#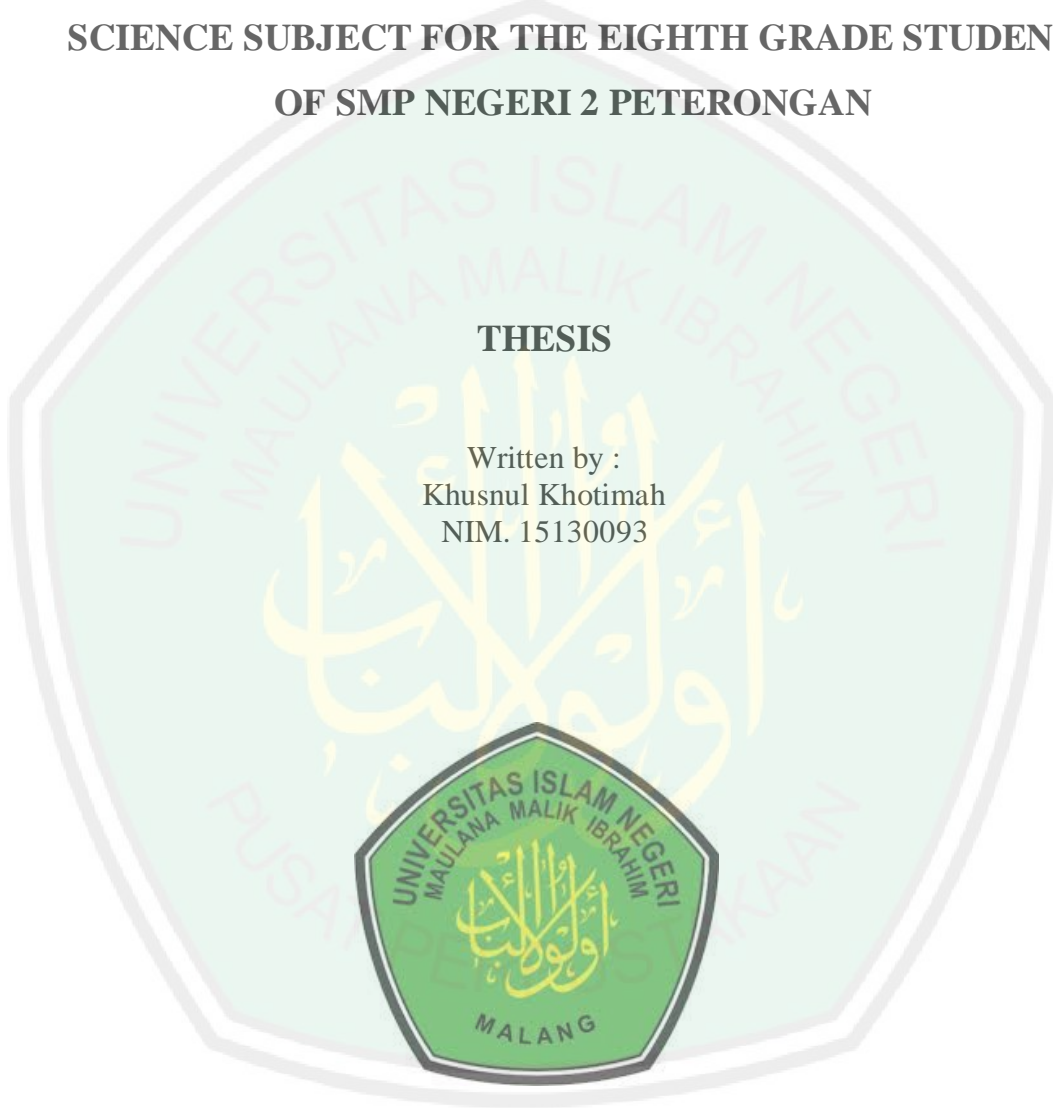 THE EFFECT OF TEACHER PROFESSIONAL COMPETENCY AND STUDENT LEARNING INTENSITY TOWARDS STUDENT LEARNING OUTCOMES ON SOCIAL SCIENCE SUBJECT FOR THE EIGHTH GRADE STUDENT OF SMP NEGERI 2 PETERONGAN

