setya Rini	F	6	10391	Carissa Ratri Yofiana	F
7	10390	Bryan Adam Hartono	M	7	10431	Christopher Alvandio	M
8	10392	Cikal Putri Prameswari	F	8	10432	Cinta Ferlyta Safrillia Christi	F
9	10394	Elvia Nurhidayah	F	9	10466	Dani Wahyu Afril Septianto	M
10	10360	Erlita Diana Putri	F	10	10433	Deby Amelia	F
11	10397	Haliza Cindai Rantaucha	F	11	10436	Dinar Arya Yudhistira	M
12	10399	Hengki Arya Crisnanda	M	12	10393	El Saranti	F

13	10366	Ika Sutiana Yulia Rachmasari	F	13	10438	Farah Najwa Saffa Balqis	F
14	10368	Lovis Jacky Arinta	M	14	10469	Ferdian Arfania Purwadi	M
15	10400	Luhur Seno Aji	M	15	10396	Gladis Vitria Pratiwi	F
16	10401	M. Amiruloh Yusron Ashari	M	16	10398	Hanifan Dzikri Nuralam	M
17	10370	M. Shabri Al Faisal	M	17	10440	Kelvin Rizky Syafandi	M
18	10372	Meira Dewi Amalia Diana Putri	F	18	10473	Klarisa Dhea Meylasari	F
19	10403	Mu Andri	M	19	10441	Kristina Putri Yulianti	F
20	10405	Ni'Matul Bella Sholikah	F	20	10474	Mandarista Putri Darmawan	F
21	10406	Nurlaily Indah Sari	F	21	10444	Maretha	F
22	10407	Rafi Kurnia Romadhon	M	22	10475	Mega Putri Silvia Kurniawati	F
23	10408	Rangga Dyan Ekananda	M	23	10402	Mohamad Farid Haryo Saputro	M
24	10376	Ratih Sukma Ayu	F	24	10404	Naca Rintika Damayani	F
25	10410	Richo Nurendra Handika	M	25	10446	Puput Dwi Puspita Sari	F
26	10412	Riyan Handoyo	M	26	10484	Redista Dewa Marsel Saputra	M
27	10415	Septian Subagio	M	27	10451	Riski Ac.	M
28	10378	Sona Bara Bertuah	F	28	10411	Rita Astra Winata	F
29	10379	Susilo Adi Nugroho	M	29	10413	Rizqi Faruq Haidar	M
30	10380	Tiara Damayanti	F	30	10416	Setiyawati	F
31	10417	Tito Ramadhan	M	31	10454	Simon Fernandez Martua Raja P.S	M
32	10418	Trisna Pramudita	M	32	10455	Tandio Windowvia Satriani	M
33	10419	Valentino Dovishinta Dillianaafreda	F	33	10489	Uul Lusiana	F
34	10382	Vella Aulia Aqualira	F	34	10491	Wenis Filar Afri Cea	F
35	10384	Vinka Claudhia Anggraini	F	35	10457	Zefanya Chandra Irawan	M

36	10420	Widya Putri Lestari	F			Agapitus Kuncoro Wibowo	M
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**EIGHTH GRADE STUDENT AT SMP NEGERI 1 KESAMBEN
ACADEMIC YEAR 2017 / 2018**

Class I			
NO	NSI	NAME	M/F
1	10423	Aldho Fernanda	M
2	10425	Anang Ma'Ruf Shobirin	M
3	10459	Andini Berliansyah	F
4	10460	Angeline Sunardi	F
5	10427	Angga Fauzan Habibi	M
6	10429	Annissa Gianifisica Denandri	F
7	10430	Bagus Krisnada	M
8	10462	Bima Bayu Saputra	M
9	10465	Danang Arie Wibowo	M
10	10467	Davina Novelia Agsa Putri	F
11	10435	Dina Novita Sari	F
12	10468	Endri Artono Sutanto	M
13	10437	Fadhila Rizky Nuril Indah	F
14	10470	Gebyana Tisa Onvela	F
15	10439	Ilham Dwi Cahyono	M
16	10472	Irvan Zunaidi	M
17	10442	Laurent Firsta Atmalianti	F
18	10476	Michael Giovani	M
19	10477	Mohammad Surya Prayoga	M
20	10478	Muhamad Al Fahrezi Kusuma	M
21	10479	Muhamad Zainul Abidin	M
22	10480	Muhammad Abdillah Faiz	M

