

**THE INFLUENCE OF TEACHER'S SOCIAL COMPETENCE
AND PERSONALITY COMPETENCE TOWARD STUDENT'S
LEARNING ACHIEVEMENT OF SOCIAL SCIENCE
SUBJECT IN SEVENTH GRADE AT BRAWIJAYA SMART
SCHOOL (BSS) JUNIOR HIGH SCHOOL MALANG**

THESIS

Written by:
Muhimatus Sholihah
NIM. 14130031



**INTERNATIONAL CLASS PROGRAM
SOCIAL SCIENCE EDUCATION DEPARTEMENT
TARBIYAH AND TEACHER TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY MALANG**

November, 2018

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THESIS

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

Written by:
Muhimatus Sholihah
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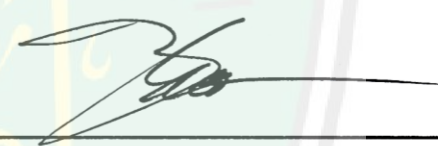


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LEGITIMATION SHEET

THE INFLUENCE OF THEACHER'S SOCIAL COMPETENCE AND PERSONALITY COMPETENCE TOWARD STUDENT'S LEARNING ACHIEVEMENT OF SOCIAL SCIENCE SUBJECT IN SEVENTH GRADE AT BRAWIJAYA SMART SCHOOL (BSS) JUNIOR HIGH SCHOOL MALANG

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Written by
Muhimatus Sholihah (14130031)
Has been defended and approved by the board of examiners on November 25th,
2018
As the requirement for the degree of *Sarjana Pendidikan (S.Pd)*

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**THE INFLUENCE OF THEACHER'S SOCIAL COMPETENCE AND
PERSONALITY COMPETENCE TOWARD STUDENT'S LEARNING
ACHIEVEMENT OF SOCIAL SCIENCE SUBJECT IN SEVENTH
GRADE AT BRAWIJAYA SMART SCHOOL (BSS) JUNIOR HIGH
SCHOOL MALANG**

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DEDICATION

In the name of Allah, the Beneficent, the Merciful. Praise be to Allah, Lord of the Worlds. Who make me possible to write my thesis, and give me opportunity to finish this thesis. Also Sholawat and Salam still delivered to Prophet Muhammad SAW. Who bring us from the darkness religion to the brightness religion.

With the blessing of Allah SWT, I want thank to :

My beloved parent, who always give me support and delivered their best pray to me every time. May Allah loves and blessing them.

All of my beloved family, who always give me motivation to finish my study in this beloved University.

All of the teachers who sincerely educated me, thanks for the priceless knowledge.

And I dedicate to my little family, International Class Program of Social Science Education Departement 2014, who always supported me in this finishing thesis.

The last, all of the members at Griya Tahfidz Muslimah Merjosari Malang, keep strunggle to memories and loving the Holy Qur'an every time. May Allah always blessing us.

MOTTO

عَنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ كَانَ يَقُولُ :
 إِنَّ خِيَارَكُمْ أَحْسَنُكُمْ أَخْلَاقًا . وَفِي رِوَايَةٍ . إِنَّ مِنْ خَيْرِكُمْ أَحْسَنُكُمْ خُلُقًا .
 (رواه البخارى)

Translation: From Abdillah bin Amrin, *that in fact the Messenger of Allah said:*
 “Really! the best of you are the best of morality.”

In a history: “Indeed, among you the best is the best morality.”

(HR. Bukhari)¹

¹ Muhammad Abdul Aziz Al Khuli, *Akhlaq Rasulullah SAW (Al Adabun Nabawi)*, (Semarang: CV. Wicaksana, 1989), Pg. 211.

Dr. H. Wahidmurni, M.P.d, Ak
The Lecturer of Tarbiyah and Teacher Training Faculty
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OFFICE MEMO OF ADVISOR

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Attachment : 4 (Four) Exemplars

To Whom It May Concern,
Dean of Tarbiyah and Teaching Training Faculty
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In
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Assalamu'alaikum Wr. Wb.

This office memo declares that Thesis originally owned by:

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is considered **acceptable** to be defended after being intensively read and regularly consulted in the area of research content, language, and writing composition.

Wassalamu'alaikum Wr. Wb.

Advisor,



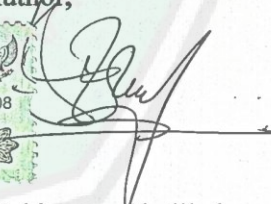
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CERTIFICATE OF THESIS AUTHORSHIP

I hereby declare that this thesis with title “The Influence of Teacher’s Social Competence and Personality Competence Toward Student’s Learning Achievement of Social Science Subject in Seventh Grade at Brawijaya Smart School (BSS) Junior High School Malang” is originally written by Muhimatus Sholihah, student of Social Science Education Program (P.IPS) as the requirement for degree of *Sarjana Pendidikan (S.Pd)*, Tarbiyah and Teaching Training Faculty at Maulana Malik Ibrahim State Islamic University, Malang. It does not incorporate any materials previously written or published by another person, except those in quotations and bibliography. Therefore, I am the only person who responsible for the thesis if there is any objection or claim from others.

Malang, September 3rd, 2018
Author,




Muhimatus Sholihah
NIM. 14130031

PREFACE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises to Allah SWT the Most Gracious and the Most Merciful, the only one Lord in this universe. Thanks to Allah because of all blessing and guidance, the writer is able to finish this thesis entitled “THE INFLUENCE OF THEACHER’S SOCIAL COMPETENCE AND PERSONALITY COMPETENCE TOWARD STUDENT’S LEARNING ACHIEVEMENT OF SOCIAL SCIENCE SUBJECT IN SEVENTH GRADE AT BRAWIJAYA SMART SCHOOL (BSS) JUNIOR HIGH SCHOOL MALANG” as the final instruction studies at the Maulana Malik Ibrahim State Islamic University Malang.

Shalawat and salam always be presented to our beloved Prophet Muhammad SAW, the last messenger who has guidance us from the darkness to the lightness in this world and who can give the blessing in the hereafter. This thesis is written to submitted as a part of the requirement for obtaining *Sarjana Pendidikan (S.Pd)* degree in Social Science Education Departement, Tarbiyah and Teaching Training Faculty at Maulana Malik Ibrahim State Islamic University Malang.

It is pride and happiness for writer she has complete this thesis. Although many barriers, obtacles, and trials in completing the research. It cannot be separated from the support and guidance of the various parties. Therefore, I would say thanks very much and give the appreciation highest possible to:

1. Prof. Dr. Abdul haris, M.Ag., as the Rector of Maulana Malik Ibrahim State Islamic University Malang.
2. Dr. Agus Maimun, M.Pd., as the Dean of Tarbiyah and Teaching Training Faculty at Maulana Malik Ibrahim State Islamic University Malang.
3. Dr. Alfiana Yuli Efiyanti, M.A., as the Head of Social Science Education Departement at Maulana Malik Ibrahim State Islamic University Malang.
4. Dr. H. Wahidmurni, M.P.d, Ak., as the Advisor of the thesis who already guided during the arrangement of this thesis.

5. All of my lectures in the Maulana Malik Ibrahim State Islamic University Malang, who give me a lot of knowledge, experience and inspiration.
6. Head Master of Brawijaya Smart School (BSS) Junior High School of Malang, who give me permission to do the research.
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The last, writer believes that there is not perfect result in every thesis, so that I never forget to ask some constructive criticism and also suggestion from the readers. Writer hopes this thesis will be useful for every reader and give contribution for improvements in learning achievement.

Malang, September 3rd, 2018

Muhimatus Sholihah

GUIDELINES OF ARAB LATIN transliteration

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

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

B. Long Vocal

Vocal (a) long = â

Vocal (i) long = î

Vocal (u) long = û

C. Diphthong Vocal

أَوْ = aw

أَيَّ = ay

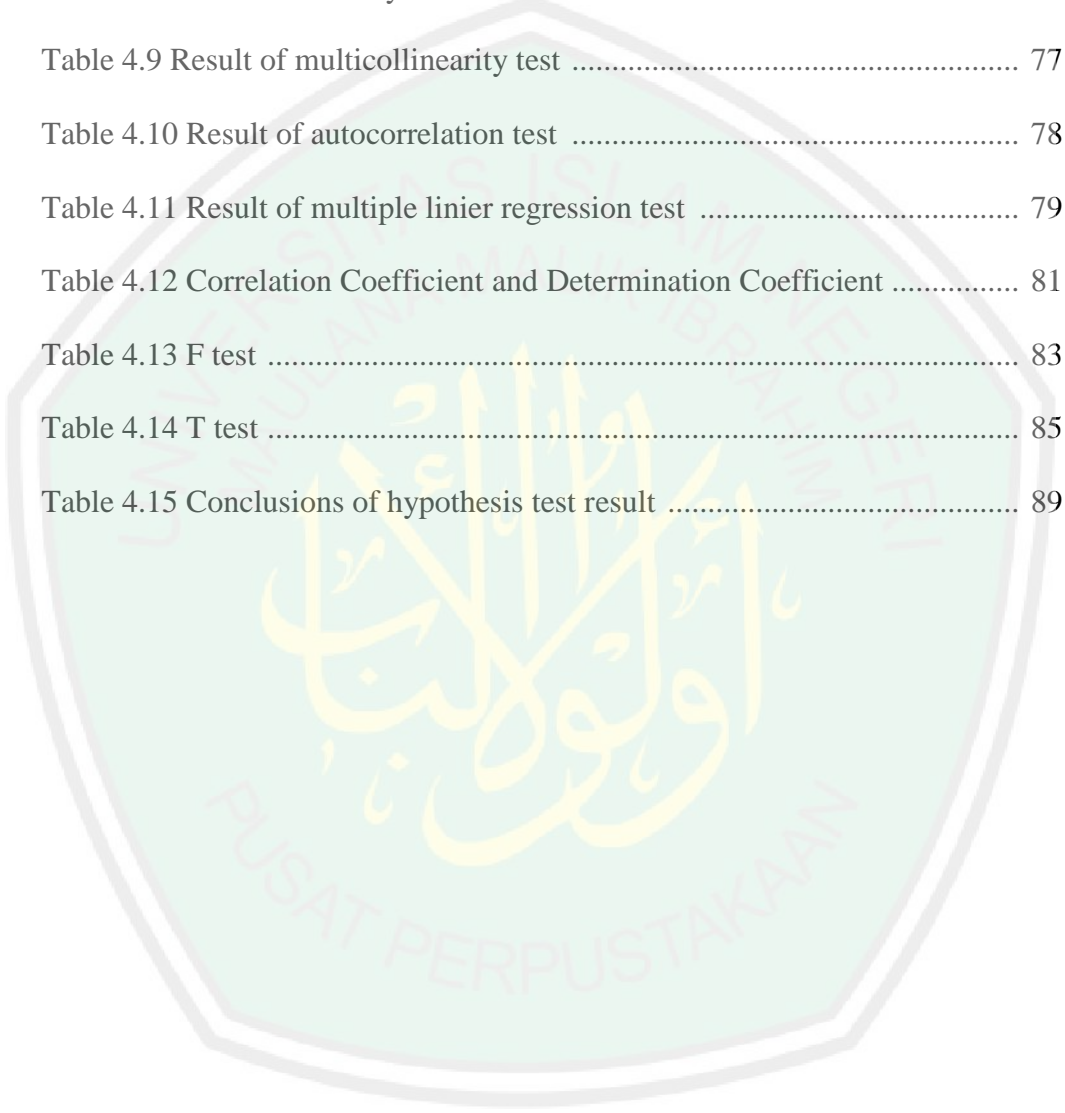
أُوَّ = û

إِيَّ = î

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ABSTRAK

Sholihah, Muhimatus. 2018. *Pengaruh Kompetensi Sosial dan Kompetensi Kepribadian Guru Terhadap Prestasi Belajar Mata Pelajaran IPS Peserta Didik Kelas VII di SMP Brawijaya Smart School Malang*. Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Dr. H. Wahidmurni, M.Pd, Ak.

Keberhasilan proses belajar siswa salah satunya sangat ditentukan oleh kompetensi sosial guru. Hal ini dikarenakan guru sebagai pemimpin pembelajaran, sebab guru adalah pemimpin pembelajaran, fasilitator, dan sekaligus merupakan pusat inisiatif pembelajaran. Selain itu, kompetensi kepribadian mempunyai pengaruh yang cukup besar dalam keberhasilan kegiatan pembelajaran yang pada ujungnya juga akan berpengaruh terhadap peningkatan prestasi belajar peserta didik. Selain faktor guru yang mempengaruhi prestasi belajar, ada faktor-faktor lainnya yang juga turut mempengaruhinya antara lain adalah siswa itu sendiri, keluarga, lingkungan bermain, media atau metode pembelajaran dan lain sebagainya.

Tujuan dari penelitian ini adalah untuk: (1) mengetahui pengaruh kompetensi sosial guru terhadap prestasi peserta didik pada mata pelajaran IPS kelas VII di SMP Brawijaya Smart School Malang, (2) mengetahui pengaruh kompetensi kepribadian guru terhadap prestasi peserta didik pada mata pelajaran IPS kelas VII di SMP Brawijaya Smart School Malang, (3) mengetahui pengaruh kompetensi sosial dan kompetensi kepribadian guru IPS terhadap prestasi peserta didik pada mata pelajaran IPS kelas VII di SMP Brawijaya Smart School Malang.

Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian deskriptif korelasional. Penelitian ini mengambil sampel secara keseluruhan (sampel populasi) pada siswa kelas VII tahun ajaran 2017/2018 di SMP Brawijaya Smart School Malang yang berjumlah 125 peserta didik. Teknik pengumpulan data untuk variabel kompetensi sosial dan kompetensi kepribadian guru menggunakan angket, sedangkan untuk variabel prestasi belajar diperoleh dari nilai raport mata pelajaran IPS. Untuk pengujian instrument menggunakan uji validitas dan reliabilitas. Sedangkan untuk teknik analisis data menggunakan analisis regresi linier berganda.

Hasil penelitian ini menunjukkan bahwa: (1) tidak terdapat pengaruh positif signifikan kompetensi sosial guru terhadap prestasi belajar mata pelajaran IPS peserta didik kelas VII SMP Brawijaya Smart School Malang, (2) terdapat pengaruh positif signifikan kompetensi kepribadian guru terhadap prestasi belajar mata pelajaran IPS peserta didik kelas VII SMP Brawijaya Smart School Malang, (3) terdapat pengaruh secara positif signifikan antara kompetensi sosial dan kompetensi kepribadian guru terhadap prestasi belajar mata2 pelajaran IPS peserta didik kelas VII SMP Brawijaya Smart School Malang.

Kata Kunci: Kompetensi Sosial, Kompetensi Kepribadian, Prestasi Belajar

ABSTRACT

Sholihah, Muhimatus. 2018. *The Influence of Teacher's Social and Personality Competences Toward Student's Learning Achievement of Social Science Subject in Seventh Grade at Brawijaya Smart School (BSS) Junior High School Malang*. Thesis, Social Science Education Department, Tarbiyah and Teaching Training Faculty, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Dr. H. Wahidmurni, M.Pd, Ak.

The success of the learning process of student is one of very determined by the teacher's social competence. This is because teachers are learning leaders, because teachers are learning leaders, facilitators, and at the same time are central to learning initiatives. In addition, personality competence has a considerable influence in the success of learning activities which at the end will also affect the improvement of learning achievement of student. In addition to teacher factors that affect learning achievement, there are other factors that also influence it, including students themselves, family, play environment, media or learning methods and so forth.

The purpose of this research are: (1) to know the influence of teacher's social competence toward student's learning achievement of social science subject in seventh grade at Brawijaya Smart School junior high school Malang, (2) to know the influence of the teacher's personality competence toward student's learning achievement of social science subject in seventh grade at Brawijaya Smart School junior high school Malang, (3) to know the influence of teacher's social and personality competences toward student's learning achievement of social science subject in seventh grade at Brawijaya Smart School junior high school Malang.

This research used a quantitative approach with a type of descriptive correlational. This research takes the overall sample (sample population) in the seventh grade at Brawijaya Smart School junior high school Malang in the year 2017/2018, amounting to 125 students. The data collection technique for variable social competence and personal competence of teachers using a questionnaire, while for the variable derived from the point of learning achievement from social studies raport. For testing instruments using validity and reliability tests. Whereas for data analysis techniques using multiple linear regression analysis.

The results indicate that: (1) there is no significant positive influence on teachers' social competence on learning achievement of social studies subjects of seventh grade in Brawijaya Smart School junior high school Malang, (2) there is a significant positive influence on teachers' personality competence on learning achievement of social studies subjects of seventh grade in Brawijaya Smart School junior high school Malang, (3) there is a significant positive effect between teacher's social and personality competences toward learning achievement of social studies subjects in seventh grade of Brawijaya Smart School junior high school Malang.

Keywords: Social Competence, Personality Competence, Learning Achievement

المستخلص

الصالحة، مهمة. 2018. تأثير الكفاءة الاجتماعية للمدرس الكفاءة الشخصية للمعلم في العلوم الاجتماعية في الصف السابع في المدرسة الثانوية براويجايا مالانج. الدراسة، قسم العلوم الاجتماعية، كلية العلوم التربوية و التدريس، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور الحاج واحد مورني الماجستير.

نعلم أن نجاحات عملية تعلم الطلاب هي الكفاءة الاجتماعية للمدرس. وذلك لأن المعلم أو المدرس يتعلم القادة والميسرين، وهو أيضا المركز لمبادرة التعلم. بالإضافة إلى ذلك، تتمتع كفاءة الشخصية بتأثير كبير في نجاح أنشطة التعلم و سوف تؤثر أيضا على تحسين التحصيل العلمي للطلاب. بالإضافة إلى عوامل المعلم التي تؤثر على التحصيل العلمي، هناك عوامل أخرى تؤثر أيضا عليها، بما في ذلك الطلاب أنفسهم، والأسرة، وبيئة اللعب، ووسائل الإعلام أو طرق التعلم و غير ذلك.

والغرض من هذا البحث هو: (1) أن يشرح كيفية تأثير الكفاءة الاجتماعية لمدرس في العلوم الاجتماعية الصف السابع في المدرسة الثانوية براويجايا (Smart School of Brawijaya) مالانج، (2) أن يشرح كيفية تأثير كفاءة الشخصية لمدرس في العلوم الاجتماعية الصف السابع في المدرسة الثانوية براويجايا مالانج، (3) أن يشرح كيفية تأثير الاختصاص والكفاءة الاجتماعية شخصية معلم الدراسات الاجتماعية نحو تحقيق الطلاب في العلوم الاجتماعية في الصف السابع في المدرسة الثانوية براويجايا مالانج.

يستخدم هذا البحث نوع من البحث الوصفي المترابطة. و يأخذ هذا البحث عينة عامة (عينة سكانية) للطلاب في الصف السابع من العام الدراسي 2018/2017 في المدرسة الثانوية براويجايا مالانج، بلغ مجموعها 125 طالبا. تستخدم تقنيات جمع البيانات لمتغيرات الكفاءة الاجتماعية وكفاءات شخصية المعلم الاستبيانات، في حين لمتغيرات التحصيل العلمي التي تم الحصول عليها من قيمة العلوم الاجتماعية.

لأدوات الاختبار باستخدام اختبارات الصلاحية والموثوقية. حيث أنه بالنسبة لتقنية تحليل البيانات باستخدام تحليل الانحدار الخطي المتعدد. و النتائج من هذا البحث إلى ما يلي: (1) لا يوجد تأثير إيجابي كبير على الكفاءة الاجتماعية للمدرس في التحصيل العلمي لمواد العلوم الاجتماعية للصف السابع للمدرسة الثانوية براويجايا مالانج، (2) هناك تأثير إيجابي كبير على كفاءة شخصية المعلم في التحصيل الدراسي للعلوم الاجتماعية لطلاب الصف السابع من مدرسة المدرسة الثانوية براويجايا مالانج، (3) و تأثير إيجابي كبير بين الكفاءة الاجتماعية وكفاءة شخصية المعلم على التحصيل العلمي لموضوعات العلوم الاجتماعية للصف السابع في المدرسة الثانوية براويجايا مالانج.

الكلمات الرئيسية: الكفاءة الاجتماعية، الكفاءة الشخصية، تعلم الإنجاز.

CHAPTER I

INTRODUCTION

A. Background

Based on Undang-undang number 14 of 2005 on Teachers and Lecturers states that Teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing and evaluating learners in early childhood education on formal education, primary education and secondary education.² In addition, the role of teachers includes many things, namely teachers can play a role as teachers, class leaders, mentors, learning environment regulator, learning planner, supervisor, motivator and as an evaluator.³

Along with the changes and advancements of science and technology that have led to increasingly complex civilization society changes, the world of education, especially in the learning process faces complex and complex challenges. For example the world of education should adjust the curriculum to the development and needs of society.

Learning methodologies should be developed to facilitate the delivery of learning materials that are increasingly crowded. In addition to achieving good

² M. Hasbi Ashsiddiqi, *Kompetensi Sosial Guru Dalam Pembelajaran dan Pengembangannya*, Jurnal *TA'DIB*, IAIN Raden Fatah Palembang, Vol. XVII, No. 01 Juni 2012.

³ Rusman, *Belajar dan Pembelajaran Berbasis Komputer Mengembangkan Profesionalisme Abad 21* (Bandung: Penerbit Alfabeta, 2012), Pg. 50.

results in a series of educational and learning activities, a teacher is required to have good qualifications and competencies.

Competence is a fusion of knowledge (power of thought), attitude (power of heart), and skill (physical power) is manifested in the form of deeds. In other words, competence is a combination of mastery, knowledge, skills, values and attitudes reflected in the habits of thinking and acting in performing tasks or jobs.

Based on Undang-undang number 14 of 2005 about teachers and lecturers on chapter IV article 10 mentions, there are four teachers, Personality Competencies, Pedagogic Competence, Professional Competence, Personality, and Social Competence. All four of these must-have competence of teachers, prompted or not, they should do it sincerely. The four competencies does not stand alone, but rather are interconnected and mutually influence each other, as well as underlying each other.

Theoretically, this four competencies can be separated from each other, but practically in fact the four types of competence can not be separated. The four competencies are inextricably linked in the teacher's identity. Teachers who are skilled in teaching, of course have pedagogic ability, but must also have a good personality and able to do social adjustment in the community, because the teacher is always used as a role model by students and the surrounding community.

In line with this according to Mulyasa states that teachers are often used as a role model by the community, for that teachers must recognize the values

adopted and developed in the community where performing duties and residing.⁴ For that teachers should always try to choose and do positive actions in order to lift good image, and authority, especially in front of students.

The success of student learning process is determined by the teacher's social competence. This is because the teacher as a learning leader, because the teacher is a learning leader, facilitator, and at the same time the center of learning initiatives. Therefore, teachers must always develop self-efficacy. Teachers need to have professional standards by mastering the materials as well as learning strategies and can encourage their students to learn earnestly. Teachers are a factor that is very dominant and important in formal education in general because for students, teachers are often used as role models, even become self-identification figures.

Therefore, teachers should have adequate competence behavior to develop students as a whole, according to the purpose of education is to develop the potential of students optimally. Standard of competence is a breakthrough issued by the ministry of education and culture that seeks to provide an overview of things that must be possessed by a teacher that leads to improve the quality and quality of education in Indonesia by improving the professionalism of teachers or mentors.

In addition to social competence, personality competence is an important aspect that must be mastered by the teacher. Referring to the national standard

⁴ E. Mulyasa, *Standar Kompetensi dan Sertifikasi Guru* (Bandung: PT. Remaja Rosdakarya, 2009), Pg. 32

of education, namely article 28 paragraph 3 point b, teacher personality competence includes a stable and stable personality, wise, mature and authoritative, be an example for learners and noble character.⁵

From the standards that mentioned, teachers are expected to be a person who is able to attract and inspire learners to increase interest in following the lessons taught by the teacher. So, apart from the four other competencies, personality competence also has a considerable influence in the success of learning activities that in the end will also affect the increase in student achievement learners.

As has been exemplified by the Prophet Muhammad, with personality and character of the Prophet, he always advised his people to behave noble and recommends to stay away from the bad traits. As has been mentioned in the Qur'an Surah Al-Imran verse 104,⁶

وَلْتَكُنْ مِنْكُمْ أُمَّةٌ يَدْعُونَ إِلَى الْخَيْرِ وَيَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ
وَأُولَئِكَ هُمُ الْمُفْلِحُونَ

"And let there be [arising] from you a nation inviting to [all that is] good, enjoining what is right and forbidding what is wrong, and those will be the successful."

Therefore the teacher's personality issues a top priority and major concern of the education community as well as scholars from time to time to the present. One of the famous scholars of Imam Al-Ghazali argues,

⁵ Ibid., Pg. 117.

⁶ *Ummul Mukminin Al-Qur'an dan Terjemahan untuk Wanita* (Jakarta Selatan: WALI), Pg. 71.

"That a teacher who can be entrusted with the task of educating is a teacher who is intelligent and perfect sense and also good moral and physical strength. With the perfection of mind he may have some knowledge and the moral good he can be an example and role model for his students."⁷

There is exposure from Imam Al-Ghazali, which states that a teacher should be perfect sense and also morals. Moral of a teacher is very important, because it can cause a sense of respect from students to and encourage to master the science taught by teachers. The importance of character or personality of a teacher has been in the spotlight for society, especially for parents.

Experience shows that issues such as motivation, self-discipline, social behavior, achievement and the desire to learn on students can be influenced by the personality of the teacher. Teachers must have the ability to assess themselves and control themselves and solve various problems experienced by students. Now still can found a troubled teacher in carrying out its duties.

Teachers have not been able to show good personality in front of their students either teaching or learning process in everyday life. There are still some teachers who teach in schools have not been able to show the characteristics of personality and social, such as his often angry, unfriendly, less creative, enter the class often late, there are even teachers who seem indifferent or lack of attention to the problems faced by students, all of which will affect student's learning achievement.