THESIS

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SOCIAL SCIENCE EDUCATION DEPARTEMENT
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MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG
2019

THE EFFECT OF TEACHER PROFESSIONAL COMPETENCY AND STUDENT LEARNING INTENSITY TOWARDS STUDENT LEARNING OUTCOMES ON SOCIAL SCIENCE SUBJECT FOR THE EIGHTH GRADE STUDENT OF SMP NEGERI 2 PETERONGAN

Present 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)*

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AUGUST, 2019

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THE EFFECT OF TEACHER PROFESSIONAL COMPETENCY AND STUDENT LEARNING INTENSITY TOWARDS STUDENT LEARNING OUTCOMES ON SOCIAL SCIENCE SUBJECT FOR THE EIGHTH GRADE STUDENT OF SMP NEGERI 2 PETERONGAN

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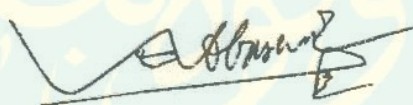**Dr. Alfiana Yuli Efianti, M.A**
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LEGITIMATION SHEET

THE EFFECT OF TEACHER PROFESSIONAL COMPETENCY AND STUDENT LEARNING INTENSITY TOWARDS STUDENT LEARNING OUTCOMES ON SOCIAL SCIENCE SUBJECT FOR THE EIGHTH GRADE STUDENT OF SMP NEGERI 2 PETERONGAN

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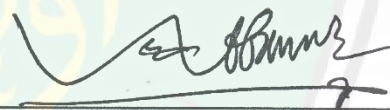
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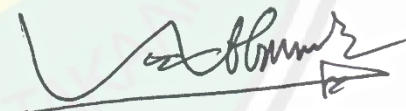
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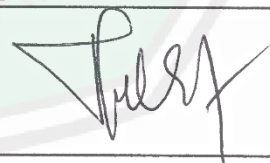
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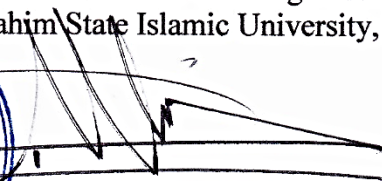
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DEDICATION

Bismillahirrohmanirrohim...Alhamdulillahirobbil'alamin

Thanks to Allah SWT, My lord who gave me His grace and guidance in my whole day, because of His miracle makes me possible to finish my thesis and make everything valuable for me. Sholawat and salam Also always be given to our Prophet Muhammad SAW who brings us from the darkness to the lightness, that is *Diinul Islam.*

I dedicate my work to:
My beloved education and environment of Indonesia
To my beloved *bapak* and *ibuk* (Mr. Huda and Mrs. Masrufah) who always by my side to support me and give me strength in all condition, I just want to say that I REALLY LOVE YOU, thank you so much for the entire best thing in the world, you are my angles who always give encouragement, motivation, inspirations and never ending du'a. Forgive me if I am not what you expect. Also thanks to my little brother Ainurrasyid and sister Nur I'fa Aulia, you know right that you are my precious thing after *bapak* and *ibuk*, I love you.
To all my family: *embah, mbak indah, kamal, zora* and other friends who can't be mentioned one by one which always support me, give their smile and beautiful day for me.

Big thanks for all of you, May Allah SWT give health, welfare, safety and guidance
Aamiiin Yaa Robbal 'Aalamiin

MOTTO

<div dir="rtl">

وَعَسَىٰ أَنْ تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَكُمْ ۖ وَعَسَىٰ أَنْ تُحِبُّوا شَيْئًا وَهُوَ شَرٌّ لَكُمْ

</div>

It may be that you hate something but it is very good for you and you may love something but it is very bad for you, Allah is knowing and you do not know. (Al-Baqarah: 216)

"Enthusiasm is the yeast that makes your hopes shine to the stars. Enthusiasm is the sparkle in your eyes, the swing in your gait. The grip of your hand, the irresistible surge of will and energy to execute your ideas."