23	10445	Nazarotul Aprilianingtyas	F
24	10482	Novia Angjelita Loza Meka Putri	F
25	10483	Prima Bintang Ardana	M
26	10447	Qotrunnada Hafidhautul Afiqoh	F
27	10448	Rara Ayu Dwi Iksanti	F
28	10449	Restu Lesti Ajeng Anjani	F
29	10450	Rida Ayu Anggriani	F
30	10487	Sania Santi	F
31	10453	Shela Yulia Rahmawati	F
32	10311	Valentino Cesar Omaratan	M
33	10456	Vandra Panji Nugroho	M
34	10490	Veronica Angel	F
35	10492	Winda Astriani	F
36	10493	Yahya Krisnu Widyatmoko	L

Information	M	F	Total
A	12	24	36
B	16	19	35
C	16	19	35
D	16	19	35
E	16	20	36
F	16	20	36
G	18	18	36
H	16	19	35
I	18	18	36
Total:	144	176	320

Appendix 20. Achievement of School

STUDENT ACHIEVEMENTS SMP NEGERI 1 KESAMBEN BLITAR ACADEMIC YEAR 2017/2018

NOMOR		NAMA	L/ P	KL S	PRESTASI 1		PRESTASI 2	
UR UT	IND				NA ME	NILAI	NAM E	NILAI
1	9858	EDZWINA HAYYU SAFFIRA	P	7A	O2S N	Juara III Tennis Lapangan Putri Tingkat Kabupaten Blitar	-	-
2	1009 5	WAHYU PRATAMA	L	7G	O2S N	Juara II Catur Tingkat Kabupaten Blitar	-	-
3	1012 7	STEVEN IMMANUEL BINTANG SAKTI	L	7H	FLS2 N	Juara I Gitar Tunggal Tingkat Kabupaten Blitar	-	-
4	1014 3	CHRISTIAN BENNY PRASOJO	L	7I	O2S N	Juara I Atletik Tingkat Kabupaten Blitar	O2SN	Juara III Atletik Beregu Tingkat Propinsi Jawa Timur
5	9744	ALFI TSURAYA	P	VIII -A	OSN	Juara I Mata Pelajaran IPS Tingkat Kabupaten Blitar	FLS2 N	Juara III Melukis Tingkat Kabupaten Blitar
6	9516	ANANLI RAIZA RENZYTHA	P	VIII -A	FLS2 N	Juara II Vokal Grup Tingkat Kab. Blitar	-	-
7	9658	IRFANINDA PUTRI	P	VIII	FLS2	Juara I Story Telling Tingkat Kab.	-	-

		IMROATUL AZIZAH		-A	N	Blitar		
8	9568	PUTRI TRISNAWATI	P	VIII -A	FLS2 N	Juara II Vokal Grup Tingkat Kab. Blitar	-	-
9	9576	SERLY EIGHT SEVENTEEN	P	VIII -A	FLS2 N	Juara I Debat Bahasa Indonesia Tingkat Kab. Blitar	-	-
10	9550	AULIA SIGMA MAHARANI	P	VIII -B	O2S N	Juara II Tenis Lapangan Putri Tingkat Kab. Blitar	-	-
11	9521	CHARYA SEPTIANTO BUDIMAN	L	VIII -B	O2S N	Juara II Karate Tingkat Kab. Blitar	-	-
12	9607	RENDRA AGUSTINA	P	VIII -C	FLS2 N	Juara II Vokal Grup Tingkat Kab. Blitar	-	-
13	9574	SALSADITA HERDIANTI	P	VIII -C	FLS2 N	Juara I Menyanyi Tunggal Tingkat Kab. Blitar	-	-
14	9577	TA'ANG KRESNA PRAMUDYA MAHENDRA	L	VIII -C	O2S N	Juara I Tenis Lapangan Putra Tingkat Kab. Blitar	-	-
15	9758	MELDA FEBI JERI PRATIWI	P	VIII -G	FLS2 N	Juara II Vokal Grup Tingkat Kab. Blitar	-	-
16	9798	SANDI PADAMIAN AJI	L	VIII -H	FLS2 N	Juara II Vokal Grup Tingkat Kab. Blitar	-	-
17	9769	VANISA PUTRI ANGELLINA	P	VIII -H	O2S N	Juara II Silat Tingkat Kab. Blitar	-	-

Appendix 22. Documentations



Picture 22.1 Interview with student about the learning



Picture 22.2 Student answer the Quesionnaire

Appendix 23. Curriculum Vitae

CURRICULUM VITAE



Name : Ajeng Krisna Murti
ID Number : 14130119
Date and Place of Birth : Blitar, 26th February 1995
Faculty/ Study Program : Tarbiyah and Teaching Training Faculty/ Social Science
Education
Entrance Year : 2014
Address : Siraman Village 004/002 Kesamben, Blitar District
Email : ajengkrisna26@gmail.com

Malang, 23rd May 2018

Writer

Ajeng Krisna Murti