Based on the description above, when faced with the fact that teachers who have good teaching competence in the learning process is not easy to find, besides that teacher's teaching competence is not a stand-alone problem but also

⁷ Imam Ghazali, *Ihya' Ulumuddin*, Juz III, (Masyahadul Husaini, tt), Pg. 13.

influenced by several factors, including educational background, as well as teaching experience ever done. Thus teachers who have teaching competence will be able to create an effective learning environment and fun, and will be better able to manage the class, so that student learning outcomes at the optimum level and even able to print a desired achievement of learners.

We know that there are at least four competencies that must be mastered by a teacher, which one cannot be separated from each other and certainly interrelated. However, in this research the authors focus more on social competence and personality competence. According to the researchers, how important a teacher especially in today's era more to improve social competence and personality competence. In a book written by Jejen Musfah⁸, Husain and Ashraf say that, "In today's contemporary world attention is attention more to building, equipment, equipment, and materials, than to the personality and character of the teacher." This criticism deserves to be contemplated by the management of educational institutions and the faculty of the prospective teachers.

The grandeur of the building and the sophistication of educational equipment is not accompanied by personality and character development of teachers/lecturers and staff. The situation is increasingly absurd, when the teacher's behavior toward students or lecturers towards students violates the prevailing rules, and occurs at any time without systematic control of the school

⁸ Jejen Musfah, *Peningkatan Kompetensi Guru: Melalui Pelatihan dan Sumber Belajar Teori dan Praktik* (Jakarta: Kencana Prenada Media Group, 2011), Pg. 43

or university. Discuss about learning achievement, certainly not easy to achieve. To achieve it requires a strong effort in a learning process.

Especially for in the present era, which already implements the 2013 curriculum for the results assessment system not only focus on the intelligence of the brain but more focused on attitudes or behavior in everyday life. It has also been applied in Brawijaya Smart School junior high school Malang. Viewed from the curriculum applied in the present era as well as aspects of competence, researchers assume that highly important that teachers further enhance the personality and social competence. Because both competencies are the basic capital for a teacher can be a role model in behaving and behaving well in the learning process and daily life.

Beside the factors by teacher that affect in learning achievement, there are other factors that also influence it include the students themselves, family, play environment, media or learning methods and so forth.

A teacher plays an important role in being a role model in the attitude and trigger the increase in student learning achievement. Especially for the seventh grade, which was just an introduction to the school environment and has not stability because it is still at the stage of adjustment to the new environment. In the adaptation stage, learners desperately need a teacher who is one of the important elements in education that can be used as a spirit in improving learning achievement.

From there, the authors assume that in this research chose seventh grade as the right object to measure how far the influence of teacher's social

competence and personality competence to student's learning achievement on social studies subjects.

Therefore, based on the explanation above, the authors are interested to conduct research with the title "The Influence of Teacher's Social Competence and Personality Competence Toward Student's Learning Achievement of Social Studies Subjects in 7th Grade at Brawijaya Smart School Junior High School Malang".

B. Problems of Research

Based on the explanations that have been raised writer above, we can take some formulation of the problem below:

1. Is there any influence of teacher's social competence toward student's learning achievements of social studies subject in 7th Grade at Brawijaya Smart School (BSS) Junior High School Malang?
2. Is there any influence of teacher's personality competence toward student's learning achievements of social studies subject in 7th Grade at Brawijaya Smart School (BSS) Junior High School Malang?
3. Is there any influence of teacher's social and personality competence toward student's learning achievement of social studies subject in 7th Grade at Brawijaya Smart School (BSS) Junior High School Malang?

C. Purposes of Research

Based on the problems that have been formulated, the researcher aims to know below:

1. To know the teacher's social competence toward student's learning achievements of social studies subject in 7th Grade at Brawijaya Smart School (BSS) Junior High School Malang.
2. To know the teacher's personality competence toward student's learning achievements of social studies subject in 7th Grade at Brawijaya Smart School (BSS) Junior High School Malang.
3. To know the influence of teacher's social competence and personality competence toward student's learning achievement of social studies subject in 7th Grade at Brawijaya Smart School (BSS) Junior High School Malang.

D. Benefits of Research

The results of this research are expected can useful both theoretically and practically.

1. Theoretical Benefits
 - a. The results of this research are expected to increase knowledge and insight about the influence of teacher's social and personality competence toward student's learning achievement of social studies subject in seventh grade at Brawijaya Smart School junior high school Malang.
 - b. The results of this research are expected to contribute and can used as a reference support for libraries and for similar research that will be able to support more in-depth research.

2. Practical Benefits

a. For Researcher

- 1) Increase knowledge about the teacher's social and personality competence.
- 2) Become a capital to prospective teacher when really action in the world of education.

b. For School

- 1) The results of this study are expected to giving knowledge about the results of research in the form of whether or not the influence of teacher's personality and social competence toward the student's learning achievement of social studies subject at 7th grade. So the school is expected to create efforts in developing teacher competence. Especially in teacher's social competence and personality competence.
- 2) The results of this research are expected to be a reference in taking policy to develop the competence of teachers in schools.

c. For Teachers

- 1) The results of this research are expected to motivate teachers in developing the competence of personality and social competence in learning process of social studies subject at 7th grade.
- 2) The results of this research are expected to provide insight into the teacher about the presence or absence of the influence of the teacher's personal and social competencies toward student's learning achievement of social studies subject.

E. Hypothesis of Research

Hypotheses are needed to find out a temporary picture of the answer from the research. As Suharsimi Arikunto has written in his book that, "Hypotheses can be interpreted as a temporary answer to the problem of research until proven through the collected data".⁹ Hypothesis is divided into two types, namely the null hypothesis (Ho) which states there is no influence or no relation or no difference between variable X and variable Y. Alternative hypothesis (Ha) which indicate there is influence or there is a relation or there is a difference between variable X and variable Y.¹⁰

Showing from the formulation of the problem that has been put forward it can be proposed the hypothesis below,

The null hypothesis (Ho) of this research are:

1. There is no influence that significant positively of teacher's social competence toward student's learning achievement of social studies subject in 7th Grade at Brawijaya Smart School (BSS) Junior High School Malang.
2. There is no influence that significant positively of teacher's personality competence toward student's learning achievement of social studies subject in 7th Grade at Brawijaya Smart School (BSS) Junior High School Malang.
3. There is no influence that significant positively of teacher's social competence and personality competence toward student's learning

⁹ Suharsimi Arikunto, *Prosedur Penelitian suatu pendekatan dan praktek* (Jakarta: PT. Rineka cipta, 2006), Pg. 71.

achievement of social studies subject in 7th Grade at Brawijaya Smart School (BSS) Junior High School Malang.

Alternative hypothesis (Ha) of the research are:

1. There are influences that significant positively of teacher's social competence toward student's learning achievement of social studies subject in 7th Grade at Brawijaya Smart School (BSS) Junior High School Malang.
2. There are influences that significant positively of teacher's personality competence toward student's learning achievement of social studies subject in 7th Grade at Brawijaya Smart School (BSS) Junior High School Malang.
3. There are influences that significant positively of teacher's social competence and personality competence toward student's learning achievement of social studies subject in 7th Grade at Brawijaya Smart School (BSS) Junior High School Malang.

F. Scope of Research

The scope of this research includes two research variables, namely: (1) two independent variables are social competence and teacher personality competence, and (2) one dependent variable is student's learning achievement on social studies subject. The above two variables are further elaborated into several indicators based on the theory by the experts.

Table 1.1 Variable descriptions (Social Competence and Personality Competence) and Indicators

Variables	Indicators
Teacher's Social Competence (Permendiknas no. 16 Thn 2007)	<ol style="list-style-type: none"> 1. Be inclusive, objective, and non-discriminatory. 2. Communicate effectively, empathically and courteously. 3. Adapting in place of duty throughout the territory of the Republic of Indonesia.
Teacher's Personality Competence (Permendiknas no. 16 Thn 2007)	<ol style="list-style-type: none"> 1. Act with the norms of religion, law, social, and national culture of Indonesia. 2. Showing self as a steady, stable, mature, wise and authoritative person. 3. Showing themselves as role models for students and society. 4. Uphold the code of ethic in teacher profession.
Student's learning achievement on social studies subject at seventh grade	The book score of report in second semester year 2017/2018

G. Originality of Research

In this section of originality presents the elements of difference and equality of studies observed between the latest research with previous research showed from the scope of the research if there is a repetition of the study of the same things. Therefore, it seen what distinguishes this research from previous research.

In the first research by Yuni Riyati, there are similarities in the dependent variables using social competence and different in the independent variables that used social attitudes. Presentation of data in research Yuni Riyati also use questionnaire. And in the analysis of this research data using descriptive analysis which uses Product Moment formula in correlating between variables. In this

study there are results that there is a significant influence between the social competence of teachers to social attitudes of students in 8th grade.

In the second research by Handra Yani, there are similarities in independent variables that use personality competence and dependent variable using academic achievement. This research aims to determine the contribution of social competence of teachers to the cognitive learning outcomes of students in Junior High School 25 Pekanbaru City. To obtain the required data the authors use 3 (three) techniques of data collection that is observation, questionnaires, and documentation. In processing qualitative data, Handra Yani using product moment correlation analysis technique presented by Pearson.

Based on the percentage achieved in this research can be seen that the social competence of teachers on student learning outcomes SMPN 25 Pekanbaru City level of influence between the two variables are in the category high enough that is 0.511 and has a significant positive correlation proven $r_{count} > r_{table}$ or $0.511 > 0.344$. While the coefficient of determination (r^2) is 0.261 the contribution of the level of social competence of teachers to the learning outcome is 26.1%, while the rest is determined by other variables not examined in this research.

In the third research by Mohamad Fahrudin Shofi, there is an equation that equally examines the influence of teacher's personality competence on learning achievement of learners. The difference in previous research used only the competence of personality as independent variable. Previous research used field research with quantitative approach with correlation method. The data collection

techniques used are: 1) observation; 2) interview; 3) documentation; 4) questionnaire. After the data analysis, the results obtained from this research that the teacher's personality competence of islamic education in senior high school 3 Malang has a positive and significant influence on the achievement of learners of class X on subjects of PAI.

In the fourth reasearch by Aroma Fatimah Azzahra, there is an equation that equally examines the competence of teachers as a whole as independent variables, but different from this research which only focus on social competence and personality competence. Previous research used a quantitative approach with correlational approach. The data used the result of regression analysis which then we simultaneously. Results from previous research that there is a partial positive influence between teacher competence on student learning outcomes, and there is a positive influence on teacher's competence toward student's learning outcomes in social studies subjects in Plus Al-Kautsar junior high school Malang simultaneously.

Lastly, the research by Halimah Sadiyah, there are similarities in the independent variables using social competence and personality competence. The difference is the dependent variable in a previous research using student morals. The previous type of research is field research using qualitative and naturalistic descriptive or descriptive approaches. Methods of data collection in previous research using 1) observation; 2) interview; 3) documentation. And the results of the research there is good enough role of social competence and personality competence of teachers in Madrasah Aliyah Mu'allimin Muhammadiyah

Surakarta, so that influence good enough toward student's moral in second grade.

To clarify the explanation above, the researcher summarize it into a table below.

Table 1.2 Originality of Research

No.	Name, Title	Similarity	Diversity	Originality of Research
1	Yuni Riyati, Pengaruh Kompetensi Sosial Guru terhadap Sikap Sosial Kelas VIII di Madrasah Tsanawiyah Yakti Tegalrejo Magelang ¹¹	Equally observed the influence of teacher's social competence.	In the previous research the dependent variable used social attitudes of seventh grade.	Researching the Influence of Teacher's Social and Personality Competence toward Learning Achievement on social studies subject students by students in seventh grade
2	Handra Yani, Pengaruh Kompetensi Sosial Guru terhadap Hasil Belajar Siswa di Sekolah Menengah Pertama Negeri 25 Kota Pekanbaru ¹²	Equally observed the influence of teacher's social competence.	The dependent variable on previous research uses student learning outcomes.	
3	Mohamad Fahrudin Shofi, Pengaruh Kompetensi Kepribadian Guru Pendidikan Agama Islam terhadap Prestasi Belajar	Equally observed the influence of teacher's personality	The independent variable in previous research	

¹¹ Yuni Riyati, "Pengaruh Kompetensi Sosial Guru terhadap Sikap Sosial Kelas VIII di Madrasah Tsanawiyah Yakti Tegalrejo Magelang Tahun 2011", *Skripsi*, Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga, 2012.

¹² Handra Yani, "Pengaruh Kompetensi Sosial Guru terhadap Hasil Belajar Siswa di Sekolah Menengah Pertama Negeri 25 Kota Pekanbaru", *Skripsi*, Universitas Islam Negeri Sultan Syarif Kasim Riau Pekanbaru, 2013.

No.	Name, Title	Similarity	Diversity	Originality of Research
	Peserta Didik kelas X pada Mata Pelajaran Pendidikan Agama Islam di SMA Negeri 3 Malang, ¹³	competence on learning achievement of students	using only personal competence.	
4	Aroma Fatimah Azzahra, Pengaruh Kompetensi Guru terhadap Hasil Belajar Siswa pada Mata Pelajaran Ilmu Pengetahuan Sosial di SMP Plus Al-Kautsar Blimbing Malang ¹⁴	Equally observed the influence of teacher's competence	Previous research observed the influence of teacher competence as a whole	
5	Halimah Sadiyah, Peranan Kompetensi Kepribadian dan Kompetensi Sosial Guru Akidah Akhlak terhadap Akhlak Siswa Kelas II di Madrasah Aliyah Mu'allimin Muhammadiyah Surakarta 2014 ¹⁵	Equally researching the influence of teacher's social competence and personality competence.	The dependent variable in previous research using student morals.	

¹³ Mohamad Fahrudin Shofi, "Pengaruh Kompetensi Kepribadian Guru Pendidikan Agama Islam terhadap Prestasi Belajar Peserta Didik kelas X pada Mata Pelajaran Pendidikan Agama Islam di SMA Negeri 3 Malang", *Skripsi*, UIN Maulana Malik Ibrahim Malang, 2015.

¹⁴ Aroma Fatimah Azzahra, "Pengaruh Kompetensi Guru terhadap Hasil Belajar Siswa pada Mata Pelajaran Ilmu Pengetahuan Sosial di SMP Plus Al-Kautsar Blimbing Malang", *Skripsi*, UIN Maulana Malik Ibrahim Malang, 2015.

¹⁵ Halimah Sadiyah, "Peranan Kompetensi Kepribadian dan Kompetensi Sosial Guru Akidah Akhlak terhadap Akhlak Siswa Kelas II di Madrasah Aliyah Mu'allimin Muhammadiyah Surakarta 2014", *Naskah Publikasi*, Universitas Muhammadiyah Surakarta, 2014.

H. Operational Definitions

The operational definition is used to explain terms or concepts contained in the title of studies using quantitative scope. The term or concept described is the suggested term or concept will give a different interpretation of the reader. Therefore, the explanation or definition of the concept or term comes from an expert or a large dictionary which is then interpreted by the researcher himself based on the quotation. Here is an operational definition of the terms contained in the research title:

Teacher's social competence is an ability of teacher actively and effectively able to communicate and adapted with students, fellow educational staff, parents/guardians of students, and the surrounding community.

1. The teacher's personality competence is the teacher's personality attitudes that are consciously able to be role models for students which reflect themselves as a good educator and noble character.
2. Learning achievement is the stage of ability obtained by students through the learning process and measured through written tests or daily repetitions that are then calculated in the final result of the value or number.
3. Social Sciences is a discipline which is an integration of various branches of social science namely sociology, economics, geography, political science, history and social sciences which are formulated into one with the aim of facilitating it in a learning.

I. Discussion Systematic of the Research

To produce a systematic discussion, and the creation of the relation between one opinion with another opinion, it is necessary for researchers to make systematic discussion. Systematic discussion in this research is divided into six chapters where each chapter has several sub chapters, including:

Chapter I, in this chapter presents the background, problems, research objectives, research benefits, research hypotheses, scope of research, originality of research, operational definitions, and systematic discussion. The research objectives in this chapter describe the answers to the formulation of the problems already mentioned.

Chapter II, this chapter describes the literature review. In this literature review the researchers divide into two sub chapters, namely the theoretical basis and framework of thinking. All explanations in this literature review certainly underlies the researcher in analyzing the problems in order to answer the formulation of problems that have been established.

Chapter III, in this chapter there is the method of research. In this research method there are several sub chapters such as research location, approach and research type, research variable, population and sample, data and data source, research instrument, data collection technique, validity and reliability test, data analysis and research procedure. In the research method, the researcher describes the method used to obtain the data that will be described in chapter IV.

Chapter IV, in this chapter there is exposure data which is the result of research which is the core of research. Chapter IV is an analysis of the data from

the formulation of the problem or the results of the researcher's thinking with literature review and field studies.

Chapter V, this chapter contains a discussion where researchers answer the problem of formulation of the problem contained in chapter I.

Chapter VI, is the last chapter that contains the conclusions of the exposures described in the previous chapters, in this chapter showing that the problem posed in this research is clearly explained which is the result of the research and is also the answer to the formulation of predetermined problems. After make the conclusion, the researcher gives suggestions and recommendations for the development of further research and science.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Teacher's Competence

The basic definition of competence is ability and skill.¹⁶ The term teacher competence has many meanings, in the Indonesian General Dictionary, competence means (authority) the power to determine or decide things.¹⁷ Broke and Stone said that, "competency as descriptive of qualitative nature of teacher behavior appears to be entirely meaningful".¹⁸ While Charles argue that: "competency as rational performance which satisfactorily meets the objective for a desired condition"¹⁹. While on Undang-Undang republic Indonesia Number 14 in the year 2005 about Teacher and Lecturer explained that: "competence is a set of knowledge, skills, and behavior that must be owned, experienced, and mastered by teachers or lecturers in performing professional task."

From the description above, it appears that competence refers to the ability to implement something gained through education; competence refers

¹⁶ Hamzah B. Uno, *Profesi Kependidikan (problema, solusi, dan reformasi pendidikan di Indonesia)*, (Jakarta: PT. Bumi Aksara, 2011), Pg. 62.

¹⁷ Moh. Uzer Usman, *Menjadi Guru Profesional*, (Bandung: Remaja Rosda Karya, 1992), Pg. 14.

¹⁸ Joseph F Callahan and Leonard H Clark, *Planning for Competence*, (New York: Macmillan Publishing Co, 1998), Pg. 34.

¹⁹ John W Burke, *Competency Based Education and Training*, (London, New York, Philadelphia: The Falmer Press, 1995), Pg. 12.

to performance and rational action to fulfill certain specifications in the implementation of educational tasks. It is said to be rational because it has direction and purpose, while performance is a real behavior in the sense not only can be observed, but includes something that is not visible.

Competence is the main component of profession standards beside the code of conduct as the regulation of profession conduct set out in the specific procedures and control systems. Competence is defined and interpreted as an effective behavioral device related to exploration and investigation, analyzing and thinking, and giving attention, and perceiving that leads one to find ways to achieve certain goals effectively and efficiently. Competence is not an end point of an effort but a process that develops and lifelong learning.

Teacher competence is a integrating of personal, scientific, technological, social, and spiritual abilities that are consistent in shaping the competencies of teacher profession standards, which include mastery of materials, understanding to students, educational learning, personal development and professionalism.

Mastery of material including of understanding the characteristics and substances of the sciences concerned in a broader context, the use of the relevant science methodology to verify and strengthen understanding of learned concepts, substantial adjustment with guidance and curricular space, and understanding of learning management. This is becomes an important part in giving the basics of formation of competence and professionalism of teachers in schools. By mastering the learning materials, teachers can select,

define, and develop alternative strategies from various learning sources that support the establishment of competence standards and basic competencies.

Teacher's competence is required to perform function of profession. In complex societies such as advanced and modern societies, the profession requires the ability to make the right decisions and the ability to make the good wisdom. So that it need a lot of information is complete so cann't be the mistakes that can disadvantageous themselves and the community. Mistakes in the educational profession can have fatal consequences, so to making the planning and implementation must be handled by competent experts.

Teacher competence is necessary in order to develop and demonstrate educational behavior, not just to learn certain teaching skills, but to intregation and application of a skill and knowledge in the form of real behavior. Such educational behavior must be supported by other aspects such as controlled material, educational theories, and the ability to make situational decisions based on values, attitudes and personality. Thus, the Institute of Teachers Education (LPTK) should equip its graduates with the necessary competency tools in accordance with the duties and responsibilities that will be carried out by the graduates, as well as the development of society and the needs of the ever-changing era.

2. Teacher's Social Competence

In the National Standards of Education, explanation about provision 28 subsection parts 'd', stated that the definition of social competence is the ability of teachers as part of the society to communicate and interact

effectively with students, fellow teachers, staff, parents / guardians of students and the surrounding society.²⁰

UNESCO explained that teachers are agents of change that are able to push towards understanding and tolerance, and not just educate the students but are able to develop a whole personality, character, and character. Based on the nature of man as a social being and being ethical. A teacher should be able to treat learners fairly and aim to achieve the optimization of potential in each learner. Teacher must understand and apply the principles of humanistic learning which assumes that the success of learning is determined by the ability of the students themselves. The teacher's social competence is related to the ability to communicate with learners and their environment (such as parents, neighbors, and peers).²¹

According to Sukmadinata, "Among the most basic social and personal skills a teacher must have is idealism, the lofty ideals to be achieved with education." Such ideals can be realized by teachers through: *first*, sincerity teach and educate students. No matter the economic, social, political, and terrain conditions it faces. Teacher is always having spirit to teaching his students. Some cases of teachers in the interior region of Sumatra, Kalimantan, Papua, Sulawesi and can serve as an example. Teachers have to walk long distances and journey through the river, which sometimes endanger

²⁰ E. Mulyasa, *Op. cit.* Pg. 173.

²¹ Hamzah B. Uno, *Profesi Kependidikan (problema, solusi, dan reformasi pendidikan di Indonesia)*, (Jakarta: PT. Bumi Aksara, 2007), Pg. 19.

life. In fact, they must also convince parents to ready for send their children to school.

Secondly, community learning through interaction or direct communication with them in several places such as mosques, majlis taklim, mosque, pesantren, village hall, and posyandu. In this context, teachers are not just teachers for their students, but also teachers for the people in their environment.

Third, teachers giving and expressing their thoughts and ideas through writing, whether in the form of articles, short stories, novels, poems, and scientific articles. They can publish it in newspapers, blogs, personal, magazines, journals, tabloids, or books. Ideally, schools facilitate teachers to actively write and publish the writing by teachers (and students) (which, of course, after the selection process of writing and manuscripts). The role of schools in facilitating teachers is necessary. Because the teacher who is active in writing is still very less. The skills and confidence of teachers in writing need to be grown through training and encouragement of the principal.

There are at least seven social competencies that teachers must have in order to communicate and get along effectively, both at school and in the community. The seven competencies can identified: 1) having knowledge about social and religious customs; 2) knowledge of culture and tradition; 3) have knowledge of the core of democracy; 4) have knowledge of aesthetics; 5) have social appreciation and awareness; 6) have the right attitude towards knowledge and work; 7) faithful to human dignity and prestige.

According to Musaheri, the characteristic of teachers who have social competence is to communicate politely and get along effectively.²²

Characteristics of teachers who have social competence are below:

a) Communicate

Made Pidarta in his book *The Foundation of Education* wrote "the process of conveying one's thoughts and feelings to another or a group of people". There are several of tools that can used to communicate.²³

b) Associate effectively

Associating effectively include to developing relation effectively with characteristic students; developing relation with the principle of mutual respect, developing a relation of asah, asih, and asahan. While the characteristics work together with the principle of openness, mutual give and receive.

c) Cooperate with the Education Council

Helped the schools in implementing work programs that can increase the school's popularity both in coaching and development. It is also can improve community progress and educational progress.

d) Understanding the Society

According Mulyasa as educators need to have the ability to mix with the community through sports, religious, and youth activities.

²² Musaheri, "*ke-PGRI-an*", (Jogjakarta: DIVA Press, 2009), Pg. 203.

²³ Made Pidarta, *Landasan Kependidikan: Srimulus Ilmu Pendidikan Bercorak Indonesia*, (Jakarta: Rineka Cipta, 2007), Pg. 156.

3. Teacher's Personality Competence

In the National Standard of Education, the explanation of Article 28 paragraph (3) point b, stated that the meaning of personality competence is a steady, stable, mature, wise, and authoritative personality capability, a role model for students, and noble character. It is also suitable with the orders contained in the Qur'an Surah An-Nahl verse 90:²⁴

إِنَّ اللَّهَ يَأْمُرُ بِالْعَدْلِ وَالْإِحْسَانِ وَإِيتَاءِ ذِي الْقُرْبَىٰ وَيَنْهَىٰ عَنِ الْفَحْشَاءِ
وَالْمُنْكَرِ وَابْتِغَاءِ عِزِّكُمْ لَعَلَّكُمْ تَذَكَّرُونَ

“Indeed, Allah orders justice and good conduct and giving to relatives and forbids immorality and bad conduct and oppression. He admonishes you that perhaps you will be reminded.”

Personal teachers have contributed greatly to the success of education, especially in learning activities. Teachers also play very important role in shaping personal students. This is understandable because humans are creatures who like to follow the example, including the example of his teacher in personal forming. All this indicates that the personal competence or the teacher's personality is needed by the students in the process of personal formation.

Personality competence has very big influence on the growth and personal development of the students. This personality competence has a very important role and function in shaping the personality of the child, in order to

²⁴ *Ummul Mukminin Al-Qur'an dan Terjemahan untuk Wanita. op.cit., Pg. 277.*

prepare and develop human resources (HR), as well as the prosperity of society, the progress of the state, and the nation in general.