(Henry Ford)

Dr. H. Abdul Bashith, M.Si
The Lecturer of Tarbiyah and Teaching Sciences Faculty
State Islamic University of Mulana Malik Ibrahim Malang

ADVISOR OFFICIAL NOTE

Matter   : Thesis of Khusnul Khotimah   Malang, 7 July 2019
Appendixes   : 4 (fourth) exemplar

To Whom it May Concern
Dean of Faculty Tarbiyah and Teaching Sciences
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In Malang

Assalamu'alaikum Wr.Wb.

This office memo declares that Skripsi originally owned by:

Name   : Khusnul Khotimah
NIM   : 15130093
Study Program : Social Science Education
Title of Skripsi : The Effect of Teacher Professional Competency and
                    Student Learning Intensity towards Student Learning
                    Outcomes on Social Science Subject for the Eighth
                    Grade Student of SMP Negeri 2 Peterongan

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,

Dr. H. Abdul Bashith, M.Si
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CERTIFICATE OF THESIS AUTHORSHIP

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

Malang, July 7 2019

Khusnul Khotimah
NIM. 15130093

PREFACE

Bismillahirrohmanirrohim..

Alhamdulillah. All praises and great gratitude to Allah SWT Most Gracious and the Most Merciful, the only one lord in this universe. Thanks to Allah who always give me gracious mercy and tremendous blessing. Sholawat and salam may always delivered for Prophet Muhammad SAW who has brought from the darkness to the brightness called Islam ad became inspiratory and pattern in this thesis entitled: "*The Effect of Teacher Professional Competency and Student Learning Intensity towards Student Learning Outcomes on Social Science Subject for the Eighth Grade Student of SMP Negeri 2 Peterongan*"

This thesis is done as a requirement in accomplishing the S-1 Degree at Social Science Education Department of Teachers Training and Education Faculty in Islamic State University Maulana Malik Ibrahim Malang. The researcher would like to thank for all of those who have given contribution so that this thesis can be finished timely. The researcher would like to deliver this thank to:

1. Prof. Dr. Abdul Haris, M. Ag, as The Rector of Islamic State University Maulana Malik Ibrahim Malang.

2. Dr. Agus Maimun, M.Pd, as The Dean of Tarbiyah and Teaching Training Faculty of the Islamic State University Maulana Malik Ibrahim Malang.

3. Dr. Alfiana Yuli Efianti, M.A as Chief of Social Science Education Department of the the Islamic State University Maulana Malik Ibrahim Malang.

4. Dr. H. Abdul Bashith, M.Si as advisor who had guided and assisted the researcher in writing and finishing the thesis, thanks for your good advise and valuable input.

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6. All lecturers in Islamic State University of Maulana Malik Ibrahim Malang, thanks for your time, experience, knowledge, advice and motivation since I had study in this campus.

7. My beloved parents, Mr. Nurul Huda and Mrs. Masrufah, also my grandmother thank you so much with your support and motivation.

8. Students of social science education department, especially for ICP P.IPS E'15 which has provided the motivation for me, so I can finish this thesis. Thanks for your time, want to be my friend, listen to my story and give suggestion to solve the problem.

9. All my friends of sisters in Malang, Fyanka Noor, Zumrotun Nafisah, Laili Rahma Ramadhani, Nuroniatul Khusnia, Cholifatul Fidya, Riyantri Ayu, Rizki Shara, Munasiyah, Ananda Putri Nurmalita, and Jannatul Firdausi Nuzula. Thanks for beautiful experiences.

Hopefully Allah replies all helps and bless for you all. The researcher realized this thesis still imperfect in arrangement and the content. The researcher hope the criticism from the readers can help the researcher in perfecting the next research about this thesis.