Based on human nature as an individual being and as a creature of God, as a teacher must master the knowledge that will be taught to students properly and responsibly. Teachers should have a supporting knowledge of the physiological, psychological, and pedagogical conditions of the learners it faces. Some personality competencies that should be in a teacher, that is, have a deep knowledge of the subject matter that is the responsibility. Beside, have knowledge about the development of students as well as the ability to treat them individually.²⁵

Reiterated that the Personality Competence, namely "The ability of personality that (a) morality; (b) steady, stable, and mature; (c) wise and prudent; (d) be a role model; (e) evaluating its own performance; (f) develop themselves; and (g) religious."

Be noble. "Quality national education is geared towards the development of the potential of students to become human beings who believe and cautious to God Almighty, noble, healthy knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible."²⁶ This national education directive can only be realized if the teachers have a noble character, because the pupil is a mirror of their teacher.

²⁵ Hamzah B. Uno, *loc. cit.*

²⁶ *Ibid.*, Pg. 74.

Difficult thing to make religious (*saleh*) student if the teacher is not religious too. Therefore to teachers, to birth the religious students, need support: *first*, a religious school community (leader and staff). *Second*, a pious/religious school culture, such as discipline, democracy, justice, honesty, gratitude, and trust. The Hadith from the Prophet narrated by Thabrani from Ibn Amr indicates that, "A believer of the ultimate faith is the most virtuous."²⁷

According to Husain and Ashraf in a book written by Jejen Musfah saying that, "In today's contemporary world attention is paid more to building, equipment, and materials than to the personality and character of teachers." This criticism is worth pondering by the management of educational institutions and faculty of prospective teachers. The grandeur of the building and the sophistication of educational equipment is not accompanied by personality and character development of teachers/lecturers and staff. The situation is increasingly absurd, when the teacher's behavior toward students or lecturers towards students violates the prevailing rules, and occurs at any time without systematic control of the school or university.

The essence of learning is behavior change. Teacher will be able to change the behavior of the students if he has become a good human being, "The person of the teacher must be good because the essence of education is the process of liberating students from incompetence, unrighteousness, dishonesty, and from bad hearts, morals and faith." Mulyasa wrote. And

²⁷ Jejen Musfah, *loc. cit.*

Phenix wrote, "The essence of the meaning of ethics, or moral knowledge, is the right act, that is, what one should do."

No knowledge exists only for the one of knowledge itself. Every knowledge must influence the action. According to Henson, "Teachers cannot refuse to teach ethics. Another reason why the teacher should notice ethics is that, in every society, education initiate the youth into the cultural and moral beliefs is a big part of culture."

Gardner and Corwell stated, "The characteristic of a good school is teacher in the high moral condition. A high moral condition means the teacher has self-confidence and enthusiasm. Self-confidence means that the teacher knows they can work well. Enthusiasm means that teachers really want to work well."²⁸

Mantab, stable, and mature. According to Husain and Ashraf, "If it is agreed that education is not just training people to live, then the character of teachers is very important." That is why, according to Husain and Ashraf, "Although the students go home and leaving school or college teachers, they still remember him in their hearts and minds, memories of the great personalities where they interact in a certain period in their lives."

Peltz stated, "Teaching skills is a difficult job; This is need a great patience, perseverance, and sensitivity. We need awareness that it is difficult to change behavior. "The difficulty of changing behavior and teaching skills must be appreciated not only by the teacher and the principal, but also by the

²⁸ Jejen Musfah, *op. cit.*, Pg. 44.

guardians. Therefore, it is hoped there will be an awareness to cooperate among them to both teach and educate the students.

Wise and prudent. "Teacher is not only a learner but a wise, pious person who can influence the minds of the younger generation," writes Husain and Ashraf in a book by Jejen Musfah.²⁹ A teacher should not be arrogant with their knowledge, because they feel most knowledgeable and skilled than any other teacher, thus underestimating and low colleagues. Allah SWT reminds the arrogant people with His word Surat Yusuf verse 76:

فَبَدَأَ بِأَوْعِيَّتِهِمْ قَبْلَ وِعَاءِ أَخِيهِ ثُمَّ أَسْتَخْرَجَهَا مِنْ وِعَاءِ أَخِيهِ كَذَلِكَ كِدْنَا لِيُوسُفَ مَا كَانَ لِيَأْخُذَ أَخَاهُ فِي دِينِ الْمَلِكِ إِلَّا أَنْ يَشَاءَ اللَّهُ نَرْفَعُ دَرَجَاتٍ مَن نَّشَاءُ وَفَوْقَ كُلِّ ذِي عِلْمٍ عَلِيمٌ

"So he began [the search] with their bags before the bag of his brother; then he extracted it from the bag of his brother. Thus did We plan for Joseph. He could not have taken his brother within the religion of the king except that Allah willed. We raise in degrees whom We will, but over every possessor of knowledge is one [more] knowing."³⁰

As smart and knowledgeable as any human knowledge, will not be able to compare the knowledge of Allah SWT, with the science of every human beings, of course there are higher and broader knowledge again. The problem is, humans sometimes have an arrogant nature.

Exemplary human beings. Mulyasa stated,

"the personality of the teacher is playing the role in forming the student's personality. This is understandable because humans are creatures who like to follow the role model, including the role model of his teacher in personal

²⁹ Jejen Musfah, *op. cit.*, Pg. 46.

³⁰ *Ummul Mukminin Al-Qur'an dan Terjemahan untuk Wanita. op.cit.*, Pg. 244.

forming. "Theoretically, a role model is an integral part of a teacher, so being a teacher means accepting responsibility by role model." Added Mulyasa.³¹

Some of the important aspects of education in role model are written Ajami in Jejen Musfah's book: a) human beings influence each other through words, action, thoughts, and beliefs; b) the action is greater than the effect of speech; and c) a good method does not require an explanation."

Rasulullah SAW is the ultimate role model for the Muslims. As mentioned in the QS. Al-Ahzab verse 21:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ
وَدَكَرَ اللَّهَ كَثِيرًا

"There has certainly been for you in the Messenger of Allah an excellent pattern for anyone whose hope is in Allah and the Last Day and [who] remembers Allah often."

He (the Prophet) role model in the truth, consistent role in truth, forgiveness, humility in relation with neighbors, friends, and family. Therefore, educators should imitate Rasulullah SAW. How we need educators who are godly in character, action, nature, which can show by the students, for example.

Evaluating the performance of self. Experience is the best teacher, so the English proverb. Teaching experience is a great teacher to improve teaching skills in the classroom. Classroom experience provides insight for teachers to understand the character of children, and how the best method to

³¹ Mulyasa, *op. cit.*, 128.

face such diversity. The teacher knows what is the best method for what subject, because they have been tried it many times. Experience can be useful for the teacher if they continues to evaluate each completed teaching.

Self development. Among the qualities teachers must have is a good learner or self-learner, a great passion for studying. As a little example of teacher's hobby to read and practice skills that can support their profession as an educator. Growing and grow up can only happen if the teacher is able to be consistent as an independent learner, a smart person take advantage of existing educational facilities in the school and the environment.

Religious. Religiosity on personality competence, closely related to the noble character and personality of a Muslim. Noble morality can rise up because a person believes in God as a creator who has the names of good and commendable attitude. Good manners thrive in a calm person in running vertical and horizontal worship. Person who always appreciates the rituals of worship and remembrance of Allah will bring forth a commendable attitude.

The role of the teacher as a religious figure is very important in the 21st century, where the culture of society ignores religious values, even tend to give priority to aspects of the world. The highest aspect of the diversity of a person is when all the activities of life both temporal and hereafter simply constituted to achieve the pleasure of Allah SWT. So, a religious person will surely guide their students to have a noble and major personality, especially morals to God and morals to other human beings around him.

A teacher who has bad behavior, whereas in the class they always demonstrate the values of kindness to the students, will eliminate their role as an educator, because the beliefs of students, parents, and society will fade and even disappear. Such a teacher cannot be a figure of the students.

Teacher's personality has a direct and cumulative effect on students' lives and learning habits. What is meant by personality here includes the knowledge, skills, ideals and attitudes, as well as their perceptions about others. A number of experiments and observations reinforce the fact that a great learning is learned by students from their teachers. The students absorb the attitudes of the teacher, reflect on their feelings, absorb the beliefs, imitate the behavior, and quote their statements. Experience shows that problems such as motivation, discipline, social behavior, achievement and the desire to learn continuously it all comes from the teacher's personality.³²

This is also confirmed by Muhibin Shah in his book *Educational Psychology with a New Approach* that the performance by teachers as adults who have a strategic role in learning should be liked by the students. The most preferred teacher by the childrens/students is the teacher who loves to help in the learning activities, cheerful, joyful, and have a sense of humor, being friendly like a friend, feeling a member in a class group, showing attention to the students and understanding them, which is given to the child so interest, arouses the desire to learn, be firm, able to master the class and awake the

³² Oemar Hamalik, *Psikologi Belajar dan Mengajar*, (Bandung: Sinar Baru Algensindo, 2004), 34-35

respect of the students, not favoritism, criticize, mock and quip, teach something meaningful to the students, and have a pleasant person.

After that, teachers who are disliked by children are teachers who behave often angry, never smile, often criticize and criticize, do not like to help students do learning activities, less understanding, pressing certain students, high-hearted, arrogant and did not know students, cruel, intolerant, abusive, overpowering and vilifying students' lives, not giving fair treatment to the students, not keeping the child's feelings, shouting at students for fear and insecurity, not paying attention to students and not understanding students, sending children to activities that are inconsistent with their development, unable to maintain discipline in the classroom, unable to control the class, and disrespect themselves teacher.³³

4. Learning Achievement

In the book by E. Mulyasa mentioned that Supriadi stated that the quality of education assessed by student's learning achievement is determined by teachers, which is 34% in developing countries, and 36% in industrialized countries.³⁴

Learning activities stated to be successful when it can achieve optimal results. To determine whether the learning achievement can be achieved optimally, then the necessary for assessment or evaluation. After the

³³ Muhibbin Syah, "*Psikologi Pendidikan dengan Pendekatan Baru*", (Bandung: Remaja Rosdakarya, 2010), hlm. 42

³⁴ E. Mulyasa, *op.cit.*, Pg. 9

assessment or evaluation in learning activity, it will be obtained learning achievement.

The test of learning achievement is useful to measure the mastery of subject matter that has been mastered suitable with the field of study that has been followed by students. Achievement may be qualitative (such as excellent, good, medium, less, very less, and so forth) or they can be quantitative (in numbers).

Learning achievement is the mastery of knowledge or skills developed by the subjects, usually aimed at the score of the test or the score of the number given by the teacher. Based on that, the student's learning achievement can formulated below:

- a. Student's learning achievement is the learning outcomes that students achieve when participating and doing tasks and learning activities at school.
- b. Student's learning achievement are especially concerned valued the cognitive aspects because with the ability of students in knowledge or memory, comprehension, application, analysis, synthesis and evaluation.
- c. Student's learning achievement is evidenced by the direction through the value or the value from results of evaluations made by the teacher to the student's tasks and repetitions or examinations that have been taken.³⁵

³⁵ Tulus Tu'u, *Peran Disiplin Pada Perilaku dan Prestasi Siswa* (Jakarta: PT Grasindo, 2004), Pg. 75.

The learning achievement is a evidence to the success of effort achieved by a person after obtaining a learning experience or learn something.³⁶ From several theories, it can be concluded that the achievement of learning is the result achieved by students in the form of mastery of learning materials in the form of knowledge and skills embodied in the form of numbers, symbols, alphabet, and sentences.

a. Factors that influence the learning achievement

Factors that influence learning achievement in outline is influenced by two factors, namely factors from inside a person and outside factors (social environment). Tulus Tu'u suggests that the factors that influence learning achievement include:

1) Intelligence

It is meaning that the high level of intelligence by student determines the success of achieving learning achievement, including other achievements according with kind of intelligence that stands out in him.

2) Talent

Talent is defined as the ability that exists in a person who was brought from birth, received as a legacy from their parents.

3) Interest and attention

Interest is a big tendency toward something. Attention is to see and hear well and thoroughly toward something. Interest and attention usually

³⁶ W. S. Winkel, *Psikologi Pendidikan dan Evaluasi Belajar* (Jakarta: Gramedia, 2005), Pg. 160.

closely related. High interest and attention to a material will have a good impact on the learning achievement.

4) Motif

Motif is the encouragement that makes somebody do something. Motif always underlies and affects every effort and activities of a person to achieve the desired goals. In learning, if students have a good and strong motif, it will enlarge the effort and its activities to achieve high achievement.

5) Way of learning

The success of the students' studies also influenced by how their learning. Efficient way of learning that allows students reach high achievement compared to an inefficient way of learning. How to learn efficiently is below:

- a) Concentrate before and during study
- b) Immediately review the material that has been received
- c) Read carefully and well the material being studied, and try to master the best
- d) Try to solve and train answer the questions

6) Family

Family is the one of the great potential and positive effect on influenced student' learning achievement.

7) School

Beside the family, school is the second environmental influences play a major role in student's achievement.

Based on the theory above, we can conclude that the achievement of learning obtained by students is influenced by internal factors (of the student) and external factors.

5. Social Science

Social science or IPS and social science education is two term that often be spoken or written in kind of academic creation overlappingly. The term of IPS getting known since 1970s as the result of deal by academic community and formally start using it in the national education system in 1975s curriculum.

In the curriculum document, the social science is one of subject which are given in middle school or junior high school. Social science subject is the integration of history, geography and economic subject and other social science.

The characteristic of social science as middle school (junior high school) subject is the integrated characteristic from kind of subject with the aim in order to make this subject more meaningful for students, so to organizing the material of subject be adapted with environment, characteristic, and student's necessary. Therefore, in development appear kind of approach oriented to student's needs such as *student's centered*,

*integrated approach, social problem based approach, broad filed approach, and so on.*³⁷

The term of social science is translation from basic education world and high school at United States of America named social studies. Therefore, suitable with the content, social science may also called society study. Students in the junior high school through learning of history, geography and economy invited by teacher to observed human in society, such in around society as well as in other country in present period or past period. Therefore, students hoped understanding about contemporary period.

Through social science, students learned to understand the real society with kind of problem, which the solution may not from ones of science subject. Social problem must be seen as a complexity that needs to discussion from various aspects so its needs various of science. In the junior high school is enough if social background can showed by teacher to geographic factors, history factors, economic factors, and cultural anthropology. Until now, science divide into sections or categories, make uncertain the student's vision, so when adult the students difficult to see everything multidimensionally.

6. The Influence of Teacher's Social Competence and Personality Competence toward Student's Learning Achievement

According to Adam, in the journal by Martani & Adiyanti's, social competence has a close relation with social adjustment and the quality of interpersonal interaction. Building social competence in play groups can start

³⁷ Sapiya, *Pendidikan IPS*, (Bandung: PT Rosdakarya, 2009) Pg. 7-8

by building interactions among children, interactions built on starting with simple things, such as role playing, obeying the rules of the group, so that their social competence will be built.

Oemar Hamalik said that teachers are viewed as very powerful people. The role of teachers is very dominant. He determines all things considered appropriate to be presented to the students. The teacher is seen as a man who knows everything, meaning the teacher is the cleverest. He prepares the tasks, gives the exercises and determines the rules and progress of each student.³⁸

In addition, teachers are also seen to have status, role, and function is very high and noble. For example, teachers are seen to have the same status, role, and function as the 'demigod'. The teacher have the status and the most difficult task, because their work makes students understand is the most difficult. While to make a person understand is the most difficult job.

Correlated with the statement above, Rubin Adi Abraham said: "that teachers are the determinants of the success of learning implementation because teachers are learning leaders, facilitators, and at the same time the center of instructional initiatives. That is why; teachers must always develop their ability. While to obtain good results in a series of educational and learning activities, a teacher is required to have certain qualifications sometimes called competence."³⁹

³⁸ Oemar Hamalik, *Proses Belajar Mengajar* (Jakarta: Bumi Asara 2004), Pg. 59

³⁹ Pdt. Dr. Rubin Adi Abraham, *GURU DAN KOMPETENSI SOSIAL*. Artikel Pendidikan ([http://www.apb.or.id/?p=188kompetensisosialguru\(Pdt.RubinAdiAbraham\)](http://www.apb.or.id/?p=188kompetensisosialguru(Pdt.RubinAdiAbraham))), diakses pada 4 Januari 2018 pukul 09:07 wib)

Knitzer states that there is a relation between social competences toward the achievement of students. Much of the research suggests that weak social conditions will be effect on achievement. The research also showed that good social conditions characterized by self-control and cooperation as well as less of aggressive behavior will provide academic achievement. As also stated by Moedjanto that the relation of good social competence in the students will give spirit in learning and confidence.

Arikunto said personal competence requires teachers to have a steady personality so it becomes a source of inspiration for the students, and should be followed by the students. Based on the above, the competence of the teacher's personality is reflected in the indicator (1) attitudes, and (2) exemplary.

Personality characteristic by teacher will give more influence into students in learning activity. Suyanto and Asep stated that teacher's personality competence having influence directly and cumulative toward student's life and learning habits. Students will absorb the attitudes, reflect the feeling, absorb the beliefs, imitate the behavior, quote the statements by teachers. Experiences showed that problems correlated with motivation, discipline, social behavior, achievement, and desire to studying its all sourced from teacher's personality competence.⁴⁰

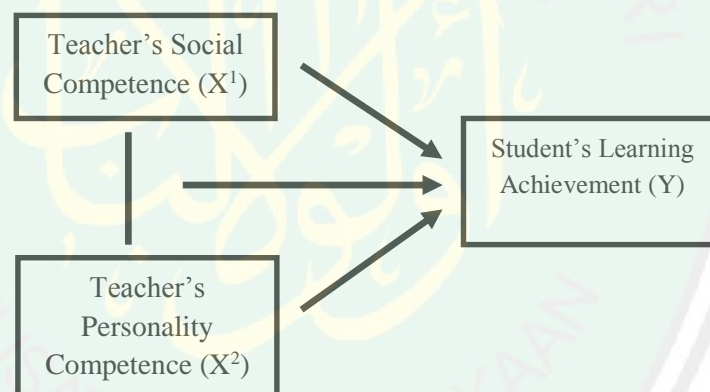
⁴⁰ Suyanto dan Asep Jihad, *Menjadi Guru Professional: Strategi Meningkatkan Kualifikasi dan Kualitas Guru di Era Global*, (Jakarta: Esensi Erlangga Group, 2013), Pg. 16.

Therefore, based on theories in the previous research, social competence and personality competence have a contribution toward student's learning achievement, so this is can't just ignored.

B. Framework Thinking

Based on explanation theories above, so can describe the conceptual model from this research below:

Diagram 2.1 Conceptual model of the influence teacher's social competence and personality competence toward student's learning achievement on social studies subject



CHAPTER III

RESEARCH METHODS

A. Location of Research

The location of this quantitative research was conducted at SMP Brawijaya Smart School Malang located on Street Cipayung 08 Malang, Ketawanggede, sub-district Lowokwaru, Malang City East Java Province. The authors choose the place or location with the consideration that the location is in accordance with the title to be researched and close to where the residence of researchers which will facilitate the process of data retrieval and all interests related to the research.

B. Approach and Type of Research

To know the influence of social competence and teacher personality competencies in Brawijaya Smart School junior high school Malang toward student's learning achievement which the two competencies are obtained from questionnaires processed into numbers and processed into statistical data. While learning achievement can be seen on how the level of mastery of students in understanding the lessons of the knowledge aspect. It is obtained from the score of daily test of students.

Therefore, this research uses quantitative approach; this is in suitable with the opinion of Creswell (2014) which states quantitative research is an approach to test the objective theory by testing the relations between

variables.⁴¹ This type of research is included in this type of correlational research, as stated by Price (2012) and Creswell (in Creswell, 2014) that correlational research is a no experimental research type in which researchers measure two variables and assess statistical relationships (i.e. correlations) or no effort to control foreign variables. This variable, in turn, can be measured using an instrument, so the amount data can be analyzed using statistical procedures.

Related to this matter, this research uses quantitative approach where this quantitative approach is the research required by numbers, starting from data collection, interpretation of the data, and appearance of the result.⁴² The type of research above also includes correlational research, Suharsimi puts it in his book, "Correlational research is research that aims to find out whether there is a relationship and if there is, how closely the relationship and whether or not that relationship".⁴³

⁴¹ Wahidmurni, *Pemaparan Metode Penelitian Kuantitatif*, UIN Maulana Malik Ibrahim Malang, 2017, Pg. 4-5.

⁴² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2006), Pg. 12.

⁴³ *Ibid.*, Pg. 207.

C. Variable of Research

There are description of each variable and indicators in this research.

Table 3.1 Variable and Indicators

Variable	Indicator	Scale
Teacher's social competence (Permendiknas no. 16 Thn 2007)	<ol style="list-style-type: none"> 1. Be inclusive, objective, and non-discriminatory. 2. Communicate effectively, empathically and courteously. 3. Adapting in place of duty throughout the territory of the Republic of Indonesia. 	Likert
Teacher's personality competence (Permendiknas no. 16 Thn 2007)	<ol style="list-style-type: none"> 1. Act suitable with the norms of religion, law, social, and national culture of Indonesia. 2. Showing yourself as a steady, stable, mature, wise and authoritative person. 3. Showing themselves as role models for students and society. 4. Uphold the code of ethics of professional profession. 	Likert
Student's learning achievement of social studies in seventh grade	Raport score in second semester, year 2017/2018	-

D. Population and Sample

Population is a generalization region consisting of objects or subjects that have certain qualities and characteristics that have been established by researchers to be studied and then drawn conclusions.⁴⁴ The population in this

⁴⁴ Muslich Anshori & Sri Iswati, *Metodologi Penelitian Kuantitatif* (Surabaya: Airlangga University Press, 2009), Pg. 92.

research is students who are located at Brawijaya Smart School junior high school Malang.

Suharsimi Arikunto argued that "the sample is partially or deputy who investigated".⁴⁵ Further, he argued that if the subject of study is less than 100, then it is better taken all. In this case the sample taken is the seventh grade of Brawijaya Smart School junior high school Malang amounted to 127 students who are divided into 5 classes. Therefore, the population in this research was 127 students.

In determining the sample done with a variety of considerations including the ability of time, energy and cost, the authors set the sample in this research from 127 students. But because at the same time there were 2 students who were unable to attend school, this research took a sample of 125 students. This is in suitable with the opinion by Suharsimi Arikunto in his book on "Research Procedures for a Practice Approach" which states: "Just to guess, if the subject is less than 100, then it is better to take it all so that the research is population research. But if the number of subjects is large, between 10-15% or 20-25% or more can be taken."

Here are the population distributions in each class:

Table 3.2 Population total of students in seventh grade at Brawijaya Smart School (BSS) junior high school Malang

No.	Class	Total of students
1.	Class VII A	25 students
2.	Class VII B	25 students
3.	Class VII C	25 students
4.	Class VII D	26 students
5.	Class VII E	26 students

⁴⁵ Suharsimi Arikunto, *op. cit.*, Pg. 131.

The sample is part of the total and characteristics possessed by the population.⁴⁶ Have similarities with the opinion above, according to Suharsimi Arikunto sample is the partial or representative of the population to be investigated.

Samples taken should be representative. Therefore, it takes appropriate sampling technique. According to Sugiyono, sample is part of total and characteristic by population. The conclusion of sample taking there is result will be generalized as something that applies to population.⁴⁷ Referring to Suharsimi Arikunto, if the subject is bigger, its can take between 10-15% or 20-25% or more depends at least from⁴⁸:

1. The ability of researchers its seen from time, energy and funds.
2. Narrow and wide observation area of every subject, because this is correlated with total of data.
3. Big and small the risk of researchers. To a research that have a big risk, of course the result will be better.

⁴⁶ Sugiono, *Statistik untuk Penelitian* (Bandung: Alfabeta, 2007), Pg. 62.

⁴⁷ Sugiyono, *Metodologi Penelitian Petunjuk Praktis untuk Peneliti Pemula*, (Yogyakarta: UGM Press, 2009), Pg. 81.

⁴⁸ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik Edisi Revisi*, (Jakarta: Rineka Cipta, 2010) , Pg. 177.

For more data about sample population are below:

Table 3.3 Population dan Sample Data

No.	Class	Total of Student in Class	Sample of Each Class
1.	VII A	25	25
2.	VII B	25	25
3.	VII C	25	25
4.	VII D	26	25
5.	VII E	26	25
Total	5 class	127	125

E. Data dan Data Source

The source of data is information obtained from the relevant places in the research. This data source can obtain from anywhere in accordance with the research raised by the researcher. The data source refers to where the research was obtained; the data can be from people or other people.

1. Primary Data

Primary data, the research data obtained directly from the original source. In this research, primary data include data from questionnaires distributed to respondents.

2. Secondary Data

Secondary data, that is data obtained indirectly or through another subject, or historical reports that have been prepared in the archive published or not. This secondary data was taken to determine the value of the students by looking at the daily value records of students from the teacher.

Table 3.4 Data dan data source of research

No.	Data	Data Source
1.	Teacher's social competence	Students (respondent)
2.	Teacher's personality competence	Students (respondent)
3.	Student's learning achievement	Teacher of social studies subject (Score of raport's book of seventh grade in second semester year 2017/2018)

F. Instruments of the Research

In supporting the process of collecting data and obtaining data desired by researchers using the instrument in the form of: questionnaire and documentation. The question or statement items in the questionnaire were developed based on the theory relevant to each research variable.

1. Questionnaire

According to Sugiono, questionnaire is technique of collecting data doing by giving more questions or statements for respondent to answer it.⁴⁹ Questions or statements in the questionnaire are measured using Likert scale, which is a scale used on social phenomena. The answer of every instrument have a gradation its from very positive to very negative, in the form of words such as: always, often, sometimes, rarely, and never.

For every answer by respondent will given a score, so it can facilitate researchers to calculated the result of quantitative research. Score scale in this research using scale score of Likert. The scale of likert that variable will be measured described into variable indicator. Then, the indicator is used as a

⁴⁹ Sugiyono. *Metode Penelitian Pendidikan*. (Bandung: Alfabeta, 2015) Pg. 199

starting point to arrange the items of instrument in the form of statement or question.⁵⁰

Table 3.5 Description of scale level

No.	Scale	Information	Score
1.	SS	Very agree	5
2.	S	Agree	4
3.	R	Doubtful	3
4.	TS	Disagree	2
5.	STS	Very disagree	1

The questionnaire that using likert scale in the form a checklist. Scale of likert using to measured the attitude, opinion, and person/group perception about social phenomenon. After determine the scale level, then described the grid of instrument as below:

Table 3.6 Grid of instrument

Variable	Indicator	Item number	Source
Independent Variable X ₁ : Teacher's scoal competence (Permendiknas no. 16 Thn 2007)	1. Be inclusive, objective, and non-discriminatory.	1, 2, 3	Students
	2. Communicate effectively, empathically and courteously.	6, 4, 5,	
	3. Adapting in place of duty throughout the territory of the Republic of Indonesia.	9, 7, 8,	
Independent Variable X ₂ : Teacher's	1. Act suitable with the norms of religion, law, social, and national culture of Indonesia.	22, 11, 12, 10,	Students

⁵⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2009), Pg. 93.

Variable	Indicator	Item number	Source
personality competence (Permendiknas no. 16 Thn 2007)	2. Showing yourself as a steady, stable, mature, wise and authoritative person.	15, 14, 24, 13,	
	3. Showing themselves as role models for students and society.	16, 17, 18, 23	
	4. Uphold the code of ethics of professional profession.	19, 25, 20, 21	
Dependent Variable Y: Student's learning achievement of social studies subject in seventh grade	Raport score of social studies subject in second semester	-	Document of score raport on second semester in seventh grade at Brawijaya Smart School (BSS) junior high school Malang

4. Documentation

Documentation comes from the word of document that have meaning written items.⁵¹ In this research, using to obtained data about school background, total of students and data of score of last test in second semester of social studies subject in seventh grade at Brawijaya Smart School (BSS) junior high school Malang.

⁵¹ Suharsimi Arikunto, *op. cit.*, Pg. 135.

G. Technique of Data Collection

Technique of data collection is the way that used by researchers to collected the data suitable with the problem, aim, and research variable. The steps in the data collection are below:

1. Preparation stage

Before doing the research, the researcher arraged the instrument and validity test and reliability instrument. After the instrument find valid and reliable situation, so researchers is getting ready to doing research.

2. Implementation stage

- a. Spread the questionnaire there is statement or question suitable with main of research in seventh grade at Brawijaya Smart School (BSS) junior high school Malang.
- b. After the questionnaire is answered by researchers, questionnaire is collected.
- c. Analyze the data has been collected and making conclusion of the research result.

H. Validity and Reliability Test

The instrument test was conducted to determine the level of validity and reliability of the questionnaire in a research.

1. Validity test

Validity test is testing about how far a measuring instrument used to measure the variables that exist.⁵² So validity is a measure that indicates the validity level or validity of an instrument. Validity test is intended to know whether the items of question can measure and should be measured (saheeh or not). Sugiyono explained that validity showed how far a measuring tool (instrument) measures what you want to measure.⁵³ Hypothesis that used are:

H_0 : invalid question item

H_a : valid question item

Instrument validity test can using the *Pearson Correlation* method. Every question item in questionnaire that used, hypothesis hoped to rejected H_0 hypothesis are question item that used is valid. H_0 hypothesis is rejected if r_{count} for every question is bigger than r_{table} critical value with the fault tolerance level (*alpha*) 5%. Otherwise, can using the comparison with significance value, that correlation significance value smaller than *alpha* 5%, so H_0 hypothesis is rejected. Valid or invalid the instrument can know from compare the index of correlation *Product Moment* or r_{count} with critical value and *Product Moment* formula are below:

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

⁵² Singarimbun, Masri dan Efendi, Sofian, *Metode Penelitian dan Survei* (Yogyakarta: LP3ES, 1989), Pg. 122.

⁵³ Sugiyono, *Statistik Untuk Penelitian dan Aplikasinya Dengan SPSS 16 For Windows*. (Bandung: Alfabeta, 2007), Pg. 228.

Noted

r_{xy} = correlation index number "r" Product Moment

N = total of respondent

$\sum X$ = total of all score X

$\sum Y$ = total of all score Y

$\sum XY$ = total of result multiple score X and score Y

Value of r_{xy} that obtained is associated with r , if $r_{xy} < r_{table}$ value, so questionnaire item stated fall or invalid. While if $r_{xy} > r_{table}$ value, so questionnaire stated valid.

Table 3.7 Result of validity test (trials)

No.	Variable	Question	Correlation coefficient	r_{table} 5% (29)	Noted
1.	Teacher's social competence (X ₁)	X ₁ 1	0,681	0,367	Valid
		X ₁ 2	0,539	0,367	Valid
		X ₁ 3	0,345	0,367	Invalid
		X ₁ 4	0,489	0,367	Valid
		X ₁ 5	0,583	0,367	Valid
		X ₁ 6	0,618	0,367	Valid
		X ₁ 7	0,707	0,367	Valid
		X ₁ 8	0,484	0,367	Valid
		X ₁ 9	0,391	0,367	Valid
2.	Teacher's personality competence (X ₂)	X ₂ 1	0,388	0,367	Valid
		X ₂ 2	0,508	0,367	Valid
		X ₂ 3	0,611	0,367	Valid
		X ₂ 4	0,376	0,367	Valid
		X ₂ 5	0,502	0,367	Valid
		X ₂ 6	0,314	0,367	Invalid
		X ₂ 7	0,309	0,367	Invalid
		X ₂ 8	0,528	0,367	Valid
		X ₂ 9	0,326	0,367	Invalid
		X ₂ 10	0,310	0,367	Invalid
		X ₂ 11	0,662	0,367	Valid
		X ₂ 12	0,419	0,367	Valid
		X ₂ 13	0,581	0,367	Valid
		X ₂ 14	0,422	0,367	Valid

		X ₂ 15	0,394	0,367	Valid
		X ₂ 16	0,640	0,367	Valid

Table 3.8 Result of validity test (research)

No.	Variable	Question	Correlation coefficient	r _{table} 5% (125)	Noted
1.	Teacher's social cometenace (X ₁)	X ₁ 1	0.765	0.176	Valid
		X ₁ 2	0.600	0.176	Valid
		X ₁ 3	0.636	0.176	Valid
		X ₁ 4	0.667	0.176	Valid
		X ₁ 5	0.693	0.176	Valid
		X ₁ 6	0.580	0.176	Valid
		X ₁ 7	0.584	0.176	Valid
		X ₁ 8	0.594	0.176	Valid
		X ₁ 9	0.692	0.176	Valid
2.	Teacher's personality competence (X ₂)	X ₂ 1	0.340	0.176	Valid
		X ₂ 2	0.244	0.176	Valid
		X ₂ 3	0.377	0.176	Valid
		X ₂ 4	0.628	0.176	Valid
		X ₂ 5	0.376	0.176	Valid
		X ₂ 6	0.515	0.176	Valid
		X ₂ 7	0.593	0.176	Valid
		X ₂ 8	0.620	0.176	Valid
		X ₂ 9	0.602	0.176	Valid
		X ₂ 10	0.605	0.176	Valid
		X ₂ 11	0.708	0.176	Valid
		X ₂ 12	0.639	0.176	Valid
		X ₂ 13	0.480	0.176	Valid
		X ₂ 14	0.403	0.176	Valid
		X ₂ 15	0.618	0.176	Valid
		X ₂ 16	0.519	0.176	Valid

2. Reliability test

Reliability is a term to show how far a relative measurement coefficient is measured when the measurement is repeated two or more times.

Measurement of reliability aims to determine the assessment of the instrument or data under research. In internal consistency test (reliability) in this research is done by calculating coefficient Cronbach Alpha from each instrument in a variable. Instrument used in the variable is said to be reliable (reliable) if it has a Cronbach Alpha coefficient of 0.60 or more. Reliability test in this research used program SPSS 16.0 for windows.

Instrument reliability test is the test used to show how far the question item can trusted and be relied for measurement tool in the research.

Hypothesis in this test are:

H_0 : unreliable question item

H_a : reliable question item

Instrument reliability test can using the *Cronbach's Alpha* method. In the questionnaire used, hypothesis hoped to rejected H_0 hypothesis, that the question item is reliable. H_0 hypothesis is rejected if *Cronbach's Alpha* value for question bigger than 0.06 that used as comparison or can categorized as high level to reliability scale.

Reliability test in this research using *Alpha Cronbach's* formula below:⁵⁴

$$r_n = \left[\frac{k}{k-1} \right] \left[\frac{1 - \sum \partial^2 b}{\partial^2 t} \right]$$

Noted:

r_n : reliability instrument

⁵⁴ Suharsimi Arikunto, *Op.cit.* Pg. 196.

k : total of question item

$\sum \sigma^2 b$: total of item variance

$\sigma^2 t$: total varians

Reliability test in this research calculated with the way of correlated one of score with other score and then the result compared with critical value in significance level 5% ($\alpha = 0,05$). A data called reliable, if the reliability $r \geq 0,60$ so the data is reliable.

Table 3.9 Result of reliability test (trials)

No.	Variable	Cronbach's Alpha	Noted
1.	Teacher's social competence (X_1)	0,702	Reliabel
2.	Teacher's personality competence (X_2)	0,624	Reliabel

Table 3.10 Result of reliability test (research)

No.	Variable	Cronbach's Alpha	Noted
1.	Teacher's social competence (X_1)	0,905	Reliabel
2.	Teacher's personality competence (X_2)	0,815	Reliabel

I. Data Analysis

Data analysis is doing after the data collected. The process of data analysis is an effort to obtain answers to research problems. This research will process and analyze data by using Statistics Program for Social Science (SPSS) 16.0 Windows, and technical data analysis used by researchers is by method of multiple linear regression analysis.

However, to using multiple linear regression as an analysis, it is necessary to first test the requirement called classical assumption test. If the requirements are met, then the multiple linear regression can used and if it does not meet the

existing requirements, then the double linear regression cannot be used which means must use other data analysis tools.⁵⁵

1. Multiple Regression Analysis

To achieve the objectives, the data collected were analyzed using multiple regression analysis. In the regression analysis, Beside to measuring the strength of the relation between two or more variables, it also shows the direction of the relation between the dependent variable with the independent variable. The dependent variable is assumed to be random / stochastic, which means having a probabilistic distribution. The independent variable is assumed to have a fixed value (in repeated sampling).

Multiple linear regression analysis is a linear relation between two or more independent variables (X_1, X_2, \dots, X_n) with the dependent variable (Y). This analysis to determine the direction of the relation between the dependent and independent variables whether each independent variable have correlation positive or negative, and to predict the value of the dependent variable while the independent variable value increased or decreased. The data used are usually scaled intervals or ratios.

Multiple linear regression equation is below:

$$Y' = a + b_1X_1 + b_2X_2 + \dots + b_nX_n$$

Noted

Y' = dependent variable (predicted value)

⁵⁵ R. Gunawan, *Analisis Regresi Linier Ganda dalam SPSS* (Yogyakarta: Graha Ilmu, 2005), Pg. 124.

X_1 and X_2 = independent variable

a = constants (value Y' when $X_1, X_2, \dots, X_n = 0$)

In this regression there several things that must be analyzed are :

a) Coefficient of Regression

Explain how large the influence of each independent variable toward dependent variable. The simple regression model is $\bar{y} = a + bx$, which, \bar{y} is the dependent variable and X is the independent variable, a is the support for the intercept (a), b is the estimator for the regression coefficient (β), and a, β is parameter which the value is unknown so it is expected to use sample statistics.

b) Coefficient of Determination (R^2)

R^2 explains how big the presentation of total variation by dependent variable proposed by model, the larger of R^2 the greater of influence of the model in explaining the dependent variable.

R^2 value ranges from 0 to 1, $R^2 = 1$ means there is a perfect match. While a value of 0 means there is no relation between the dependent variable with the variable that explains. To know how large the influence of X toward Y used formula coefficient of determination (R^2) in a formula: "squaring the correlation coefficient value (r) that has been calculated", by the formula:

$$R^2 = r^2 \text{ (100\%)}$$

Noted

R = coefficient of determination

r = correlation coefficient

2. Hypothesis Test

a) F Test

F test used to showed whether all of independent variable has been entered in the model have significant simultaneously influence toward dependent variable. To know whether the significant or not a multiple correlation, so needs to doing the analysis with the formula below:

$$F_{\text{statistic}} = F = \frac{R^2/k}{(1-R^2)/(n-k-1)}$$

Notes:

$F = F_{\text{count}}$ will comparing with F_{table}

R = Multiple correlation coefficient has been found

K = Total of independent variable

n = Total of sample

There is the step that used for F test below:

1) Hypothesis formulation

- a. H_0 rejected and H_a accepted if there is simultaneously influence between variable X_1 dan X_2 toward variable Y
- b. H_0 accepted and H_a rejected if there is no simultaneously influence between variable X_1 dan X_2 terhadap variabel Y

2) Testing criteria

- a. If $F_{\text{count}} > F_{\text{table}}$ so H_0 rejected and H_a accepted
- b. If $F_{\text{count}} < F_{\text{table}}$ so H_0 accepted and H_a rejected

3) Determined the critical value with determine significant degree

$$(\alpha) = 5\%$$

$$F_{table} = (k ; df = n-k ; \alpha)$$

b) T Test (Partial)

T test in this research used to showed how far the influence of one independent variable individually in explaining variance of dependent variable. Partial test is statistic test individually to know each influence of independent variable toward dependent variable using T test. This analysis partially used to determine independent variable that having relation most dominant toward dependent variable so using T test (partial test). Formula of partial test is below:

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

Noted:

T = Hypothesis test

r = Coefficient regression

n = Total of sample

There are the steps that used for T test are below:

1) Hypothesis formulation

- a. H_0 rejected and H_a accepted if there is influence partially between variable X_1 toward Y or X_2 toward Y
- b. H_0 accepted and H_a rejected there is no influence partially between variable X_1 toward Y or X_2 toward Y

2) Testing criteria

a. If $T_{\text{count}} > T_{\text{table}}$ so H_0 rejected and H_a accepted

b. If $T_{\text{count}} < T_{\text{table}}$ so H_0 accepted and H_a rejected

3) Determined the critical value with determine the significant degree (α) = 5%

$$T_{\text{table}} = t \left(\frac{\alpha}{2}; df = n-k-1 \right)$$

c) Classical Assumption Test

This test is used to show whether the model that observed will be classic deviation assumption or not, then procurement irregularities examination of classical assumptions must be made:

1) Normality test

Normality test is statistical analysis that has function to see whether residual value in normal distributed or not. Not only it, normality test aim to testing whether in regression model, dependent variable and independent variable, both have normal distributed or not. Because the good regression model is having normal distributed or near to normal.

Normality test can doing with Kolmogrov-smirnov normality test, if significant value bigger than 0,05, so can concluded that the data have been normal distributed.

2) Linearity Test

Linearity test is a procedure used to determine a linear or not a distribution of research data. The relation of linear shows that the

change in the independent variable will tend to followed by the dependent variable by forming a linear line. Linearity test conducted in this research to determine whether the variable levels of social competence and personal competence by teachers toward the learning achievement of students is related to linearly or not.

3) Multicollinearity Test

Assumption test on multicollinearity is intended to prove or test whether there is a linear relation between independent variables (independent) one with other independent variables (independent) other. In multiple regression analysis, there will be two or more independent variables that are expected to affect the dependent variable. The estimation will be justified if there is no linear correlation (multicollinearity) among independent variables.

The existence of a linear relation between the independent variables will lead to difficulty in separating the effect of each independent variable on the dependent variable. Therefore, it should actually be declared, there was no linear relation between the independent variables.

4) Autocorrelation Test

The autocorrelation test is an assumption test in the regression where the dependent variable is not correlated with itself. The meaning of the correlation with itself is that the value of the variable itself, either from the value of the previous period or the value of the

period thereafter. To detect autocorrelation symptoms we use Durbin Watson test. This test produces a value DW count (d) and DW value table.⁵⁶

J. Procedure or Research

In this research procedure contains the stages of research implementation.

The steps are below:

1. Begin research writing by collecting data, whether the data obtained from books, previous thesis or documents that have relevance to this the research.
2. Clarify the data that has been obtained that is be adapted to the problems of research and discussion.
3. Begin writing by describing the data which obtained from the questionnaire data and documentation about the influence of teacher's social competence and personality competence toward student's learning achievement on social studies subject of seventh grade.
4. Analyze and conclude the results of various data obtained so can produce a comprehensive writing.

⁵⁶ Purbaya Budi Santoso dan Ashari, *Analisis Statistik dengan Microsoft Excel & SPSS* (Yogyakarta: ANDI, 2005), Pg. 240.

BAB IV

RESULT OF RESEARCH

A. Description of Research Object

1. Profil of Brawijaya Smart School (BSS) junior high school Malang

SMP Brawijaya Smart School Malang is a junior secondary formal school which is under the scope of Brawijaya University in Malang. The BSS junior high school was established in 1997. At the beginning, the school was named Dharma Wanita Junior High School in Brawijaya University, and on November 9, 2010 it was changed to BSS Middle School because of the transfer of the school management system, from the management of the UNIBRAW Dharma Wanita Foundation to the Directorate BSS UB.

BSS junior high school is a school based on religious character, which is educate the students in the academic field and promoting religious-based characters. This is manifested in the form of religious activities that are carried out routinely every afternoon before going home, namely Smart Quran, Smart Bible, or Smart Wedha activities as well as dhuha prayer activities, dhuhur prayers, ashar prayers and Friday prayers which must be done by Muslim students at school.

Curriculum 2013 as a whole has been used in the academic and non-academic at this school. Beside that, the school located at Jalan Cipayung

No. 8 Malang This is also a Full Day school, whose academic activities start at 06:45 WIB and end at 16.30 WIB. In this school there are additional academic activities for some students which include Keputrian whose implementation is conducted simultaneously with Friday prayers with female students, BIS (Student Intensive Guidance). for grades VII, VIII and IX.

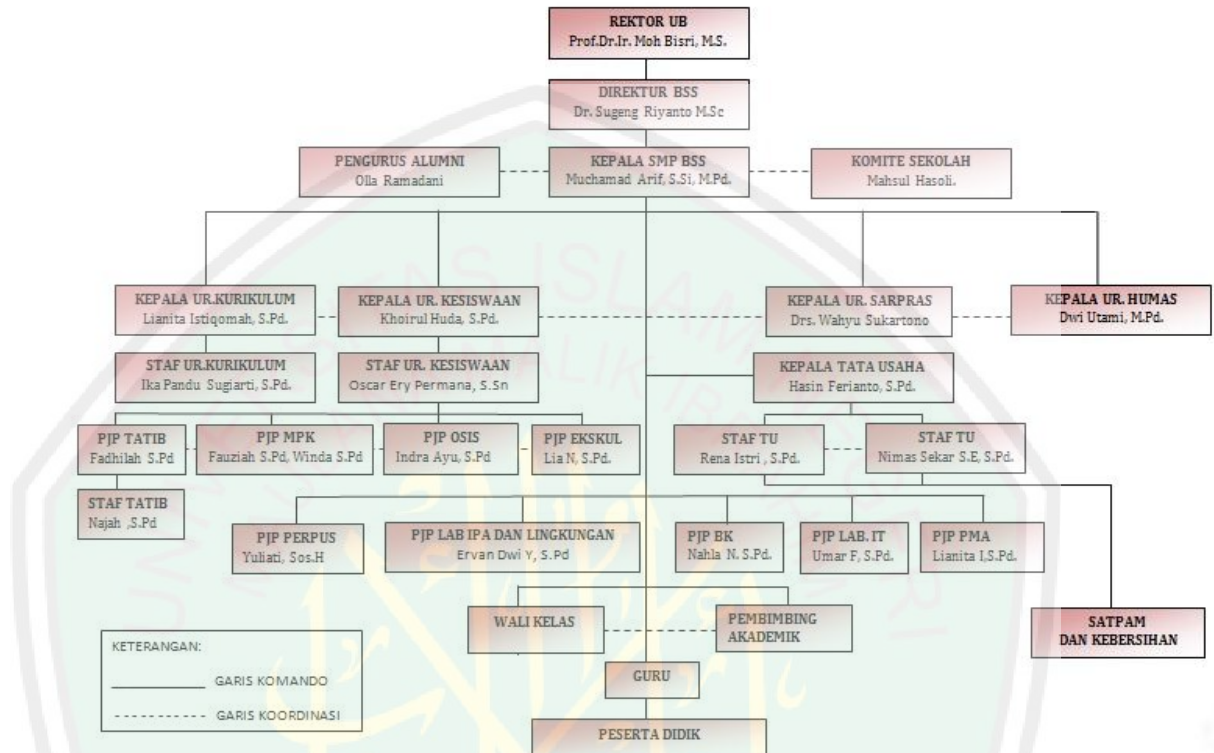
Non-academic potential students are also considered in this school. Non-academic activities of the BSS junior high school are organizational and extra-curricular activities. Organizational Activities of BSS junior high school students include OSIS and MPK, while extra-curricular activities include scouting activities, which are compulsory extracurricular activities for students of grades VII and VIII, Futsal, Basketball, Karate, Silat, Dance, Theater, Music, Comics, Batik , KIR, and PMR, one of which must be chosen by students.

With the vision and mission of "To be a superior intelligent and high quality character school based on faith and piety and globally competitive", it is expected that the BSS junior high school can produce a superior, outstanding future generation, useful for the nation and religion.

2. Organization Structure of School

In the below is a picture showing the organizational structure at SMP Brawijaya Smart School Malang:

Diagram 4.1 Organization Structure of School



B. Data Description

Data description is a description of each variable obtained in the field. In this study there are three variables, namely social competence (X_1), personality competence (X_2), and student's learning achievement of social studies in seventh grade at Brawijaya Smart School (BSS) senior high school Malang (Y). Which, student's learning achievement is taken from second semester scores (raport score).

1. Data Frequency Description of Teacher's Social Competence Variable

In this research, teacher's social competence was measured using 3 indicators which made into 9 questions with a score range of 1-5. Data collection techniques used in the form of questionnaires distributed to 125

respondents who then get the highest score is 45 and the lowest value is 9.

And this explanation details are listed below:

Table 4.1 Mean, median, mode, standar deviation, range, minimum, maximum of teacher's social competence variable

Statistics		
Kompetensi Sosial		
N	Valid	125
	Missing	0
Mean		39.71
Std. Error of Mean		.470
Median		39.00
Mode		35
Std. Deviation		5.255
Range		7.4
Minimum		9
Maximum		45

Table 4.2 Frequency distribution of teacher's social competence

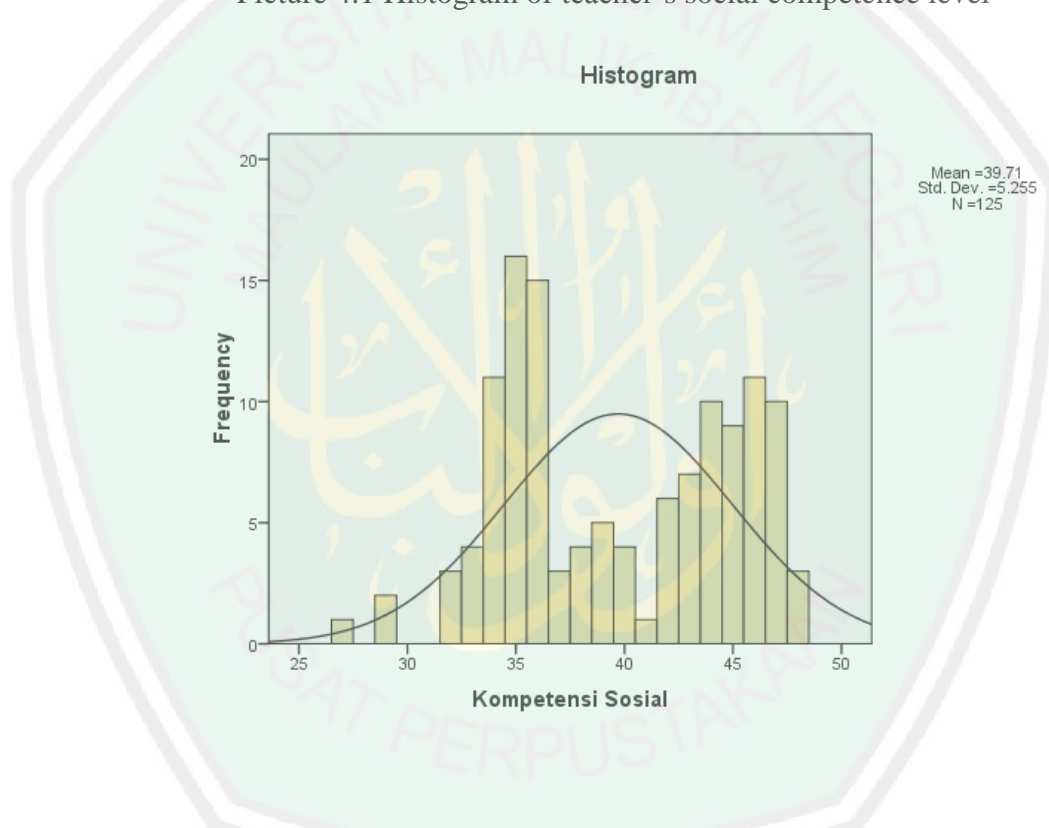
No.	Interval	Criteria	Frequency	Percentage
1	9-16	Very Low	0	0%
2	17-24	Low	0	0%
3	25-32	Medium	6	4,8%
4	33-40	High	60	48%
5	41-48	Very High	59	47,2%
Total			125	100%

From the table above it showed that the level of social competence of teachers of Brawijaya Smart School (BSS) junior high school Malang which has a very high category as much as 47,2% of the total sample, a high level 48% of the total sample, medium criteria is 4,8%, low level of 0% and very

low level of 0% of the total sample. Based on the table above it can be concluded that the social competence of teachers in Brawijaya Smart School (BSS) junior high school Malang in the high category.