GUIDELINES FOR ARABIC - LATIN TRANSLATION

The writing of Arabic – Latin transliteration in this thesis using transliteration guidelines based on the decision by Minister of Religious Affairs and the Minister of Education and Culture of Republic Indonesia No.158 of 1987 and N0.9543 b/U/1987 which can be broadly, describe, as follows:

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	=	<u>h</u>	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. Vocal Long

Vocal (a) long = **â**

Vocal (i) long = **î**

Vocal (u) long = **û**

C. Vocal Diphthong

أَوْ	=	**aw**
أَيْ	=	**ay**
أُوْ	=	**û**
إِي	=	**î**

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CHAPTER V: DISCUSSION

ABSTRACT

Khotimah, Khusnul. 2019. *The Effect of Teacher Professional Competency and Student Learning Intensity in Student Learning Outcomes on Social Science Subject for the Eighth Grade Students of SMP Negeri 2 Peterongan*. Thesis, Social Sciences Education Departement, Tarbiyah and Teacher Training, The Statet Islamic University of Maulana Malik Ibrahim Malang. Advisor: Dr. H. Abdul Bashith, M.Si.

Keywords: Teacher Professional Competency, Student Learning Intensity, and Student Learning Outcomes

In education, the student's success in learning can be seen through test of learning outcomes. Learning is an ongoing process in a lifetime. Student learning outcomes are not only determined by the teacher, curriculum, school, and structure, but also are determined by good and regular intensity of student learning. The factors affecting learning outcomes include teacher professional competency and student learning intensity.

This research aims to: (1) find out the significant positive effect of teacher professional competency towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan, (2) find out the significant positive effect of student learning intensity towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan, and (3) find out the significant positive effect of teacher professional competency and student learning intensity towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan.

This research used a quantitative approach with a type of descriptive correlational research. It used random sample taken from the eighth grade students of SMP Negeri 2 Peterongan academic year 2018/2019. They amounted to fifty-five as research subjects. This research instruments used questionnaires and documents, while the data collection technique used multiple linear regression analysis.

The research shows that, 1) there is a significant positive effect of teacher professional competency towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan. 2) There is a significant positive effect of student learning intensity towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan. 3) there is a significant positive effect of teacher professional competency and student learning intensity towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan.

مستخلص البحث

الخاتمة، حسن. 2019. أثر الكفاءة المهنية لدى المعلمين وكثافة تعلم الطلبة على حصيلتهم التعليمية في مادة العلوم الإجتماعية للصف الثامن بالمدرسة المتوسطة الحكومية 2 فتيرونجان. البحث الجامعي، قسم تربية العلوم الإجتماعية، كلية علوم التربية والتعليم بجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: د. الحاج عبد الباسط، الماجستير.

الكلمات الرئيسية: الكفاءة المهنية لدى المعلمين، كثافة تعلم الطلبة، والحصيلة التعليمية.

في العالم التعليمي، يمكن النظر إلى نجاح الطالب في التعلم من خلال الاختبار التحصيلي. التعلم هو عملية مستمرة وتسير إلى مدى الحياة. ولا يتم تحديد الحصيلة التعليمية لدى الطلبة من قبل المعلمين، المناهج الدراسية والمدارس وهيكلها. ولكن يتم تحديدها إلى حد كبير من خلال كثافة تعلم الطلبة الجيدة والمنظمة. وأمّا العوامل المؤثرة على الحصيلة التعليمية فهي الكفاءة المهنية لدى المعلمين وكثافة التعلم لدى الطلبة أنفسهم.
الهدف من هذا البحث هو: (1) معرفة الأثر الإيجابي الكبير من الكفاءة المهنية لدى المعلمين على الحصيلة التعليمية لدى الطلبة في مادة العلوم الإجتماعية للصف الثامن بالمدرسة المتوسطة الحكومية 2 فتيرونجان، (2) معرفة الأثر الإيجابي الكبير من كثافة تعلم الطلبة على الحصيلة التعليمية لدى الطلبة في مادة العلوم الإجتماعية للصف الثامن بالمدرسة المتوسطة الحكومية 2 فتيرونجان، و (3) معرفة الأثر الإيجابي الكبير من الكفاءة المهنية وكثافة تعلم الطلبة على الحصيلة التعليمية لدى الطلبة في مادة العلوم الإجتماعية للصف الثامن بالمدرسة المتوسطة الحكومية 2 فتيرونجان.