For more detail of description about the result above, researcher provide the histogram below:

Picture 4.1 Histogram of teacher's social competence level



2. Data Frequency Description of Teacher's Personality Competence Variable

The teacher's personality competence variable was measured using 4 indicators which made into 16 questions with a score range of 1-5. Data collection techniques used in the form of questionnaires distributed to 125 respondents who then get the highest score of 80 and the lowest value of 16.

For more detail of description about frequency distribution of teacher's personality competence the researcher provide it below:

Table 4.3 Mean, median, mode, standar deviation, range, minimum, maximum of teacher's personality competence variable

Statistics		
Kompetensi Kepribadian		
N	Valid	125
	Missing	0
Mean		62.04
Std. Error of Mean		.696
Median		63.00
Mode		68
Std. Deviation		7.782
Range		13
Minimum		16
Maximum		80

Table 4.4 Frequency distribution of teacher's personality competence

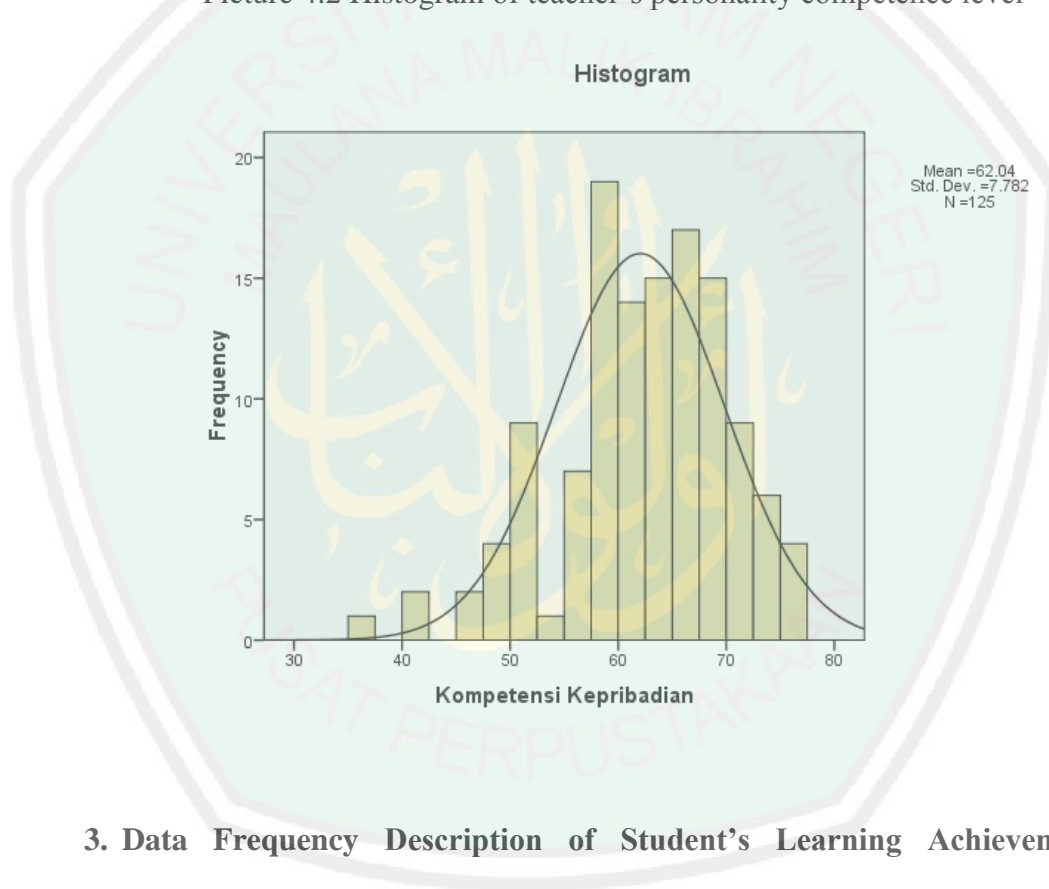
No.	Interval	Criteria	Frequency	Percentage
1	16-28	Very Low	0	0%
2	29-41	Low	1	0,8%
3	42-54	Medium	18	14,4%
4	55-67	High	71	56,8%
5	68-80	Very High	35	28%
Total			125	100%

From the table above it showed that the level of teacher's personality competence in Brawijaya Smart School (BSS) junior high school Malang has very high category of 28% of the total sample, a high category of 56,8%, a medium level of 14,4% from the total sample, a low level of 0,8% and a very

low level of 0% of the total sample. Based on the table above it concluded that the teacher's personality competence in Brawijaya Smart School (BSS) junior high school Malang in the high category.

And for the detail of description about the result before, researcher provide it into histogram picture below:

Picture 4.2 Histogram of teacher's personality competence level



3. Data Frequency Description of Student's Learning Achievement Variable

In this research, learning achievement was measured by the raport scores of social studies subject in the second semester of each seventh grade of Brawijaya Smart School (BSS) junior high school Malang. From these score, the highest and lowest scores are grouped according to the criteria based on the KKM score (Minimum Completeness Criteria) that has been

determined by Brawijaya Smart School (BSS) junior high school Malang in social studies subjects. The results and analysis of the scores by students are presented in the form of tables below:

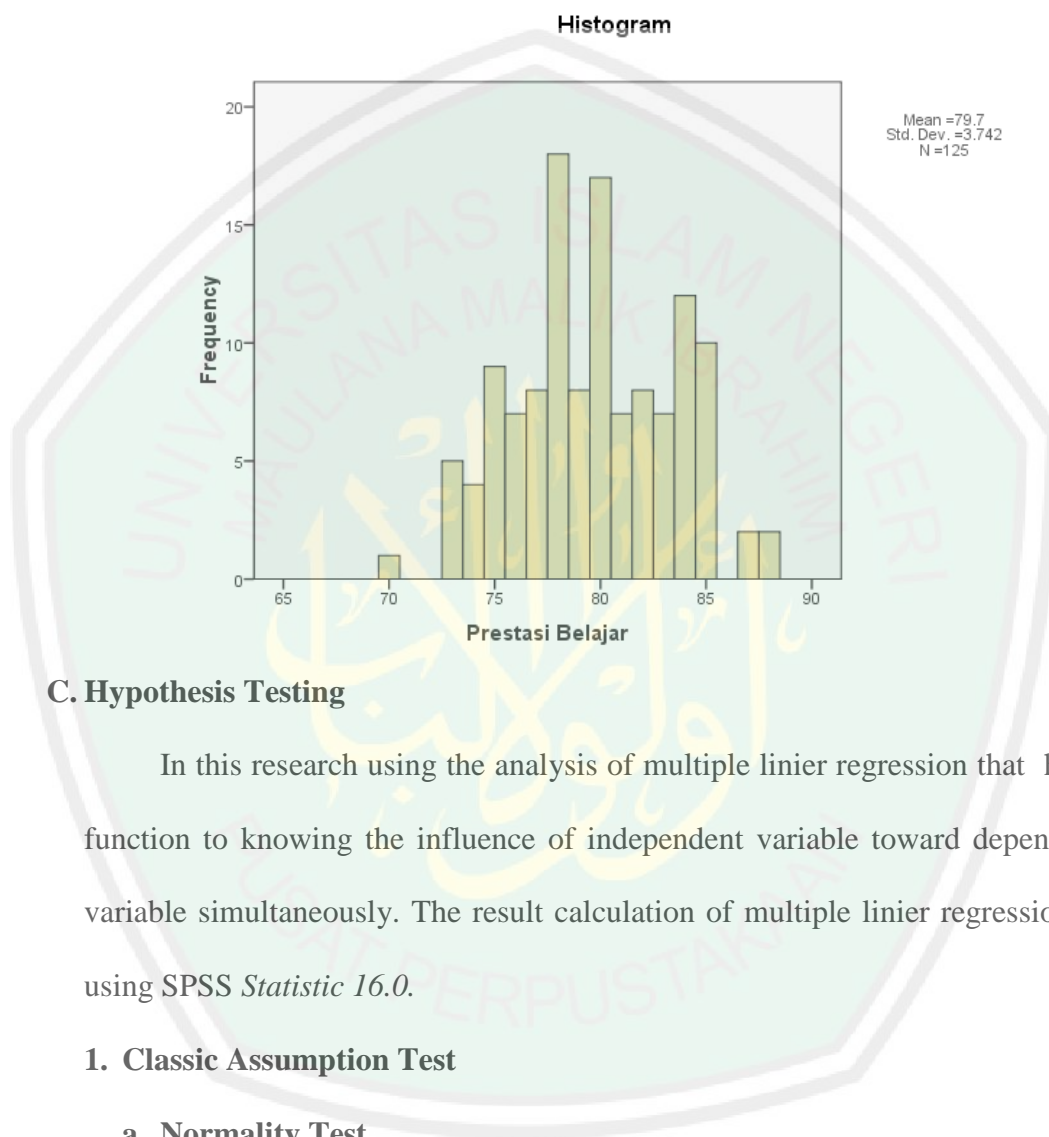
Table 4.5 Frequency distribution of learning achievement variable

No.	Interval	Criteria	Frequency	Percentage
1	0-60	Not Pass	0	0%
2	61-70	Less	1	0,8%
3	71-80	Medium	76	60,8%
4	81-90	Good	48	38,4%
5	91-100	Very Good	0	0%
Total			125	125%

From the table above it showed that student's learning achievement include (1) very good category as many as 0 students or 0%, (2) good category as many as 48 students or 38.4%, (3) medium category as many as 76 students or 60.8%, (4) less category as much as 1 student or 0.8%, (5) not pass category as much as 0 students or 0%.

So, from the data concluded that generally the student's learning achievement on social studies subject in seventh grade at Brawijaya Smart School (BSS) junior high school Malang including in medium level.

Picture 4.3 Histogram of learning achievement variable



C. Hypothesis Testing

In this research using the analysis of multiple linier regression that have function to knowing the influence of independent variable toward dependent variable simultaneously. The result calculation of multiple linier regression is using SPSS *Statistic 16.0*.

1. Classic Assumption Test

a. Normality Test

The normality test is conducted to find out whether the residuals or errors research are normally distributed or not. While the method using the non-parametric statistical test Kolmogrov-Smimov (K-S).

If the significance value of the Kolmogorov-Smirnov test results ≥ 0.05 so it is stated normally distributed and otherwise if the Kolmogorov-Smirnov test results ≤ 0.05 then it is stated abnormal distribution.

Table 4.6 Result of normality test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		125
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	3.63209122
Most Extreme Differences	Absolute	.078
	Positive	.046
	Negative	-.078
Kolmogorov-Smirnov Z		.867
Asymp. Sig. (2-tailed)		.440

a. Test distribution is Normal.

Based on output above, known that the significant value amount $0,440 > 0,05$, so can make a conclusion that the data testing has a normal distribution.

b. Linearity Test

Linearity test in this research also using the *SPSS Statistic 16.0* application with the testing result showed below:

Table 4.7 Result of linearity test 1

ANOVA Table

		Sum of Squares	Df	Mean Square	F	Sig.
Prestasi Belajar * Kompetensi Sosial	Between (Combined) Groups	357.121	18	19.840	1.525	.096
	Linearity	39.999	1	39.999	3.074	.082
	Deviation from Linearity	317.122	17	18.654	1.434	.135
	Within Groups	1379.327	106	13.013		
Total		1736.448	124			

Based on the results of the linearity test, it is known that the significance value of deviation from linearity is $0.135 > 0.05$, it can be concluded that there is a linear relation between teacher's social competence and learning achievement.

Table 4.8 Result of linearity test 2

ANOVA Table

		Sum of Squares	Df	Mean Square	F	Sig.
Prestasi Belajar * Kompetensi Kepribadian	Between (Combined) Groups	479.320	29	16.528	1.249	.210
	Linearity	53.619	1	53.619	4.052	.047
	Deviation from Linearity	425.701	28	15.204	1.149	.303
	Within Groups	1257.128	95	13.233		
Total		1736.448	124			

Based on the results of the linearity test, it is known that the significance value of deviation from linearity is $0.303 > 0.05$, it can be

concluded that there is a linear relation between teacher's personality competency and learning achievement.

c. Multicollinearity Test

Multicollinearity test is conducted to determine whether there is a correlation between independent variables. Multicollinearity obtained from (1) tolerance value and (2) variance inflation factor (VIF).

If the tolerance value is < 0.10 and the VIF value is > 10 , multicollinearity occurs. Otherwise, if the tolerance value is > 0.10 and VIF value is < 10 , multicollinearity does not occur.

Table 4.9 Result of multicollinearity test

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	69.442	3.761		18.466	.000		
Kompetensi Sosial	.117	.063	.165	1.872	.064	.995	1.005
Kompetensi Kepribadian	.090	.042	.187	2.126	.035	.995	1.005

a. Dependent Variable: Prestasi Belajar

In table 4.9 above it is known that the tolerance value of all variables is larger than 0.10 and the VIF value of all variables is less than 10.00, so that in this regression model there is no multicollinearity.

d. Autocorrelation Test

In this research the autocorrelation test obtained from SPSS 16.0 *for windows* application and which can be seen from the Durbin Watson coefficient. For statistic result of autocorrelation test the researcher provide it into table below:

Table 4.10 Result of autocorrelation test

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.241 ^a	.058	.043	3.66174	1.512

a. Predictors: (Constant), Kompetensi Kepribadian, Kompetensi Sosial

b. Dependent Variable: Prestasi Belajar

Based on table above, obtained the analysis result with the testing criteria below:

- 1) If DW value between dU until 4-dU, correlation coefficient is zero. Its meaning, no autocorrelation.
- 2) If DW value is smaller than dL, and correlation coefficient is larger than zero. Its meaning, there is positive autocorrelation.
- 3) If DW value is larger than 4-dL, and correlation coefficient is smaller than zero. Its meaning, there is negative autocorrelation.
- 4) If DW value between 4-dU until 4-dL, the result can not be concluded.

Table 4.10 showed that DW value is 1,512 with $k = 2$ and $n = 125$, so obtained dL value is 1,591, dU 1,8276, $4-dL = 2,409$ and $4-dU =$

2,1274. This is mean DW value smaller than dL, so it concluded there is positive autocorrelation.

2. Analysis of Multiple Linier Regression

a. Equation of Multiple Linier Regression

In this data analysis of regression test used the SPSS 16.0 *for windows*. To knowing the influence of teacher's social competence variable (X_1) and personality competence (X_2) toward student's learning achievement variable (Y). Researchers can showed in the table below:

Table 4.11 Result of multiple linier regression test

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	69.442	3.761		18.466	.000
Kompetensi Sosial	.117	.063	.165	1.872	.064
Kompetensi Kepribadian	.090	.042	.187	2.126	.035

a. Dependent Variable:
Prestasi Belajar

Based on the results of multiple linear regression tests in the table above, it can be obtained the equation $Y = 69,442 + 0,117 X_1 + 0,090 X_2$.

The results of the analysis can be interpreted as below:

- 1) From the multiple linear regression equation above, a constant value of 69.444 is obtained. It can be said that, if learning achievement (Y) is not affected by both the independent variables or teacher's social

competence (X_1) and teacher's personality competency (X_2) is zero, then the average of student learning outcomes will be 69,442.

- 2) The regression coefficient value on the independent variables illustrates if the independent variable is estimated to increase by one number and the other independent variable value is expected to increase or can decrease according to the sign of the independent variable regression coefficient.
- 3) Regression coefficient for independent variable X_2 (teacher's social competence) have a positive value, its indicated there is a unidirectional relation between teacher's social competence (X_1) with the students' learning achievement (Y). Variable of regression coefficient X_1 is 0.117 have meaning for every increasing of teacher's social competence (X_1) at one point will lead to increased student's learning achievement (Y) of 0.117.
- 4) Regression coefficient for independent variable X_2 (teacher's personality competence) have a positive value, its indicated there is a unidirectional relation between teacher's personality competence (X_2) with the students' learning achievement (Y). Variable of regression coefficient X_2 is 0.090 have meaning for every increasing of teacher's personality competence (X_2) at one point will lead to increased student's learning achievement (Y) of 0.090.

Based on the above interpretation, it is known the contribution of independent variables on the dependent variable is the social competence

of teachers (X_1) of 0.117 and personal competence of teachers (X_2) is 0.090. So it can be concluded that the teacher's social competence (X_1) has a direct relationship with the students' learning achievement (Y) and personality competency (X_2) there is a direct relationship toward student's learning achievement (Y).

b. Correlation Coefficient Analysis and Determination Coefficient Analysis (R^2)

Analysis of correlation coefficients and determination coefficients is used to determine the contribution of independent variables, namely teacher's social competence (X_1) and teacher's personality competency (X_2) toward the dependent variable, namely student learning achievement (Y). As for the table of analysis of the correlation coefficient (R) and the coefficient of determination (R^2) as below:

Table 4.12 Correlation coefficient and determination coefficient

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.241 ^a	.058	.043	3.66174

a. Predictors: (Constant), Kompetensi Kepribadian, Kompetensi Sosial

b. Dependent Variable: Prestasi Belajar

The determination coefficient is used to calculate the amount of influence and the contribution of independent variables to the dependent variable. From the analysis in the table above, the result of R^2 (coefficient of determination) is 0.058. So that it can be said that 5.8% of students' learning achievement variables (Y) influenced by independent variables

there are teacher's social competence (X_1) and personality competence (X_2). While the rest 94.2% of students' learning achievement variables (Y) influenced by other from independent variables there are teacher's social competence (X_1) and personality competence (X_2).

However, based on the above calculation values indicate that social competence and personality competence have a significant contribution, even though only 5.8%. This could be caused to the element of social competence and personality competence not being the only competencies that teachers must possess. In addition to these competencies, teachers must also have pedagogic competence and professional competence. Even though it only gives contributions that are not too large, social competencies and personality competencies continue to make significant contributions and will provide maximum results if supported by other competencies.

Besides that, the coefficient of determination is also obtained by the correlation coefficient which shows the magnitude of the relationship between independent variables, namely teacher's social competence (X_1) and teacher's personality competency (X_2). The value of R (correlation coefficient) is 0.241, this correlation value indicates that the relationship between independent variables is teacher social competence (X_1) and teacher's personality competence (X_2). With the learning achievement of students (Y) amounting to 24% which indicates that it is classified as a relationship not too strong.

3. Hypothesis Test

Hypothesis testing function to test whether the effect of the social competence of teachers (X_1) and personality competence (X_2) toward student's learning achievement (Y) significant both together (simultaneously) or partially (individual), conducted tests of significance. Testing starts from simultaneous testing and when the results of simultaneous testing is significant can be continued with partial testing.

a. Simultaneous Hypothesis Testing (F test)

F test used to determine the significant influence of the independent variables together toward a dependent variable. The results of hypothesis testing simultaneously by using SPSS 16.0 for Windows. This can also be said if $F_{hitung} > F_{tabel}$, then the result is significant and can be said that H_0 is rejected and H_a accepted. Whereas, if $F_{hitung} < F_{tabel}$, then the results are not significant and it can be said that H_0 accepted and H_a rejected. Here's a hypothesis testing are listed in table F Test below:

Table 4.13 F test

ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	100.629	2	50.315	3.752	.026 ^a
Residual	1635.819	122	13.408		
Total	1736.448	124			

a. Predictors: (Constant), Kompetensi Kepribadian, Kompetensi Sosial

b. Dependent Variable: Prestasi Belajar

1) Determine hypothesis

H_0 : Teacher's social competence and personality competence have not a significant positive influence toward student's learning achievement.

H_a : Teacher's social competence and personality competence have a significant positive influence toward student's learning achievement.

2) Determine the significance level

The significance level using $\alpha = 5\%$ (significance 5% or 0,05 is a standard measure that is often used in research).

3) Determine the F_{count}

Based on the table obtained F_{count} is 3,752.

4) Determine the F_{table}

By using the confidence level 95%, $\alpha = 5\%$, df 1 (total of variable-1) = 2, and df 2 (n-k) $125-2 = 123$ (n is total of sample and k is total of independent variable), obtained the result of F_{table} is 3,07.

5) Testing criteria

H_0 : Be accepted if $F_{\text{count}} < F_{\text{table}}$ or probability value $> 0,05$

H_a : Be accepted if $F_{\text{count}} > F_{\text{table}}$ or probability value $< 0,05$

6) Compare the F_{count} and F_{table}

Value of $F_{\text{count}} > F_{\text{table}}$ ($3,752 > 3,07$), so, H_a is accepted.

7) Conclusions

Value of $F_{\text{count}} > F_{\text{table}}$ ($3,752 > 3,07$) and the significance value ($0,026 < 0,05$) so H_a is accepted, its meaning there is a significant positive influence on teacher's social competence (X_1) personality competence (X_2) toward student achievement (Y). So, it can be concluded that teacher's social competence variables (X_1) and personality competence (X_2) simultaneously (together) influential in improving student's learning achievement (Y).

b. Partial Hypothesis Testing (T test)

T test is used to determine whether each independent variable partially has a significant influence toward the dependent variable. It can also be said if $T_{\text{count}} > T_{\text{table}}$, the result is significant and it can be said that H_0 is rejected and H_a is accepted. Whereas if $T_{\text{count}} < T_{\text{table}}$, the result is not significant and it can be said that H_0 is accepted and H_a is rejected.

Table 4.14 T test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	69.442	3.761		18.466	.000
Kompetensi Sosial	.117	.063	.165	1.872	.064
Kompetensi Kepribadian	.090	.042	.187	2.126	.035

a. Dependent Variable:

Prestasi Belajar

Based on the table 4.14 above, analysis results can obtained as below:

1) Influence of teacher's social competence (X_1) toward student's learning achievement (Y)

a) Determine the hypothesis

H_o : Teacher's social competencies have not a significant positive influence toward student's learning achievement.

H_a : Teacher's social competencies have a significant positive influence toward student's learning achievement..

b) Determine the significance level

The significance level using $\alpha = 5\%$.

c) Determine t_{count}

Based on table obtained t_{count} is 1.872.

d) Determine the t_{table}

The distribution table is searched on $\alpha = 5\% : 2 = 2,5\%$ (2-sided test) with degrees of freedom (df) $n-k-1$ or $125-2-1 = 122$ (n is total of sample and k is total of independent variable).

With 2 side-test (significance = 0,025) obtained the result t_{table} is 1,979.

a) Testing criteria

H_o : Be accepted if $t_{count} < t_{table}$ or probability value $> 0,05$

H_a : Be accepted if $t_{count} > t_{table}$ or probability value $< 0,05$

- e) Compare the t_{count} and t_{table}

Value of $t_{\text{count}} < t_{\text{table}}$ ($1.872 < 1,979$), so H_0 be accepted.

- f) Conclusions

Value of $t_{\text{count}} < t_{\text{table}}$ ($1.872 < 1,979$), and the significance value ($0,064 > 0,05$), then H_0 is be accepted, meaning that there is no a significant positive influence on teacher's social competence (X_1) toward student achievement (Y). So, it can be concluded that partially teacher's social competence variables (X_1) have not a significant positive effect on increasing student's learning achievement (Y).

- 2) Influence of teacher's personality competence (X_2) toward student's learning achievement (Y)

- a) Determine hypothesis

H_0 : Teacher's personality competence have not a significant positive influence toward student's learning achievement.

H_a : Teacher's personality competence have a significant positive influence toward student's learning achievement.

- b) Determine the significance level

The significance level using $\alpha = 5\%$.

- c) Determine the t_{count}

Based on table obtained t_{count} is 2.126.

d) Determine the t_{table}

The distribution table is searched on $\alpha = 5\% : 2 = 2,5\%$ (2-sided test) with degrees of freedom (df) $n-k-1$ or $1125-2-1 = 1122$ (n is total of sample and k is total of independent variable).

With 2 side-test (significance = 0,025) obtained the result t_{table} is 1,979.

e) Testing criteria

H_o : Be accepted if $t_{count} < t_{table}$ or probability value $> 0,05$

H_o : Rejected if $t_{count} > t_{table}$ or probability value $< 0,05$

f) Compare the t_{count} and t_{table}

Value of $t_{count} > t_{table}$ ($2.126 > 1,985$), so H_o is rejected.

g) Conclusions

The value of $t_{count} > t_{table}$ ($2.126 > 1.985$), and the significance value ($0.035 < 0.05$), then H_o is rejected, meaning that there is a significant positive influence on teacher's personality competence (X2) toward student achievement (Y). So, it can be concluded that partially teacher's personality competency variables (X2) have a significant positive effect on increasing student's learning achievement (Y).

Based on the hypothesis testing above, it can be concluded again in the table below:

Table 4.15 Conclusions of hypothesis test result

No.	Hypothesis	Result of Analysis	Conclusion
1	The Influence of teacher's social competence toward student's learning achievement of social studies subject in seventh grade at Brawijaya Smart School junior high school Malang	Value of $t_{count} < t_{table}$ (1.872 < 1,979), and significance value (0,064 > 0,05)	H_o = be accepted H_a = rejected
2	The Influence of teacher's personality competence toward student's learning achievement of social studies subject in seventh grade at Brawijaya Smart School junior high school Malang	Value of $t_{count} > t_{table}$ (2.126 > 1,985), and significance value (0,035 < 0,05)	H_o = rejected H_a = be accepted
3	The Influence of teacher's social competence and personality competence toward student's learning achievement of social studies subject in seventh grade at Brawijaya Smart School junior high school Malang	Value of $F_{count} > F_{table}$ (3,752 > 3,07) and significance value (0,026 < 0,05)	H_o = rejected H_a = be accepted

CHAPTER V

DISCUSSION

A. The influence of teacher's social competence toward student's learning achievement of social studies subject in seventh grade at Brawijaya Smart School junior high school Malang

From the linear regression analysis that has been done, it is obtained that the t count value is smaller than t table, and the significance value is larger, which means that H_0 is accepted and H_a is rejected. Therefore, partially stated that there is no significant positive influence of the teacher's social competence variables toward student's learning achievement of social studies subjects of seventh grade at Brawijaya Smart School junior high school Malang.

Based on human nature as social beings and ethical creatures, a teacher must be able to treat students appropriately and aim to achieve potential optimization in each student. Teachers must understand and apply the principle of humanistic learning which assumes that learning success is determined by the abilities that exist in the learners themselves. The social competence of a teacher is related to the ability to communicate with students and their environment (such as parents, neighbors, and peers).⁵⁷

In the quantitative calculation in this study is not suitable with the aspects of Musaheri's theory, mentioned the characteristics of teachers who have social

⁵⁷ Hamzah B. Uno, *Loc. cit.*, Pg. 19.

competence is to communicate politely and interact effectively.⁵⁸ Which is one of the characteristics of teachers who have social competence is; "Communicate", that in this case Made Pidarta in his book Education Foundation writes that "the process of conveying one's thoughts and feelings to other people or groups of people. There are tools can be used to communicate."⁵⁹

We know that the factors that affect the learning achievement broadly influenced by two factors, namely from within oneself and external factors (social environment). Tulus Tu'u argued that the factors that influence learning achievement include school, which is the second environment that plays a major role in influencing student achievement. In the school one of the full roles is the teacher. Good teachers are required to having several competencies. Teacher competence is required in order to develop and demonstrate the behavior of education, not just learn specific teaching skills, but it is the combination and application of skill and knowledge are interlocked in the form of real behavior. The behavior of such education should be supported by other aspects such as material master, theories of education, as well as the ability to take decisions that situational based on values, attitudes and personality.

In this research it was proved that partially the teacher's social competence did not affect the achievement of students. This is not in line with previous studies that demonstrated by Aroma Fatimah in her research entitled "The Influence of Teacher Competence of the Student Learning Outcomes in Social

⁵⁸ Musaheri, *Loc. cit.*, Pg. 203.

⁵⁹ Made Pidarta, *Loc. cit.*, Pg. 156.

Studies Subjects at Plus Al-Kautsar junior high school Blimbing Malang". In their research it was partially proven that there is a partial influence that social competence influences the improvement of student learning outcomes.⁶⁰ It is proven that t count is larger than t table, and the significance value is smaller, which means that H_0 is rejected and H_a is accepted.

Based on the results of filling out the questionnaire by respondents found in CHAPTER IV, it is known that the level of social competence of teachers in Brawijaya Smart School junior high school Malang has a very high category as much as 47.2% of the total sample, a high level of 48% of the total sample, medium criteria as much as 4.8%, low level of 0% and very low level of 0% of the total sample. Based on the table above it can be concluded that the social competence of teachers at Brawijaya Smart School (BSS) junior high school Malang in the high category.

Referring to the quality side the answers given by the respondents to the question items related to the level of influence of the teacher's social competence obtained the total score of the answers given was so far it's good. Judging from the percentage level, the score indicates that in general the level of teacher social competence in Brawijaya Smart School junior high school Malang as measured by the question items submitted is quite high of the expected level of teacher social competence. However, when the researcher tried to manually review the respondent's answers, there were a number 4.8% of respondents who feel the

⁶⁰ Aroma Fatimah Azzahra, "Pengaruh Kompetensi Guru terhadap Hasil Belajar Siswa pada Mata Pelajaran Ilmu Pengetahuan Sosial di SMP Plus Al-Kautsar Blimbing Malang", *Skripsi*, UIN Maulana Malik Ibrahim Malang, 2015.

medium social competency of the teacher in Brawijaya Smart School junior high school Malang.

Based on the descriptive results and regression testing above, it can be stated even though the average level of teacher's social competence perceived by respondents was quite high, but did not give influence the improvement of students' learning achievement at Brawijaya Smart School junior high school Malang because the influence of students' achievement was more influenced by other variables not included in this research. This is in line with the statement mentioned in Muhibbin Shah's⁶¹ book which states that, teacher's social competence is not the only one that influences students' learning achievement, but there are several other factors that affect learning achievement on external factors, namely family and community environment.

B. The influence of teacher's personality competence toward student's learning achievement of social studies subject in seventh grade at Brawijaya Smart School junior high school Malang

From the linear regression analysis that has been done, it is obtained that the t count value is greater than t table, and the significance value is smaller, which means that H_0 is rejected and H_a is accepted. Thus partially stated that there is a significant positive influence on the teacher's personality competence variable social studies learning achievements of learners in seventh grade at Brawijaya Smart School junior high school Malang.

⁶¹ Muhibin Syah, *Op.cit.*, Pg. 129.

It is known that personality competence is very big influence on the growth and personal development of the learners. This personality competence has a very important role and function in shaping the personality of the child, in order to prepare and develop human resources (HR), as well as the welfare of society, the progress of the country, and the nation in general.

Some personality competencies that should be available to a teacher, namely having deep knowledge of the subject matter that is his responsibility. Besides that, have knowledge about the development of students and the ability to treat them individually.⁶²

Mentioned again that personality competence, the "ability of personality (a) noble; (b) steady, stable and mature; (c) wise and wise; (d) be an example; (e) evaluate their own performance; (f) develop themselves; and (g) religious."⁶³

In side of personality, the Prophet Muhammad is a figure for the Muslims. As mentioned in QS. Al-Ahzab verse 21.

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ
وَذَكَرَ اللَّهَ كَثِيرًا

“There has certainly been for you in the Messenger of Allah an excellent pattern for anyone whose hope is in Allah and the Last Day and [who] remembers Allah often.”

⁶² Hamzah B. Uno, *Loc. cit.*

⁶³ BNSP, *Loc. cit.*

He (the Messenger of Allah) is an example of courage, is consistent in truth, forgiving, humble in association with neighbors, friends, and family. Thus, educators must emulate the Prophet Muhammad. How we need godly educators in character, deeds, traits, which can be seen by their students, for example.

Partial hypothesis testing results on the teacher's personality competence variables influence the learning achievement of students in this study is basically in line with previous studies. In a previous research by Aroma Fatimah Azzahra about the partial test of the influence of teacher's personality competence on student learning achievement that is obtained by the t count value is greater than t table. with a smaller significance value, which means that it can be concluded that H_0 is rejected and H_a is accepted. This is shows that teacher personality competence variables has influence toward student learning achievement.

From the calculations obtained from filling out questionnaires and processing data assisted by SPSS 16.0 for Windows, it can be seen that the level of teacher competency in SMP Brawijaya Smart School (BSS) Malang has a very high category in 28% of the total sample, a high category in 56.8% , and medium level in 14.4% of the total sample, a low level in 0.8% and a very low level in 0% of the total sample. Based on the table above it can be concluded that the teacher's personality competence at junior high school Brawijaya Smart School (BSS) Malang in the high category.

Based on the descriptive results and the regression test above, it can be stated that even though the average level of teacher personality competency perceived by respondents is high and influences the improvement of learning

achievement of seventh grade students in junior high school Brawijaya Smart School Malang.

C. The influence of teacher's social competence and personality competence toward student's learning achievement of social studies subject in seventh grade at Brawijaya Smart School junior high school Malang

After doing the F test result of this research that F count larger than F table, and the significance value is smaller, it can be concluded that H_0 is rejected and H_a accepted. So that simultaneously, social competencies and teacher personality competencies together have a significant positive influence on the learning achievement of social studies subjects in seventh grade at junior high school Brawijaya Smart School Malang.

However, the contribution of each variable is different. This can be seen from the testing of the regression coefficient that the regression coefficient of variable X_1 of 0.117 means that for every increase in teacher's social competence (X_1) equal to one number will lead to increased learning achievement of students (Y) of 0.117. And the regression coefficient variable X_2 of 0.090 means that for each increase in teacher personality competence (X_2) of one number will lead to an increase in student learning achievement (Y) of 0.090.

The learning process and the learning achievement of the students is not only determined by the school, the pattern of the structure, and the content of the curriculum, but is largely determined by the competence of the teacher who teaches and guides them. Competent teachers will be better able to create an

effective, enjoyable learning environment, and will be better able to manage their class, so that students' learning is at an optimal level.⁶⁴

Related to statement above, Rubin Adi Abraham said: "that the teacher is the determinant of the success of the implementation of learning because the teacher is a learning leader, facilitator, as well as the center of learning initiatives. That is why, the teacher must always develop his abilities. Whereas to obtain good results in a series of educational and learning activities, a teacher is required to have certain qualifications which are sometimes called competencies.⁶⁵

According to Sukmadinata, "Among the most basic social and personal abilities that teachers must master are idealism, namely the noble ideals that are to be achieved by education."

In addition, the personality of the teacher has a direct and cumulative influence on life and learning habits of students. What is meant by personality here include knowledge, skills and attitudes ideal, and also its perception of others. A number of experiments and observations confirm the fact that a lot of students learn from their teachers. Students absorb their teacher's attitudes, reflect their feelings, absorb their beliefs, imitate their behavior, and cite their statements. Experience shows that problems such as motivation, discipline, social behavior, achievement and continuous learning desires all come from the teacher's personality.⁶⁶

⁶⁴ Oemar Hamalik, *Op. Cit.* Pg. 36.

⁶⁵ Pdt. Dr. Rubin Adi Abraham, *Loc. Cit.*

⁶⁶ Oemar Hamalik, *Loc. Cit.* Pg. 34-35.

CHAPTER VI

CONCLUSION

A. Conclusion

Based on the results of the research that have been done, it can be concluded below:

1. There isn't a positive significant influence of teacher's social competence toward student's learning achievement of social studies subject in seventh grade at Brawijaya Smart School junior high school malang. So, the higher the level of teacher's social competence, the lower the student's learning achievement. So that teachers who have a low level of social competence in the learning process at school are not contributing to the improvement of students' learning achievement.
2. There is a positive significant influence of teacher's personality competence toward student's learning achievement of social studies subject in seventh grade at Brawijaya Smart School junior high school malang. So, the higher the level of teacher's personality competence, the higher the learning achievement of the students. So that teachers who have a high level of personality competence in the learning process at school also contribute to the improvement of students' learning achievement.
3. There is a positive significant influence of teacher's social competence and personality competence toward student's learning achievement of social

studies subject in seventh grade at Brawijaya Smart School junior high school malang. This means that if high teacher's social competence is supported by high teacher's personality competence, then the learning achievement of students is also high.

B. Recommendations

Based on the result of research, recommendations that researchers can provide as follows:

1. For Maulana Malik Ibrahim State Islamic Malang

The results of this study are hopefully used as study material for readers, especially students of Maulana Malik Ibrahim State Islamic Malang in solving problems related to social competence and personality competencies of teachers.

2. For Brawijaya Smart School (BSS) junior high school Malang

For the school, in this case the head of school and teachers need to encourage parents/guardians of students to participate in supervising their child's learning process. This is intended to ensure that children do not forget their obligations. Schools also need to improve the quality of teachers who support teaching and learning activities accompanied by good management. With the presence of good social competencies and personality competencies of teachers, students can learn well so that they can support students to further improve their learning achievement.

3. For the next researcher

For the next researchers who want to researching similar problems, regarding social competence and personal competence of teachers to the learning achievement of learners, should add to the discussion of the study, especially related to the latest news that is happening.



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APPENDIXES

APPENDIX

Appendix 1 Lisence of Research from Maulana Malik Ibrahim State Islamic University Malang (to trials)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : fitk@uin_malang.ac.id

Nomor : 125A /Un.03.1/TL.00.1/04/2018 23 April 2018
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Kepala SMP Darul Ulum Agung Malang
di
Malang

Assalamu'alaikum Wr. Wb.

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

Nama : Muhimatus Sholihah
NIM : 14130031
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Semester - Tahun Akademik : Genap - 2017/2018
Judul Skripsi : The Influence of Teacher's Personality and Social Competence Toward Student's Learning Achievement at Seventh Grade of Brawijaya Smart School (BSS) Junior High School Malang
Lama Penelitian : April 2018 sampai dengan Juni 2018 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

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

Wassalamu'alaikum Wr. Wb.



Tembusan :

1. Yth. Ketua Jurusan PIPS
2. Arsip

Appendix 2 Lisence of Research from Maulana Malik Ibrahim State Islamic University Malang (Research)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : fitk@uin_malang.ac.id

Nomor : 1165 /Un.03.1/TL.00.1/04/2018
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

17 April 2018

Kepada
Yth. Kepala SMP Brawijaya Smart School Malang
di
Malang

Assalamu'alaikum Wr. Wb.

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

Nama : Muhimatus Sholihah
NIM : 14130031
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Semester - Tahun Akademik : Genap - 2017/2018
Judul Skripsi : The Influence of Teacher's Personality and Social Competence Toward Student's Learning Achievement at Seventh Grade of Brawijaya Smart School (BSS) Junior High School Malang
Lama Penelitian : April 2018 sampai dengan Juni 2018
(3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

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

Wassalamu'alaikum Wr. Wb.



Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan PIPS
2. Arsip

Appendix 3 Research Letter of Brawijaya Smart School junior high school Malang



BRAWIJAYA SMART SCHOOL
SMP BRAWIJAYA SMART SCHOOL
Terakreditasi : A
NSS : 202056104123 NPSN : 20533849
Jalan Cipayung 8 Malang ☎ (0341) 5081175
Website : smp.bss.ub.ac.id
Email : smpbss_ub@yahoo.com

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 25 / I.04.2 / SMP BSS / VII/ 2018

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Brawijaya Smart School (BSS) Malang menerangkan bahwa :

nama : **Muhimatus Sholihah**
nim : 14130031
program studi : S1 Pendidikan IPS UIN Maulana Malik Ibrahim Malang
benar-benar telah melaksanakan Penelitian Skripsi di SMP BSS Malang yaitu :
judul : **The Influence of Theacher's Social Competence and Personality
Competence Toward Learning Achievement of Social Science
Subject in Seventh Grade at Brawijaya Smart School (BSS)
Junior High School Malang**
waktu : 12 April – 7 Juni 2018

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Malang, 19 Juli 2018

Kepala SMP BSS,



Muchamad Arif, S. Si., M. Pd
NIK. 300906852009

Appendix 4 Evidence of Consultation



**MAULANA MALIK IBRAHIM MALANG
STATE ISLAMIC UNIVERSITY
FACULTY OF EDUCATION AND TEACHING TRAINING
Jalan Gajayana Nomor 50 Telepon (0341) 552398 Faksimile
(0341) 552398**

Website: fitk.uin.malang.ac.id email: fitk@uin-malang.ac.id

EVIDENCE OF CONSULTATION

Name : Muhimatus Sholihah
Nim : 14130031
Study Program : Social Studies Education Departement
Advisor : Dr. H. Wahidmurni, M.P.d, Ak
Title of Thesis : The Influence of Teacher's Social Competence and Personality Competence Toward Student's Learning Achievement of Social Science Subject in Seventh Grade at Brawijaya Smart School (BSS) Junior High School Malang

No	Date of Consultation	Consultation Material	Signature
1	January, 18 th 2018	Introduction	
2	February, 15 th 2018	Chapter I, II & III	
3	March, 19 th 2018	ACC proposal exam	
4	May, 3 rd 2018	Chapter	
5	May, 28 th 2018	Chapter IV	
6	July, 30 th 2018	Chapter V	
7	August, 9 th 2018	Chapter VI	
8	September, 3 rd 2018	ACC thesis exam	

Acknowledged by,
Head of Departement,

Dr. Alfiana Yuli Efiyanti, M.A
NIP. 19760803 200604 1 001

Appendix 5 Questionnaire of Research

ANGKET PENELITIAN PENGARUH KOMPETENSI SOSIAL DAN KOMPETENSI KEPERIBADIAN GURU TERHADAP PRESTASI PESERTA DIDIK PADA MATA PELAJARAN IPS

Identitas Responden

Nama :

Kelas :

Jenis Kelamin :

Petunjuk pengisian

Angket penelitian ini ditujukan dengan maksud untuk menggali informasi tentang kompetensi sosial dan kompetensi kepribadian guru. **Berikan jawaban Anda dengan menandai salah satu dari pilihan yang tersedia dengan tanda (√).** Jawaban Anda tidak mempengaruhi nilai akademis di sekolah.

Keterangan

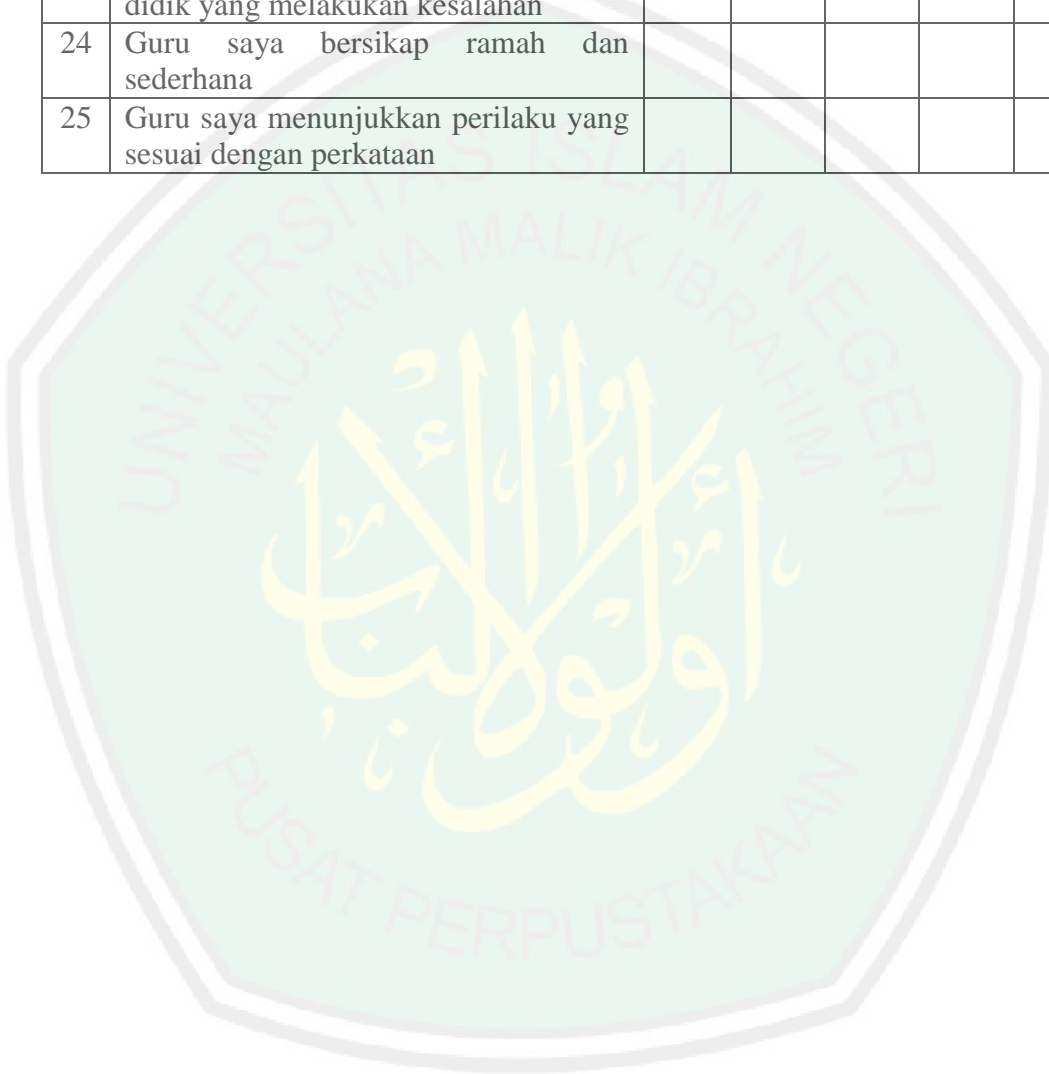
SS	: Sangat Setuju	(guru selalu melakukannya)
S	: Setuju	(guru sering melakukannya)
R	: Ragu-ragu	(guru kadang-kadang melakukannya)
TS	: Tidak Setuju	(guru jarang melakukannya)
STS	: Sangat Tidak Setuju	(guru sama sekali tidak melakukannya)

Daftar Pernyataan dari Variabel Kompetensi Sosial dan Kompetensi Kepribadian Guru

No	Pernyataan	SS	S	R	TS	STS
1	Guru saya mampu menerima pendapat peserta didik					

2	Guru saya tidak membeda-bedakan kemampuan tiap peserta didik					
3	Guru saya mengetahui kemampuan belajar peserta didik					
4	Guru saya mampu berkomunikasi baik dengan peserta didik dan sesama guru lainnya					
5	Guru saya memiliki sikap yang santun					
6	Guru saya mengemukakan pendapat dengan jelas					
7	Guru saya mampu beradaptasi dengan lingkungan kelas					
8	Guru saya mengikuti kegiatan sekolah dengan baik					
9	Guru saya mampu memimpin proses pembelajaran di kelas dengan baik					
10	Guru saya tidak pernah terlambat masuk kelas					
11	Guru saya selalu mematuhi peraturan yang ditetapkan sekolah					
12	Guru saya mampu menghargai pendapat orang lain					
13	Guru saya mampu mengambil keputusan dengan bijaksana					
14	Guru saya bersikap sabar dalam membimbing dan membina peserta didik					
15	Guru saya mampu berbaaur dengan peserta didik di dalam kelas					
16	Guru saya bersikap tegas saat mengatasi masalah di kelas					
17	Guru saya berpenampilan rapi di sekolah					
18	Guru saya selalu mengajarkan perbuatan terpuji					
19	Guru saya mampu mengajarkan sikap tanggung jawab di sekolah					
20	Guru saya mampu bersikap jujur di lingkungan sekolah					

21	Guru saya bersikap sopan terhadap peserta didik dan guru lainnya					
22	Guru saya bersikap adil kepada setiap peserta didiknya					
23	Guru saya menegur siapapun peserta didik yang melakukan kesalahan					
24	Guru saya bersikap ramah dan sederhana					
25	Guru saya menunjukkan perilaku yang sesuai dengan perkataan					



Appendix 6 List of Student's Name and Raport Score of Social Science Subject in Seventh Grade at Brawijaya Smart School junior high school Malang

No.	Nama	Nilai
1	AHMAD AHUA IQOMADDIN	73
2	AINARA SETYO ADJIE	77
3	ALI RAZZAQ PRIAMBODO	78
4	AMARE AMODIA LAKSITA SETIADI	84
5	ARGYA APTANAGI	78
6	ATALIK JUSUF CHADNEZAR	79
7	ATHA ROSYADA ADHIMURTY	82
8	CHRISNANDA YUNUS RISQIANDHIKA	73
9	DINI SOFRUL QOIRIYAH	75
10	FAA'IZAH ALYA SHAKILA SYAMSI	78
11	FADHIL ALIFI	83
12	KANZA AHNAF GASA ANGGORO	74
13	KEISHYA NARISWARI GINA ABHIRUPA	76
14	MOCHAMMAD ZIDNY NESYWAN KURNIAWAN	70
15	MOCHAMMAD ZIDNY REYCHAN KURNIAWAN	73
16	MUHAMMAD DUSTIN HAZELDO TOLLE	84
17	MUHAMMAD IRCHAM DAFFANSYAH	74
18	NAOMI DIANA ANGELITA PALAWANG	73
19	QORRY 'AINA AFHAMI	83
20	RAIHAN MORENO SURYA HAKIEM	80
21	RAYYA SHAFIA MAJID	83
22	RIMBA MELODYKA SETIAWAN	78
23	RUDIA QILLA RAYYAN RIZQULLAH	75
24	SHAFI ALIYA FARAH AZZAHRA	84
25	NAIFA ELMANDA WICAKSONO	79
26	ACHMAD REZA	78
27	ADHWAA INTAN SYAFINA	78
28	AHMAD RAFA FATEKUN NAZIB	79
29	AKMAL ABDURRAHMAN SALEH	80
30	ANDIKA SAKTIDANA HERNADI	84
31	ANINDYA FAUSTINA RAMADHANY	79
32	ANNISA RAHMA ADRIANI	79
33	AQUILA WANGIPRATIWI	80
34	FAHMI SUHAIBANY SUDIBYO	82
35	FULVIAN RAYHAN RENANDA PUTRA	78

36	HANACYMA TSABITA	78
37	MARIO TETUKO	78
38	MOCH. ZIDAN RAHMADHANI	76
39	MUCHAMMAD WILDAN ADHISTA	76
40	MUHAMMAD AXEL ALBY SYAHREZ	77
41	MUHAMMAD FARREL MAULANA	78
42	MUHAMMAD RIZQI SEPTIANSYAH ARFINANDA PUTRA	78
43	NADIRA LARASATY	80
44	NAZWA QUMAIRA RAMADHANTI	81
45	PUTRI FASHANIA	78
46	SABHINA HAPSARI RESHARDIN	80
47	TSANIA PUTRI ARDIANI	81
48	VERDIAN RIZKY RAMADHANI	76
49	ZAIDAN ACHMAD DHIYA'ULHAQ	78
50	KANAFIA KHALILAH NUR KUSUMA PUTRI	81
51	ACHMAD FAIZZUHDIEEN BUSYRO	79
52	AISYAKA NAJWA WIJAYA	73
53	AMELIA HASYYATI ZAKIRAH	82
54	ADINDA HASNA ROSYIEDATUL MAGHFIROH ALI	75
55	AQLI DHA VIN ARIELLYNO	74
56	CHIQUITA JADE DEVANTI	75
57	DICKY WAHYU PUTRANTO	78
58	FAREZA AZRIEL GHANY	75
59	FARHAN RIZKI PANGESTU	80
60	IN NAKA LARAS RESTI	78
61	KINTAN TANAYA HANINDITA	77
62	LINTANG AZZAHRA	80
63	MOHAMAD PRIMUS RAKHADANTE	84
64	MUHAMMAD IQBAL MEIRDIANSYAH	83
65	MUHAMMAD MIRZA ZAIDAN 'ILMA	82
66	MUHAMMAD RAJA' RIZQULLAH	78
67	MUHAMMAD SADDAM HUSEN RAHMAN	77
68	MUHAMMAD SHAFLY SYARIF AJI KURNIA	83
69	NABILLA ZAHRA SUKE	80
70	NASHWA AIRISHYA LARASATI	74
71	NIMAS ASRI ASMARANDANI	80
72	SABIAN MORA PANJAITAN	76
73	YOGA PRAWIRA YUDA	85
74	ZACKY MAYFIANSI FALINTINO ROMLI	85