واستخدم هذا البحث منهج البحث الكمي بنوع الدراسة الوصفية الارتباطية. تم أخذ عيناتها عشوائيا من جميع الصف الثامن بالمدرسة المتوسطة الحكومية 2 فتيرونجان في العام الدراسي 2018/2019 ويبلغ عددهم 55 طالبا كموضوع البحث. وتكون أداة البحث من الاستبانة والوثائق، في حين تم تحليل البيانات باستخدام تحليل الانحدار الخطي المتعدد.
أظهرت نتائج هذا البحث ما يلي: (1) عدم وجود الأثر الإيجابي الكبير من الكفاءة المهنية لدى المعلمين على الحصيلة التعليمية لدى الطلبة بالمدرسة المتوسطة الحكومية 2 فتيرونجان. (2) وجود الأثر الإيجابي الكبير من كثافة تعلم الطلبة على حصيلتهم التعليمية بالمدرسة المتوسطة الحكومية 2 فتيرونجان. و (3) عدم وجود الأثر الإيجابي من الكفاءة المهنية لدى المعلمين وكثافة تعلم الطلبة على الحصيلة التعليمية لدى الطلبة بالمدرسة المتوسطة الحكومية 2 فتيرونجان. لذلك، يمكن الاستنتاج منها أن متغير الكفاءة المهنية لدى المعلمين ومتغير كثافة تعلم الطلبة لا يؤثران على ترقية الحصيلة التعليمية لدى الطلبة بالمدرسة المتوسطة الحكومية 2 فتيرونجان.

ABSTRAK

Khotimah, Khusnul. 2019. *The Effect of Teacher Professional Competency and Student Learning Intensity towards Student Learning Outcomes on Social Science Subject for the Eighth Grade Student of SMP Negeri 2 Peterongan.* Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Unversitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Dr. H. Abdul Bashith, M.Si.

Kata Kunci: Kompetensi Profesional guru, Intensitas Belajar Siswa, dan Hasil Belajar Siswa

Dalam dunia pendidikan, keberhasilan seorang siswa dalam belajar dapat dilihat melalui tes hasil belajar. Belajar merupakan proses berkelanjutan yang akan berlangsung seumur hidup. Hasil belajar siswa bukan hanya ditentukan oleh guru, kurikulum, sekolah, dan struktur, akan tetapi sebagian besar ditentukan oleh intensitas belajar siswa yang baik dan teratur. Adapun faktor yang mempengaruhi hasil belajar diantaranya kompetensi profesional guru dan intensitas belajar siswa.

Tujuan penelitian ini adalah untuk: (1) mengetahui pengaruh positif signifikan kompetensi profesional guru terhadap hasil belajar siswa pada mata pelajaran IPS di SMP Negeri 2 Peterongan, (2) mengetahui pengaruh positif signifikan intensitas belajar siswa terhadap hasil belajar siswa pada mata pelajaran IPS di SMP Negeri 2 Peterongan, dan (3) mengetahui pengaruh positif signifikan kompetensi profesional guru dan intensitas belajar siswa terhadap hasil belajar siswa pada mata pelajaran IPS di SMP Negeri 2 Peterongan.

Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian deskriptif korelasional. Penelitian ini mengambil sampel secara acak ke seluruh kelas VIII di SMP Negeri 2 Peterongan Tahun Ajaran 2018/2019 yang berjumlah 55 sebagai subjek penelitian. Instrumen penelitian ini menggunakan angket dan dokumen, sedangkan teknik pengumpulan data yang digunakan menggunakan analisis regresi linier berganda.

Hasil penelitian ini menunjukkan bahwa, 1) terdapat pengaruh positif signifikan kompetensi profesional guru terhadap hasil belajar siswa di SMP Negeri 2 Peterongan. 2) terdapat pengaruh positif signifikan intensitas belajar siswa terhadap hasil belajar siswa di SMP Negeri 2 Peterongan, dan 3) terdapat pengaruh antara kompetensi professional guru dan intensitas belajar siswa terhadap hasil belajar siswa di SMP Negeri 2 Peterongan. Jadi, dapat disimpulkan bahwa variabel kompetensi profesional guru dan intensitas belajar siswa secara bersama-sama berpengaruh terhadap hasil belajar siswa di SMP Negeri 2 Peterongan.