75	TAUFIK RAHARJO	84
76	ALFIAN YUDHOYONO	84
77	APRITA DINANTI	81
78	CAHAYA KASIH MULIA SYAHPUTRI	88
79	DANISH MAISA NOORWIJAYA	85
80	DWI RACHMA KHAERANI	87
81	DYOTA ANGGANA PARAMARTA	85
82	FAIZZA KARTIKA DEWI KUNCORO	77
83	FATIA SALMA	85
84	FAUZAN SEPTIANDRA ISMUNANDAR	85
85	FEBRIAN RASHAD SHAQUILLE	79
86	HANUM ARIYO	81
87	MAULANA IQBAL PAMBUDI	78
88	MOHAMMAD RAMADHANI DZAKY ALIFIANSYAH	80
89	MUHAMMAD AFIANDY DWIPUTRA	84
90	MUHAMMAD HISYAM ABDURRAHMAN	84
91	MUHAMMAD SHAQIL PARVEZ SEVINNO	80
92	NAUFAL ITSYAAR ARIF	76
93	NAURA ATTAYA RAYKEISHA	83
94	NAYLA QUR'ANA MAGFIRAH AL - LAILY	82
95	RADHITYA ALFAREZI SYAFI'I	82
96	RADITYA ACHMAD PUJA KEHANDA	77
97	Rr. ARIELA HERDISTI PRAMUDIASTRI	80
98	TRYSTAN BRILLIAN RHAMADHAN	75
99	WIDYA SHOFIANTI PUTRI SULISNO	75
100	YUKI ALIFALDI TRIADI	80
101	ABIL ADISURYA NUGRAHA	84
102	ACHMAD ZIDANE AL FAWAID	81
103	AMIRA FIRZANA NAURAC	88
104	ANNISA FITRIANI HARSARI	85
105	CALLISTA AYU LIVIA	87
106	CALVIN TOBY DAVIANO	85
107	ELVIRA GITA SAHARANI	77
108	FALA MUSTIKA MASAGHANTA	85
109	FATHIYA NUR SALSABILA	85
110	FIKRI SUHAIBANY SUDIBYO	79
111	GANIS HILMAN WICAKSONO	81
112	KINAN RAISSA FATAHILAH	78
113	LUTVI MAULIDIYAH	80

114	MOHAMMAD NAUFAN FIKRI	84
115	MUHAMMAD ABYAN NANDHIKO	84
116	MUHAMMAD RIFKY RAYHAN FAQIH	80
117	NABILA REYNA RAHMADHANI	76
118	NAJDAN HILMI GHANDITYA	83
119	NAWAF FAUZIE SYAMLAN	82
120	RAFI NUGROHO PUTRA	82
121	RAFLY ATHALLAH KHANSA PUTRA	77
122	RAHMADANI	80
123	RIFANSHA AL AWZA	75
124	RYAN WIRATARA PRASETYO	75
125	ZYDNE QORIRA NASHTITI	80



36	4	4	4	4	4	4	4	4	4	46
37	3	4	3	3	4	3	2	4	4	45
38	3	2	3	3	3	3	3	3	3	36
39	3	3	3	3	3	3	3	3	3	35
40	2	3	3	3	3	3	3	3	3	35
41	3	4	3	3	4	3	3	4	4	42
42	4	4	3	4	4	3	4	4	3	46
43	4	3	3	3	4	4	3	4	4	40
44	4	4	4	4	4	4	4	4	4	43
45	4	4	4	4	4	3	4	3	4	42
46	3	3	4	3	4	3	4	4	3	39
47	4	3	3	3	4	3	3	3	3	47
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50	3	3	3	3	3	3	3	3	3	36
51	4	4	4	4	4	4	4	4	4	46
52	4	4	4	4	4	4	4	4	4	44
53	4	4	3	3	3	3	3	3	3	36
54	3	3	3	3	3	3	4	4	4	34
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56	4	4	4	4	4	4	4	4	4	48
57	4	4	3	3	4	3	3	3	3	43
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59	3	4	3	3	4	4	4	4	4	40
60	3	3	3	3	4	3	3	3	3	43
61	3	3	3	3	3	3	3	3	3	36
62	4	4	3	3	4	3	3	3	3	44
63	2	2	2	3	2	2	3	3	2	33
64	4	4	4	3	3	3	4	4	4	46
65	4	4	4	4	4	4	4	4	4	47
66	3	3	2	4	3	2	4	3	3	34
67	3	3	3	4	4	4	3	3	4	36
68	3	3	3	4	3	2	3	4	3	38
69	3	3	4	3	4	3	3	4	4	41
70	3	3	3	3	3	3	3	3	3	32
71	4	3	4	3	4	3	4	4	3	45
72	2	3	3	2	3	2	3	3	3	34
73	4	4	4	4	4	4	4	4	4	46
74	4	4	4	4	4	4	4	4	4	45

75	3	3	3	4	3	3	2	3	2	39
76	4	4	4	4	4	4	4	4	4	45
77	3	3	4	3	3	3	2	2	3	37
78	3	4	3	4	4	4	3	4	3	44
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80	3	3	3	2	3	3	3	2	2	35
81	4	4	4	4	4	4	4	4	4	47
82	4	4	4	4	3	3	4	4	4	47
83	4	3	3	4	4	3	3	3	4	44
84	3	3	3	3	3	3	3	3	3	36
85	4	4	4	4	4	4	4	4	4	47
86	3	2	2	2	2	3	2	3	3	34
87	4	4	3	4	3	3	4	3	4	46
88	3	4	3	3	3	3	4	3	3	35
89	2	3	3	3	3	3	3	3	3	35
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91	3	3	3	3	3	3	3	3	4	43
92	4	4	3	3	4	3	3	3	4	43
93	4	1	3	4	4	4	3	4	3	45
94	4	3	3	3	4	3	3	3	4	44
95	2	2	3	3	3	4	3	3	3	34
96	4	4	4	4	4	4	4	4	4	47
97	3	2	3	3	4	3	3	3	3	35
98	4	4	3	3	4	3	4	4	4	46
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103	3	4	3	4	4	4	3	4	3	44
104	4	4	4	4	4	4	4	4	4	46
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106	4	4	4	4	4	4	4	4	4	47
107	4	4	4	4	3	3	4	4	4	47
108	4	3	3	4	4	3	3	3	4	44
109	3	3	3	3	3	3	3	3	3	36
110	4	4	4	4	4	4	4	4	4	47
111	3	2	2	2	2	3	2	3	3	34
112	4	4	3	4	3	3	4	3	4	46
113	3	4	3	3	3	3	4	3	3	35

114	2	3	3	3	3	3	3	3	3	3	35
115	4	4	4	4	4	4	4	4	4	4	44
116	3	3	3	3	3	3	3	3	3	4	43
117	4	4	3	3	4	3	3	3	3	4	43
118	4	1	3	4	4	4	3	4	3	4	45
119	4	3	3	3	4	3	3	3	3	4	44
120	2	2	3	3	3	4	3	3	3	3	34
121	4	4	4	4	4	4	4	4	4	4	47
122	3	2	3	3	4	3	3	3	3	3	35
123	4	4	3	3	4	3	4	4	4	4	46
124	3	3	3	3	3	3	3	3	3	3	35
125	3	3	4	4	4	3	4	3	4	4	42

No. Respond.	Nomor Butir Angket-Kompetensi Kepribadian (X2)																Total Score
	X.2.1	X.2.2	X.2.3	X.2.4	X.2.5	X.2.6	X.2.7	X.2.8	X.2.9	X.2.10	X.2.11	X.2.12	X.2.13	X.2.14	X.2.15	X.2.16	
1	5	4	5	5	3	4	5	5	5	4	5	4	5	5	5	4	73
2	5	4	4	4	2	3	2	2	2	3	1	3	3	5	4	3	50
3	4	3	4	2	2	4	4	3	3	3	4	5	4	4	4	5	58
4	5	4	5	5	4	5	5	5	5	5	4	5	4	5	5	5	76
5	5	4	5	5	4	5	5	4	5	5	4	5	3	5	5	5	74
6	5	4	5	4	4	4	5	5	5	4	4	5	2	4	4	4	68
7	5	4	5	4	4	4	5	5	4	4	5	5	2	4	4	4	68
8	5	5	5	5	1	2	4	4	5	4	4	4	2	5	4	4	63
9	5	3	5	3	1	2	2	4	4	5	5	4	2	4	5	5	59
10	5	5	5	4	3	3	4	4	5	5	4	4	3	4	4	5	67
11	4	2	3	3	1	5	4	5	5	5	4	4	4	4	5	4	62
12	4	4	5	5	2	5	5	5	4	3	3	4	3	5	4	5	66
13	4	4	5	4	2	5	5	4	5	4	4	5	2	4	5	4	66
14	5	4	4	3	4	5	4	4	5	4	5	4	4	4	5	4	68
15	4	4	3	3	2	2	2	2	3	3	2	2	1	3	3	3	42

16	3	3	4	3	4	4	5	5	4	4	3	4	3	4	4	4	61
17	4	4	4	4	4	4	5	5	5	4	4	4	5	5	5	4	70
18	5	4	5	5	3	2	5	4	3	5	4	4	3	5	4	3	64
19	5	5	5	5	5	5	5	4	4	4	4	3	3	3	3	5	68
20	5	4	4	3	4	3	4	2	4	3	4	2	4	5	3	5	59
21	5	3	4	4	2	5	5	4	3	4	4	4	2	5	5	5	64
22	5	4	5	5	3	5	5	4	5	3	3	2	2	3	3	3	60
23	5	4	4	5	3	5	5	4	4	3	3	2	2	3	3	3	58
24	5	4	3	5	2	5	5	4	4	3	3	2	2	3	3	3	56
25	5	4	5	4	3	5	4	3	5	4	4	4	1	5	5	4	65
26	5	5	5	5	4	5	5	4	5	4	5	4	4	5	5	4	74
27	5	5	4	4	5	5	4	3	5	4	3	4	3	4	4	4	66
28	5	4	5	5	3	5	4	3	5	4	4	4	4	5	5	4	69
29	5	4	5	5	2	4	4	4	2	4	5	5	5	4	5	5	68
30	5	5	4	4	4	5	4	4	4	4	4	4	3	5	4	5	68
31	5	4	5	5	5	4	5	4	5	5	4	5	5	4	5	5	75
32	5	4	5	3	3	3	3	2	4	3	2	2	2	5	3	2	51
33	4	4	5	3	2	4	3	2	1	3	2	2	1	5	3	3	47
34	4	3	5	5	2	4	5	4	4	3	5	5	4	5	5	4	67
35	5	4	5	5	4	4	4	2	3	4	3	4	3	3	4	3	60
36	5	4	4	4	4	4	4	2	4	4	3	4	3	3	4	3	59
37	4	2	4	4	4	3	2	4	4	4	4	3	3	4	4	4	57

38	4	4	2	1	1	3	5	5	1	3	3	2	4	5	3	2	48
39	5	4	5	5	4	5	5	4	5	4	4	4	4	3	5	4	70
40	4	3	4	4	3	3	4	4	4	4	3	4	3	3	4	4	58
41	5	3	1	5	5	4	4	5	4	5	4	4	5	4	5	3	66
42	5	3	4	5	4	4	4	4	4	4	4	4	4	3	4	4	64
43	4	3	2	3	4	4	4	4	4	4	3	4	3	4	3	5	58
44	4	2	5	4	3	4	4	4	5	4	3	4	3	4	4	4	61
45	4	2	4	3	2	5	3	4	4	4	4	5	3	4	3	5	59
46	5	4	5	4	2	4	4	3	4	3	3	4	3	4	4	3	59
47	5	4	3	3	2	4	4	5	3	5	3	4	3	5	4	4	61
48	5	4	5	4	3	4	4	4	4	4	3	4	3	4	4	5	64
49	5	4	3	3	4	5	3	4	5	3	4	4	3	5	3	5	63
50	4	4	3	4	2	4	4	3	4	5	4	5	4	4	4	5	63
51	4	3	5	4	3	4	4	3	4	5	4	5	3	4	4	4	63
52	5	3	3	5	4	4	5	4	5	4	5	4	5	5	5	4	70
53	5	4	5	2	4	3	4	2	3	3	4	3	1	1	5	1	50
54	4	4	3	4	2	4	4	2	2	4	3	2	2	4	4	2	50
55	4	4	3	4	2	4	4	2	3	4	3	2	2	4	4	3	52
56	4	5	5	3	2	4	2	3	3	4	3	2	2	4	3	5	54
57	5	5	5	2	3	1	2	4	5	4	5	4	4	2	3	3	57
58	5	5	3	2	2	1	5	2	3	4	2	2	2	3	3	4	48
59	5	4	5	3	4	2	4	2	4	3	3	4	2	1	4	1	51

60	5	5	3	2	5	5	2	4	5	4	5	3	5	5	4	3	65
61	5	4	4	5	5	4	5	5	4	4	5	5	5	5	4	3	72
62	4	4	4	4	2	4	4	3	4	4	4	4	3	5	4	4	61
63	4	4	4	4	2	4	4	3	4	4	4	4	5	5	4	4	63
64	5	3	3	5	4	5	4	3	5	4	3	4	4	4	3	4	63
65	5	3	4	5	4	5	4	5	5	3	3	5	5	5	5	3	69
66	4	4	3	5	3	4	4	4	4	4	5	4	2	3	3	3	59
67	5	3	5	4	3	4	4	1	5	3	3	4	1	4	3	3	55
68	5	5	5	5	4	4	5	5	5	5	4	4	3	4	4	4	71
69	4	4	1	4	3	4	1	3	2	2	1	5	3	2	4	5	48
70	5	1	3	1	5	1	1	1	4	1	1	3	5	1	3	1	37
71	5	5	1	3	3	4	5	5	2	4	5	4	3	4	4	5	62
72	5	3	2	3	3	5	5	4	3	4	3	2	3	4	5	5	59
73	4	3	2	4	4	3	4	5	5	4	3	2	3	3	3	4	56
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76	5	5	4	4	4	3	5	5	3	4	5	4	3	4	5	4	67
77	5	4	4	3	1	3	5	4	5	4	5	4	3	4	5	4	63
78	5	4	5	5	3	4	5	5	5	5	5	4	4	5	4	4	72
79	5	4	5	5	3	4	5	5	5	5	5	4	4	4	4	4	71
80	4	3	4	4	2	3	2	4	4	5	5	4	2	5	4	5	60
81	5	4	5	5	3	4	5	5	5	5	4	5	4	5	5	4	73

82	5	4	4	4	2	3	2	2	2	3	1	3	3	5	4	3	50
83	4	3	4	2	2	4	4	3	3	3	4	5	4	4	4	5	58
84	5	4	5	5	4	5	5	5	5	5	4	5	4	5	5	5	76
85	5	4	5	5	4	5	5	4	5	5	4	5	3	5	5	5	74
86	5	4	5	4	4	4	5	5	5	4	4	5	2	4	4	4	68
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90	5	5	5	4	3	3	4	4	5	5	4	4	3	4	4	5	67
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92	4	4	5	5	2	5	5	5	4	3	3	4	3	5	4	5	66
93	4	4	5	4	2	5	5	4	5	4	4	5	2	4	5	4	66
94	5	4	4	3	4	5	4	4	5	4	5	4	4	4	5	4	68
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96	3	3	4	3	4	4	5	5	4	4	3	4	3	4	4	4	61
97	4	4	4	4	4	4	5	5	5	4	4	4	5	5	5	4	70
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101	5	3	4	4	2	5	5	4	3	4	4	4	2	5	5	5	64
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105	5	4	5	4	3	5	4	3	5	4	4	4	1	5	5	4	65
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107	5	5	4	4	5	5	4	3	5	4	3	4	3	4	4	4	66
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116	5	4	4	4	4	4	4	2	4	4	3	4	3	3	4	3	59
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122	5	3	4	5	4	4	4	4	4	4	4	4	4	3	4	4	64
123	4	3	2	3	4	4	4	4	4	4	3	4	3	4	3	5	58
124	4	2	5	4	3	4	4	4	5	4	3	4	3	4	4	4	61
125	4	2	4	3	2	5	3	4	4	4	4	5	3	4	3	5	59

Appendix 8 Validity Test Result of Teacher's Social Competence in Seventh Grade at Brawijaya Smart School junior high school Malang

Correlations

		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9	Total_X1
X1.1	Pearson Correlation	1	.560**	.492**	.549**	.584**	.437**	.583**	.548**	.637**	.765**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	125	125	125	125	125	125	125	125	125	125
X1.2	Pearson Correlation	.560**	1	.499**	.448**	.455**	.318**	.565**	.453**	.590**	.600**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000	.000
	N	125	125	125	125	125	125	125	125	125	125
X1.3	Pearson Correlation	.492**	.499**	1	.535**	.543**	.531**	.557**	.407**	.553**	.636**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.000	.000
	N	125	125	125	125	125	125	125	125	125	125
X1.4	Pearson Correlation	.549**	.448**	.535**	1	.480**	.553**	.565**	.556**	.535**	.667**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000	.000
	N	125	125	125	125	125	125	125	125	125	125
X1.5	Pearson Correlation	.584**	.455**	.543**	.480**	1	.474**	.441**	.514**	.585**	.693**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000	.000
	N	125	125	125	125	125	125	125	125	125	125
X1.6	Pearson Correlation	.437**	.318**	.531**	.553**	.474**	1	.422**	.443**	.426**	.580**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000	.000
	N	125	125	125	125	125	125	125	125	125	125
X1.7	Pearson Correlation	.583**	.565**	.557**	.565**	.441**	.422**	1	.572**	.594**	.584**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000	.000
	N	125	125	125	125	125	125	125	125	125	125

X1.8	Pearson Correlation	.548**	.453**	.407**	.556**	.514**	.443**	.572**	1	.554**	.594**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	125	125	125	125	125	125	125	125	125	125
X1.9	Pearson Correlation	.637**	.590**	.553**	.535**	.585**	.426**	.594**	.554**	1	.692**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	125	125	125	125	125	125	125	125	125	125
Total_X1	Pearson Correlation	.765**	.600**	.636**	.667**	.693**	.580**	.584**	.594**	.692**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	125	125	125	125	125	125	125	125	125	125

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

X2.5	Pearson	.326**	.115	-.007	.234**	.1	.202*	.150	.075	.359**	.105	.099	.152	.320**	-.192*	.066	-.014	.376**
	Correlation																	
	Sig. (2-tailed)	.000	.201	.937	.009	.024	.096	.407	.000	.246	.274	.090	.000	.032	.462	.884	.000	
	N	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125
X2.6	Pearson	.040	.025	.047	.391**	.202*	.403**	.287**	.291**	.103	.172	.227*	.131	.234**	.240**	.319**	.515**	
	Correlation																	
	Sig. (2-tailed)	.659	.781	.606	.000	.024	.000	.001	.001	.255	.055	.011	.146	.009	.007	.000	.000	.000
	N	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125
X2.7	Pearson	.157	.248**	.180*	.423**	.150	.403**	.481**	.234**	.250**	.359**	.203*	.158	.186*	.288**	.131	.593**	
	Correlation																	
	Sig. (2-tailed)	.080	.005	.045	.000	.096	.000	.000	.009	.005	.000	.023	.079	.038	.001	.145	.000	.000
	N	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125
X2.8	Pearson	-.040	-.008	-.062	.272**	.075	.287**	.481**	.308**	.453**	.539**	.371**	.360**	.260**	.324**	.363**	.620**	
	Correlation																	
	Sig. (2-tailed)	.661	.928	.495	.002	.407	.000	.000	.000	.000	.000	.000	.000	.003	.000	.000	.000	.000
	N	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125
X2.9	Pearson	.231**	-.013	.315**	.360**	.359**	.291**	.234**	.308**	.338**	.377**	.346**	.212*	.041	.267**	.210*	.602**	
	Correlation																	
	Sig. (2-tailed)	.010	.884	.000	.000	.000	.001	.009	.000	.000	.000	.000	.018	.650	.003	.018	.000	.000
	N	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125

X2.10	Pearson	.11	.08	.12	.31	.10	.10	.25	.45	.33	1	.53	.42	.19	.25	.43	.42	.605**
	Correlation	.07	.06	.07	.07**	.05	.03	.00	.03**	.08**	.1	.04**	.03**	.08*	.06**	.09**	.02**	.000
	Sig. (2-tailed)	.192	.343	.159	.000	.246	.255	.005	.000	.000	.000	.000	.000	.027	.004	.000	.000	.000
	N	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125
X2.11	Pearson	.22	.14	.23	.25	.09	.17	.35	.53	.37	.53	1	.49	.35	.25	.50	.37	.708**
	Correlation	.0*	.03	.04**	.06**	.09	.12	.09**	.09**	.07**	.04**	.1	.06**	.00**	.04**	.01**	.04**	.000
	Sig. (2-tailed)	.014	.113	.008	.004	.274	.054	.000	.000	.000	.000	.000	.000	.000	.004	.000	.000	.000
	N	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125
X2.12	Pearson	.02	-	.25	.29	.15	.22	.20	.37	.34	.42	.49	1	.36	.15	.56	.44	.639**
	Correlation	.09	.113	.08**	.03**	.02	.07*	.03*	.01**	.06**	.03**	.06**	.1	.00**	.08	.04**	.06**	.000
	Sig. (2-tailed)	.747	.211	.004	.001	.090	.011	.023	.000	.000	.000	.000	.000	.000	.078	.000	.000	.000
	N	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125
X2.13	Pearson	.09	-	-	.15	.32	.13	.15	.36	.21	.19	.35	.36	1	.19	.36	.17	.480**
	Correlation	.00	.116	.150	.06**	.00*	.01	.08	.00*	.02*	.08*	.00*	.00*	.1	.02*	.07**	.04	.000
	Sig. (2-tailed)	.317	.198	.095	.081	.000	.146	.079	.000	.018	.027	.000	.000	.000	.032	.000	.052	.000
	N	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125
X2.14	Pearson	-	.12	.14	.15	-	.23	.18	.26	.04	.25	.25	.15	.19	1	.27	.33	.403**
	Correlation	.026	.00	.01	.02	.192*	.04**	.06*	.00*	.01	.06**	.04**	.08	.02*	.1	.01**	.07**	.000
	Sig. (2-tailed)	.777	.182	.116	.091	.032	.009	.038	.003	.650	.004	.004	.078	.032	.000	.002	.000	.000
	N	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125

X2.15 Pearson	n	.17	-	.21	.31	.06	.24	.28	.32	.26	.43	.50	.56	.36	.27	1	.24	.618**	
	Correlation	.075	.025	.11*	.10**	.066	.070**	.088**	.094**	.077**	.099**	.111**	.124**	.077**	.061**	.051**	.177**	.077**	.618**
	Sig. (2-tailed)	.048	.782	.018	.000	.464	.000	.000	.000	.000	.000	.000	.000	.000	.000	.002	.005	.000	.000
	N	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125
X2.16 Pearson	n	-.06	.02	.08	.19	-.01	.31	.13	.36	.21	.42	.37	.44	.17	.33	.24	1	.519**	
	Correlation	.065	.028	.087	.194*	-.014	.319**	.131	.363**	.210*	.422**	.374**	.446**	.174	.337**	.247**	.177**	.519**	
	Sig. (2-tailed)	.473	.753	.333	.030	.880	.000	.145	.000	.018	.000	.000	.000	.052	.000	.005	.000	.000	.000
	N	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125
Total_X2 Pearson	n	.34	.24	.37	.62	.37	.51	.59	.62	.60	.60	.70	.63	.48	.40	.61	.51	1	
	Correlation	.340**	.244**	.377**	.628**	.376**	.515**	.593**	.620**	.602**	.605**	.708**	.639**	.480**	.403**	.618**	.519**	.519**	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125	125

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

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

Appendix 10 Reliability Test Result of Teacher's Social Competence in Seventh Grade at Brawijaya Smart School junior high school Malang

Case Processing Summary

		N	%
Cases	Valid	125	100.0
	Excluded ^a	0	.0
	Total	125	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.905	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1.1	26.43	13.312	.730	.890
X1.2	26.50	13.187	.638	.898
X1.3	26.57	13.667	.678	.894
X1.4	26.46	13.492	.695	.893
X1.5	26.34	13.760	.668	.895
X1.6	26.53	14.090	.581	.901
X1.7	26.50	13.268	.714	.891
X1.8	26.42	13.697	.665	.895
X1.9	26.41	13.292	.746	.889

Appendix 11 Reliability Test Result of Teacher's Personality Competence in Seventh Grade at Brawijaya Smart School junior high school Malang

Case Processing Summary

		N	%
Cases	Valid	125	100.0
	Excluded ^a	0	.0
	Total	125	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.815	16