CHAPTER I

INTRODUCTION

A. Background of the Research

The success of a student in learning can be seen from the results of student learning is concerned. In the education of students will be assessed success through achievement test. The expected result is a good achievement for every student wants a high achievement. That requires several factors that can support student success in learning.

Nana Sudjana argues that learning outcomes are the abilities of the students after receiving their learning experience.[1]Learning outcomes and achievements have the same meaning, because the learning outcomes are part of student achievement. This is consistent with the statement of Tu'u stating that element in student achievement is a result of learning and the value of the students themselves.[2]

Slameto in his book explains that factors affect student success in achieving good learning outcomes consist of internal factors and external factors. Internal factors are factors that exist within the individual that is being studied, while external factors are factors that are outside the individual as the perpetrator in the learning activities.[3]

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[1] Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, (Bandung: PT Remaja Rosdakarya, 2004), P 22.

[2] Tulus Tu'u, *Peran Disiplin pada Perilaku dan Prestasi Siswa*, (Jakarta: Gramedia Grasindo, 2004), P 76.

[3] Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, (Jakarta: Rineka Copyright, 2003), P 54.

Based on the description above, researchers will take one of the internal factors are the intensity or the habit of learning and of the external factors is the teacher who leads the competence of teachers, especially in the professional field. Due to obtain satisfactory academic results, professional competence of teachers and the intensity of study is considered important role in this regard.

Teacher competency is the ability or willingness of teachers in managing learning, as knowledge, skills, and basic values are reflected in the habit of thinking and acting. Thus, the competency of each teacher will show the actual quality of the teacher. This means that teachers are required to be able to create and use a positive attitude in learning activities. Teacher competence or professional teacher will understand what to do. Teachers must have a broad knowledge of the student, or the science curriculum materials, classroom organization, and mastery learning approach. Robbins called the competencies ability, the capacity of an individual to perform various tasks in a job.[4]

Government Regulation No. 19 of 2005 on National Education Standards Chapter VI, Article 28 states that: (1) The educator must have academic qualifications and competence, physical and spiritual health, as well as have the ability to achieve national education goals, (2) academic qualifications is the level of education the minimum that must be met by the

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[4] Stephen Robbins, *Perilaku Organisasi: Konsep, Kontroversi, Aplikasi, Jilid 1 Edisi 8,* (Jakarta: Prenhallindo, 2001), P 37.

educator as evidenced by diplomas and / or certificates of expertise in accordance with the relevant laws and regulations, and (3) the competence of teaching agent on primary and secondary education includes personal competence or personal competence, professional competence, pedagogical, and social competence.[5]

Teachers obviously play an important role in developing education, especially organized formally in school. Therefore, in the present study, researchers wanted to examine one of the four competency of a teacher namely professional competence of teachers. Due to perceived professional competence plays an important role in influencing student learning outcomes.

Republic of Indonesia Government Regulation No. 74 of 2008 verse 7 explains that professional competence is the ability of the teacher to master the knowledge of the fields of science, technology, and / or arts and culture that he has in charge of.[6]

Sutikno states that professional competence is the ability of how a teacher in mastering learning materials widely and deeply that allows guiding learners to meet the standards of competence specified in national standards such as the material master standard, as well as managing the learning programs, is able to manage the class is able to use the media and

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[5] Depdiknas, *Peraturan Pemerintah RI Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan*, (Jakarta: 2005)
[6] PP RI Tentang Guru No. 47 Tahun 2008 Pasal 3 ayat 7. P 7.

source of learning and displaying exemplary leadership and learning is done in a professional manner.[7]

According Muhlisin in Janawi professional competence is the ability of teachers to master the material being taught so that students can obtain good learning outcomes.[8]With the professional competence that exist on a teacher, can maximize the process of teaching a teacher to the student who was also a good impact on student learning outcomes. Because professional teacher is a teacher who has been provided by some of the skills that must be possessed by a professional teacher.