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X2.1	57.39	58.111	.279	.813
X2.2	58.25	58.123	.142	.820
X2.3	57.90	55.546	.254	.817
X2.4	58.06	51.754	.540	.796
X2.5	58.93	55.293	.245	.818
X2.6	58.10	53.523	.411	.805
X2.7	57.93	52.374	.500	.799
X2.8	58.30	51.600	.526	.797
X2.9	58.02	51.984	.507	.799
X2.10	58.14	54.237	.540	.800
X2.11	58.34	50.744	.636	.790
X2.12	58.27	51.861	.556	.796
X2.13	58.92	53.558	.361	.810
X2.14	57.96	55.668	.298	.812
X2.15	57.96	53.845	.552	.798
X2.16	58.13	53.838	.422	.805

Appendix 12 Frequency Distribution of Teacher's Social Competence in Seventh Grade at Brawijaya Smart School junior high school Malang

Statistics

Kompetensi Sosial

N	Valid	125
	Missing	0
Mean		39.71
Std. Error of Mean		.470
Median		39.00
Mode		35
Std. Deviation		5.255
Range		21
Minimum		27
Maximum		48

Kompetensi Sosial

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 27	1	.8	.8	.8
29	2	1.6	1.6	2.4
32	3	2.4	2.4	4.8
33	4	3.2	3.2	8.0
34	11	8.8	8.8	16.8
35	16	12.8	12.8	29.6
36	15	12.0	12.0	41.6
37	3	2.4	2.4	44.0
38	4	3.2	3.2	47.2
39	5	4.0	4.0	51.2
40	4	3.2	3.2	54.4
41	1	.8	.8	55.2
42	6	4.8	4.8	60.0
43	7	5.6	5.6	65.6

Statistics

Kompetensi Sosial

N	Valid			125	
	Missing			0	
Mean			39.71		
Std. Error of Mean			.470		
Median			39.00		
Mode			35		
Std. Deviation			5.255		
Range			21		
Minimum			27		
	44	10	8.0	8.0	73.6
	45	9	7.2	7.2	80.8
	46	11	8.8	8.8	89.6
	47	10	8.0	8.0	97.6
	48	3	2.4	2.4	100.0
Total		125	100.0	100.0	

Appendix 13 Frequency Distribution of Teacher's Personality Competence in Seventh Grade at Brawijaya Smart School junior high school Malang

Statistics

Kompetensi Kepribadian

N	Valid	125
	Missing	0
Mean		62.04
Std. Error of Mean		.696
Median		63.00
Mode		68
Std. Deviation		7.782
Range		39
Minimum		37
Maximum		76

Kompetensi Kepribadian

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 37	1	.8	.8	.8
42	2	1.6	1.6	2.4
47	2	1.6	1.6	4.0
48	4	3.2	3.2	7.2
50	4	3.2	3.2	10.4
51	4	3.2	3.2	13.6
52	1	.8	.8	14.4
54	1	.8	.8	15.2
55	1	.8	.8	16.0
56	3	2.4	2.4	18.4
57	3	2.4	2.4	20.8
58	8	6.4	6.4	27.2
59	11	8.8	8.8	36.0
60	5	4.0	4.0	40.0

Statistics

Kompetensi Kepribadian

N	Valid		125		
	Missing		0		
Mean			62.04		
Std. Error of Mean			.696		
Median			63.00		
Mode			68		
Std. Deviation			7.782		
Range			39		
Minimum			37		
	61	6	4.8	4.8	44.8
	62	3	2.4	2.4	47.2
	63	8	6.4	6.4	53.6
	64	7	5.6	5.6	59.2
	65	3	2.4	2.4	61.6
	66	9	7.2	7.2	68.8
	67	5	4.0	4.0	72.8
	68	12	9.6	9.6	82.4
	69	3	2.4	2.4	84.8
	70	5	4.0	4.0	88.8
	71	2	1.6	1.6	90.4
	72	2	1.6	1.6	92.0
	73	2	1.6	1.6	93.6
	74	4	3.2	3.2	96.8
	75	2	1.6	1.6	98.4
	76	2	1.6	1.6	100.0
	Total	125	100.0	100.0	

Appendix 14 Frequency Distribution of Student's Learning Achievement in Seventh Grade at Brawijaya Smart School junior high school Malang

Statistics

Prestasi Belajar

N	Valid	125
	Missing	0
Mean		79.70
Std. Error of Mean		.335
Median		80.00
Mode		78
Std. Deviation		3.742
Range		18
Minimum		70
Maximum		88

Prestasi Belajar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	1	.8	.8	.8
	73	5	4.0	4.0	4.8
	74	4	3.2	3.2	8.0
	75	9	7.2	7.2	15.2
	76	7	5.6	5.6	20.8
	77	8	6.4	6.4	27.2
	78	18	14.4	14.4	41.6
	79	8	6.4	6.4	48.0
	80	17	13.6	13.6	61.6
	81	7	5.6	5.6	67.2
	82	8	6.4	6.4	73.6
	83	7	5.6	5.6	79.2
	84	12	9.6	9.6	88.8
	85	10	8.0	8.0	96.8

Statistics

Prestasi Belajar

N	Valid			125	
	Missing			0	
Mean			79.70		
Std. Error of Mean			.335		
Median			80.00		
Mode			78		
Std. Deviation			3.742		
Range			18		
Minimum			70		
	87	2	1.6	1.6	98.4
	88	2	1.6	1.6	100.0
	Total	125	100.0	100.0	

Appendix 15 r Table

NILAI-NILAI r PRODUCT MOMENT

N	Taraf Signif		N	Taraf Signif		N	Taraf Signif	
	5%	1%		5%	1%		5%	1%
3	0.997	0.999	27	0.381	0.487	55	0.266	0.345
4	0.950	0.990	28	0.374	0.478	60	0.254	0.330
5	0.878	0.959	29	0.367	0.470	65	0.244	0.317
6	0.811	0.917	30	0.361	0.463	70	0.235	0.306
7	0.754	0.874	31	0.355	0.456	75	0.227	0.296
8	0.707	0.834	32	0.349	0.449	80	0.220	0.286
9	0.666	0.798	33	0.344	0.442	85	0.213	0.278
10	0.632	0.765	34	0.339	0.436	90	0.207	0.270
11	0.602	0.735	35	0.334	0.430	95	0.202	0.263
12	0.576	0.708	36	0.329	0.424	100	0.195	0.256
13	0.553	0.684	37	0.325	0.418	125	0.176	0.230
14	0.532	0.661	38	0.320	0.413	150	0.159	0.210
15	0.514	0.641	39	0.316	0.408	175	0.148	0.194
16	0.497	0.623	40	0.312	0.403	200	0.138	0.181
17	0.482	0.606	41	0.308	0.398	300	0.113	0.148
18	0.468	0.590	42	0.304	0.393	400	0.098	0.128

19	0.456	0.575	43	0.301	0.389	500	0.088	0.115
20	0.444	0.561	44	0.297	0.384	600	0.080	0.105
21	0.433	0.549	45	0.294	0.380	700	0.074	0.097
22	0.423	0.537	46	0.291	0.376	800	0.070	0.091
23	0.413	0.526	47	0.288	0.372	900	0.065	0.086
24	0.404	0.515	48	0.284	0.368	1000	0.062	0.081
25	0.396	0.505	49	0.281	0.364			
26	0.388	0.496	50	0.279	0.361			



Appendix 16 t Table

Titik Persentase Distribusi t (df = 121 –160)

Pr Df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
121	0.67652	1.28859	1.65754	1.97976	2.35756	2.61707	3.15895
122	0.67651	1.28853	1.65744	1.97960	2.35730	2.61673	3.15838
123	0.67649	1.28847	1.65734	1.97944	2.35705	2.61639	3.15781
124	0.67647	1.28842	1.65723	1.97928	2.35680	2.61606	3.15726
125	0.67646	1.28836	1.65714	1.97912	2.35655	2.61573	3.15671
126	0.67644	1.28831	1.65704	1.97897	2.35631	2.61541	3.15617
127	0.67643	1.28825	1.65694	1.97882	2.35607	2.61510	3.15565
128	0.67641	1.28820	1.65685	1.97867	2.35583	2.61478	3.15512
129	0.67640	1.28815	1.65675	1.97852	2.35560	2.61448	3.15461
130	0.67638	1.28810	1.65666	1.97838	2.35537	2.61418	3.15411
131	0.67637	1.28805	1.65657	1.97824	2.35515	2.61388	3.15361
132	0.67635	1.28800	1.65648	1.97810	2.35493	2.61359	3.15312
133	0.67634	1.28795	1.65639	1.97796	2.35471	2.61330	3.15264
134	0.67633	1.28790	1.65630	1.97783	2.35450	2.61302	3.15217
135	0.67631	1.28785	1.65622	1.97769	2.35429	2.61274	3.15170
136	0.67630	1.28781	1.65613	1.97756	2.35408	2.61246	3.15124
137	0.67628	1.28776	1.65605	1.97743	2.35387	2.61219	3.15079
138	0.67627	1.28772	1.65597	1.97730	2.35367	2.61193	3.15034
139	0.67626	1.28767	1.65589	1.97718	2.35347	2.61166	3.14990
140	0.67625	1.28763	1.65581	1.97705	2.35328	2.61140	3.14947
141	0.67623	1.28758	1.65573	1.97693	2.35309	2.61115	3.14904
142	0.67622	1.28754	1.65566	1.97681	2.35289	2.61090	3.14862
143	0.67621	1.28750	1.65558	1.97669	2.35271	2.61065	3.14820
144	0.67620	1.28746	1.65550	1.97658	2.35252	2.61040	3.14779
145	0.67619	1.28742	1.65543	1.97646	2.35234	2.61016	3.14739
146	0.67617	1.28738	1.65536	1.97635	2.35216	2.60992	3.14699
147	0.67616	1.28734	1.65529	1.97623	2.35198	2.60969	3.14660
148	0.67615	1.28730	1.65521	1.97612	2.35181	2.60946	3.14621
149	0.67614	1.28726	1.65514	1.97601	2.35163	2.60923	3.14583
150	0.67613	1.28722	1.65508	1.97591	2.35146	2.60900	3.14545
151	0.67612	1.28718	1.65501	1.97580	2.35130	2.60878	3.14508
152	0.67611	1.28715	1.65494	1.97569	2.35113	2.60856	3.14471
153	0.67610	1.28711	1.65487	1.97559	2.35097	2.60834	3.14435
154	0.67609	1.28707	1.65481	1.97549	2.35081	2.60813	3.14400
155	0.67608	1.28704	1.65474	1.97539	2.35065	2.60792	3.14364
156	0.67607	1.28700	1.65468	1.97529	2.35049	2.60771	3.14330
157	0.67606	1.28697	1.65462	1.97519	2.35033	2.60751	3.14295
158	0.67605	1.28693	1.65455	1.97509	2.35018	2.60730	3.14261
159	0.67604	1.28690	1.65449	1.97500	2.35003	2.60710	3.14228
160	0.67603	1.28687	1.65443	1.97490	2.34988	2.60691	3.14195

Appendix 17 F Table

Titik Persentase Distribusi F untuk Probabilita = 0,05

df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
91	3.95	3.10	2.70	2.47	2.31	2.20	2.11	2.04	1.98	1.94	1.90	1.86	1.83	1.80	1.78
92	3.94	3.10	2.70	2.47	2.31	2.20	2.11	2.04	1.98	1.94	1.89	1.86	1.83	1.80	1.78
93	3.94	3.09	2.70	2.47	2.31	2.20	2.11	2.04	1.98	1.93	1.89	1.86	1.83	1.80	1.78
94	3.94	3.09	2.70	2.47	2.31	2.20	2.11	2.04	1.98	1.93	1.89	1.86	1.83	1.80	1.77
95	3.94	3.09	2.70	2.47	2.31	2.20	2.11	2.04	1.98	1.93	1.89	1.86	1.82	1.80	1.77
96	3.94	3.09	2.70	2.47	2.31	2.19	2.11	2.04	1.98	1.93	1.89	1.85	1.82	1.80	1.77
97	3.94	3.09	2.70	2.47	2.31	2.19	2.11	2.04	1.98	1.93	1.89	1.85	1.82	1.80	1.77
98	3.94	3.09	2.70	2.46	2.31	2.19	2.10	2.03	1.98	1.93	1.89	1.85	1.82	1.79	1.77
99	3.94	3.09	2.70	2.46	2.31	2.19	2.10	2.03	1.98	1.93	1.89	1.85	1.82	1.79	1.77
100	3.94	3.09	2.70	2.46	2.31	2.19	2.10	2.03	1.97	1.93	1.89	1.85	1.82	1.79	1.77
101	3.94	3.09	2.69	2.46	2.30	2.19	2.10	2.03	1.97	1.93	1.88	1.85	1.82	1.79	1.77
102	3.93	3.09	2.69	2.46	2.30	2.19	2.10	2.03	1.97	1.92	1.88	1.85	1.82	1.79	1.77
103	3.93	3.08	2.69	2.46	2.30	2.19	2.10	2.03	1.97	1.92	1.88	1.85	1.82	1.79	1.76
104	3.93	3.08	2.69	2.46	2.30	2.19	2.10	2.03	1.97	1.92	1.88	1.85	1.82	1.79	1.76
105	3.93	3.08	2.69	2.46	2.30	2.19	2.10	2.03	1.97	1.92	1.88	1.85	1.81	1.79	1.76
106	3.93	3.08	2.69	2.46	2.30	2.19	2.10	2.03	1.97	1.92	1.88	1.84	1.81	1.79	1.76
107	3.93	3.08	2.69	2.46	2.30	2.18	2.10	2.03	1.97	1.92	1.88	1.84	1.81	1.79	1.76
108	3.93	3.08	2.69	2.46	2.30	2.18	2.10	2.03	1.97	1.92	1.88	1.84	1.81	1.78	1.76
109	3.93	3.08	2.69	2.45	2.30	2.18	2.09	2.02	1.97	1.92	1.88	1.84	1.81	1.78	1.76
110	3.93	3.08	2.69	2.45	2.30	2.18	2.09	2.02	1.97	1.92	1.88	1.84	1.81	1.78	1.76
111	3.93	3.08	2.69	2.45	2.30	2.18	2.09	2.02	1.97	1.92	1.88	1.84	1.81	1.78	1.76
112	3.93	3.08	2.69	2.45	2.30	2.18	2.09	2.02	1.96	1.92	1.88	1.84	1.81	1.78	1.76
113	3.93	3.08	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.92	1.87	1.84	1.81	1.78	1.76
114	3.92	3.08	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.87	1.84	1.81	1.78	1.75
115	3.92	3.08	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.87	1.84	1.81	1.78	1.75
116	3.92	3.07	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.87	1.84	1.81	1.78	1.75
117	3.92	3.07	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.87	1.84	1.80	1.78	1.75
118	3.92	3.07	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.87	1.84	1.80	1.78	1.75
119	3.92	3.07	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.87	1.83	1.80	1.78	1.75
120	3.92	3.07	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.87	1.83	1.80	1.78	1.75
121	3.92	3.07	2.68	2.45	2.29	2.17	2.09	2.02	1.96	1.91	1.87	1.83	1.80	1.77	1.75
122	3.92	3.07	2.68	2.45	2.29	2.17	2.09	2.02	1.96	1.91	1.87	1.83	1.80	1.77	1.75
123	3.92	3.07	2.68	2.45	2.29	2.17	2.08	2.01	1.96	1.91	1.87	1.83	1.80	1.77	1.75
124	3.92	3.07	2.68	2.44	2.29	2.17	2.08	2.01	1.96	1.91	1.87	1.83	1.80	1.77	1.75
125	3.92	3.07	2.68	2.44	2.29	2.17	2.08	2.01	1.96	1.91	1.87	1.83	1.80	1.77	1.75
126	3.92	3.07	2.68	2.44	2.29	2.17	2.08	2.01	1.95	1.91	1.87	1.83	1.80	1.77	1.75
127	3.92	3.07	2.68	2.44	2.29	2.17	2.08	2.01	1.95	1.91	1.86	1.83	1.80	1.77	1.75
128	3.92	3.07	2.68	2.44	2.29	2.17	2.08	2.01	1.95	1.91	1.86	1.83	1.80	1.77	1.75
129	3.91	3.07	2.67	2.44	2.28	2.17	2.08	2.01	1.95	1.90	1.86	1.83	1.80	1.77	1.74
130	3.91	3.07	2.67	2.44	2.28	2.17	2.08	2.01	1.95	1.90	1.86	1.83	1.80	1.77	1.74
131	3.91	3.07	2.67	2.44	2.28	2.17	2.08	2.01	1.95	1.90	1.86	1.83	1.80	1.77	1.74
132	3.91	3.06	2.67	2.44	2.28	2.17	2.08	2.01	1.95	1.90	1.86	1.83	1.79	1.77	1.74

133	3.91	3.06	2.67	2.44	2.28	2.17	2.08	2.01	1.95	1.90	1.86	1.83	1.79	1.77	1.74
134	3.91	3.06	2.67	2.44	2.28	2.17	2.08	2.01	1.95	1.90	1.86	1.83	1.79	1.77	1.74
135	3.91	3.06	2.67	2.44	2.28	2.17	2.08	2.01	1.95	1.90	1.86	1.82	1.79	1.77	1.74



Appendix 18 Durbin Watson Table

Tabel Durbin-Watson (DW), $\alpha = 5\%$

n	k=6		k=7		k=8		k=9		k=10	
	dL	dU	dL	dU	dL	dU	dL	dU	dL	dU
76	1.4623	1.8011	1.4335	1.8330	1.4043	1.8655	1.3747	1.8989	1.3449	1.9329
77	1.4669	1.8010	1.4384	1.8324	1.4096	1.8644	1.3805	1.8972	1.3511	1.9307
78	1.4714	1.8009	1.4433	1.8318	1.4148	1.8634	1.3861	1.8957	1.3571	1.9286
79	1.4757	1.8009	1.4480	1.8313	1.4199	1.8624	1.3916	1.8942	1.3630	1.9266
80	1.4800	1.8008	1.4526	1.8308	1.4250	1.8614	1.3970	1.8927	1.3687	1.9247
81	1.4842	1.8008	1.4572	1.8303	1.4298	1.8605	1.4022	1.8914	1.3743	1.9228
82	1.4883	1.8008	1.4616	1.8299	1.4346	1.8596	1.4074	1.8900	1.3798	1.9211
83	1.4923	1.8008	1.4659	1.8295	1.4393	1.8588	1.4124	1.8888	1.3852	1.9193
84	1.4962	1.8008	1.4702	1.8291	1.4439	1.8580	1.4173	1.8876	1.3905	1.9177
85	1.5000	1.8009	1.4743	1.8288	1.4484	1.8573	1.4221	1.8864	1.3956	1.9161
86	1.5038	1.8010	1.4784	1.8285	1.4528	1.8566	1.4268	1.8853	1.4007	1.9146
87	1.5075	1.8010	1.4824	1.8282	1.4571	1.8559	1.4315	1.8842	1.4056	1.9131
88	1.5111	1.8011	1.4863	1.8279	1.4613	1.8553	1.4360	1.8832	1.4104	1.9117
89	1.5147	1.8012	1.4902	1.8277	1.4654	1.8547	1.4404	1.8822	1.4152	1.9103
90	1.5181	1.8014	1.4939	1.8275	1.4695	1.8541	1.4448	1.8813	1.4198	1.9090
91	1.5215	1.8015	1.4976	1.8273	1.4735	1.8536	1.4490	1.8804	1.4244	1.9077
92	1.5249	1.8016	1.5013	1.8271	1.4774	1.8530	1.4532	1.8795	1.4288	1.9065
93	1.5282	1.8018	1.5048	1.8269	1.4812	1.8526	1.4573	1.8787	1.4332	1.9053
94	1.5314	1.8019	1.5083	1.8268	1.4849	1.8521	1.4613	1.8779	1.4375	1.9042
95	1.5346	1.8021	1.5117	1.8266	1.4886	1.8516	1.4653	1.8772	1.4417	1.9031
96	1.5377	1.8023	1.5151	1.8265	1.4922	1.8512	1.4691	1.8764	1.4458	1.9021
97	1.5407	1.8025	1.5184	1.8264	1.4958	1.8508	1.4729	1.8757	1.4499	1.9011
98	1.5437	1.8027	1.5216	1.8263	1.4993	1.8505	1.4767	1.8750	1.4539	1.9001
99	1.5467	1.8029	1.5248	1.8263	1.5027	1.8501	1.4803	1.8744	1.4578	1.8991
100	1.5496	1.8031	1.5279	1.8262	1.5060	1.8498	1.4839	1.8738	1.4616	1.8982
101	1.5524	1.8033	1.5310	1.8261	1.5093	1.8495	1.4875	1.8732	1.4654	1.8973
102	1.5552	1.8035	1.5340	1.8261	1.5126	1.8491	1.4909	1.8726	1.4691	1.8965
103	1.5580	1.8037	1.5370	1.8261	1.5158	1.8489	1.4944	1.8721	1.4727	1.8956
104	1.5607	1.8040	1.5399	1.8261	1.5189	1.8486	1.4977	1.8715	1.4763	1.8948
105	1.5634	1.8042	1.5428	1.8261	1.5220	1.8483	1.5010	1.8710	1.4798	1.8941
106	1.5660	1.8044	1.5456	1.8261	1.5250	1.8481	1.5043	1.8705	1.4833	1.8933
107	1.5686	1.8047	1.5484	1.8261	1.5280	1.8479	1.5074	1.8701	1.4867	1.8926
108	1.5711	1.8049	1.5511	1.8261	1.5310	1.8477	1.5106	1.8696	1.4900	1.8919
109	1.5736	1.8052	1.5538	1.8261	1.5338	1.8475	1.5137	1.8692	1.4933	1.8913
110	1.5761	1.8054	1.5565	1.8262	1.5367	1.8473	1.5167	1.8688	1.4965	1.8906
111	1.5785	1.8057	1.5591	1.8262	1.5395	1.8471	1.5197	1.8684	1.4997	1.8900
112	1.5809	1.8060	1.5616	1.8263	1.5422	1.8470	1.5226	1.8680	1.5028	1.8894
113	1.5832	1.8062	1.5642	1.8264	1.5449	1.8468	1.5255	1.8676	1.5059	1.8888
114	1.5855	1.8065	1.5667	1.8264	1.5476	1.8467	1.5284	1.8673	1.5089	1.8882
115	1.5878	1.8068	1.5691	1.8265	1.5502	1.8466	1.5312	1.8670	1.5119	1.8877
116	1.5901	1.8070	1.5715	1.8266	1.5528	1.8465	1.5339	1.8667	1.5148	1.8872
117	1.5923	1.8073	1.5739	1.8267	1.5554	1.8463	1.5366	1.8663	1.5177	1.8867
118	1.5945	1.8076	1.5763	1.8268	1.5579	1.8463	1.5393	1.8661	1.5206	1.8862
119	1.5966	1.8079	1.5786	1.8269	1.5603	1.8462	1.5420	1.8658	1.5234	1.8857
120	1.5987	1.8082	1.5808	1.8270	1.5628	1.8461	1.5445	1.8655	1.5262	1.8852
121	1.6008	1.8084	1.5831	1.8271	1.5652	1.8460	1.5471	1.8653	1.5289	1.8848
122	1.6029	1.8087	1.5853	1.8272	1.5675	1.8459	1.5496	1.8650	1.5316	1.8844
123	1.6049	1.8090	1.5875	1.8273	1.5699	1.8459	1.5521	1.8648	1.5342	1.8839
124	1.6069	1.8093	1.5896	1.8274	1.5722	1.8458	1.5546	1.8646	1.5368	1.8835
125	1.6089	1.8096	1.5917	1.8276	1.5744	1.8458	1.5570	1.8644	1.5394	1.8832
126	1.6108	1.8099	1.5938	1.8277	1.5767	1.8458	1.5594	1.8641	1.5419	1.8828
127	1.6127	1.8102	1.5959	1.8278	1.5789	1.8458	1.5617	1.8639	1.5444	1.8824
128	1.6146	1.8105	1.5979	1.8280	1.5811	1.8457	1.5640	1.8638	1.5468	1.8821
129	1.6165	1.8107	1.5999	1.8281	1.5832	1.8457	1.5663	1.8636	1.5493	1.8817
130	1.6184	1.8110	1.6019	1.8282	1.5853	1.8457	1.5686	1.8634	1.5517	1.8814
131	1.6202	1.8113	1.6039	1.8284	1.5874	1.8457	1.5708	1.8633	1.5540	1.8811
132	1.6220	1.8116	1.6058	1.8285	1.5895	1.8457	1.5730	1.8631	1.5564	1.8808
133	1.6238	1.8119	1.6077	1.8287	1.5915	1.8457	1.5751	1.8630	1.5586	1.8805
134	1.6255	1.8122	1.6096	1.8288	1.5935	1.8457	1.5773	1.8629	1.5609	1.8802
135	1.6272	1.8125	1.6114	1.8290	1.5955	1.8457	1.5794	1.8627	1.5632	1.8799
136	1.6289	1.8128	1.6133	1.8292	1.5974	1.8458	1.5815	1.8626	1.5654	1.8797
137	1.6306	1.8131	1.6151	1.8293	1.5994	1.8458	1.5835	1.8625	1.5675	1.8794
138	1.6323	1.8134	1.6169	1.8295	1.6013	1.8458	1.5855	1.8624	1.5697	1.8792
139	1.6340	1.8137	1.6186	1.8297	1.6031	1.8459	1.5875	1.8623	1.5718	1.8789
140	1.6356	1.8140	1.6204	1.8298	1.6050	1.8459	1.5895	1.8622	1.5739	1.8787
141	1.6372	1.8143	1.6221	1.8300	1.6068	1.8459	1.5915	1.8621	1.5760	1.8785

Appendix 19 Research Picture



Picture 1. Students (Female), class VII is filling out a research questionnaire



Picture 2. Students (Male), class VII is filling out the research questionnaire in an orderly manner

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