Be sides from the professional competence of teachers, researchers also took from the viewpoint of the students are learning intensity. The intensity of study can determine the outcome of a student's learning. Learning in school is felt not so enough for the students because the process of learning students have a different intensity. Learning have not to be in a long time, the most important learning should be done routinely every day, so that learning becomes a habit routines performed by the students.

According to Rinitya Wulandari intensity is behavior that is repeated over time will get used to eventually happen spontaneously without the need for conscious thought as an auto-response to the learning situation.[9] It can be concluded that the intensity of the effort to learn is how often the students

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[7] M. Sobry Sutikno, *Teaching and Learning*, (Lombok: Holistica, 2013), P 45.

[8] Janawi, *Master Image Master of Professional Competence*, (Bandung: Alfabeta), P 48.

[9] Rinitya Wulandari, "*Hasil Belajar Siswa Ditinjau dari Intensitas Belajar dan Lingkungan Sosial pada Mata Pelajaran Akuntansi Siswa Kelas XI IPS SMA Negeri 1 Nogosari Tahun Ajaran 2012/2013*", Naskah Publikasi, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surakarta, 2013, P 3.

who can produce changes in knowledge, understanding, skills, values and attitudes.

Sardiman states that the intensity of student learning will determine the level of achievement of learning goals that levels of learning outcomes.[10] Thus, students can gain some ease in learning, as can arrange a time to learn, the motivation, and easier to remember if any instructional materials for learning greater burden she can prepare as it learns the routine.

SMP Negeri 2 Peterongan is a school that researchers will choose to conduct research. With the results of preliminary observations where the researchers looked at and observed the condition of students while studying social studies in the classroom, many students did not pay attention to the explanation from the teacher, there were students who chatted with their peers, there were always permission to go to the bathroom, some slept, even some students who only daydream when explained by the teacher. It is also seen that most of the teachers at the school are already quite old with teaching methods that still follow the old way, maybe that makes students sleepy when taught in class

The behaviors of these students need to be questioned, what is the reason for them to do all that. They can assume that social studies are too boring and sometimes underestimated by students. In addition the teacher is also a factor in the difficulty of students understanding the lesson or the teacher that is difficult in the learning process. Supported also by students

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[10] Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: Rajawali Press, 2012), P 85.

who are lazy to learn because they do not have good learning intensity and it is very necessary to achieve the level of mastery of the material so as to produce good learning achievement.

Based on the above discussion, the researcher is interested in conducting research with the title **" The Effect of Teacher Professional Competency and Student Learning Intensity towards Student Learning Outcomes on Social Science Subject for the Eighth Grade Student of SMP Negeri 2 Peterongan".**

B. **Formulation of the problem**

1. Is the teacher professional competency have a significant positive effect towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan?

2. Is student learning intensity have a significant positive effect towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan?

3. Is the teacher professional competency and student learning intensity have a significant positive effect towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan?

C. Research purposes

Based on some of the issues that have been formulated, the researchers aimed to determine the following:

1. To explain the significant positive effect of teacher professional competency towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan

2. To explain the significant positive effect of student learning intensity towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan

3. To explain the significant positive effect of teacher professional competency and student learning intensity towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan

D. Benefit of Research

The benefits of this research are:

1. The results of the research are expected to contribute to the field of study of social science and enrich the results of research related to the world of education.

2. For teachers, namely to be able to develop and improve their professional competence again. This is very important and is intended so that learning objectives can be achieved well so that later can improve the quality of learning that can be seen from student learning outcomes.

3. For students, can be used as a benchmark to increase the intensity of learning that is good in achieving learning outcomes.

4. For researchers, researchers are expected to increase their knowledge in the field of research and teaching, while this research is expected to be an inspiration for prospective researchers who are interested in conducting research in the field of education

E. **Hypothesis of the Research**

Judging from the background of the problem statement, the following hypothesis can be proposed:

The null hypothesis (H_0) of this study is:

1. Teacher professional competency does not have a significant positive effect towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan

2. Student learning intensity does not have a significant positive effect towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan

3. Teacher's professional competency and student learning intensity do not have a significant positive effect towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan

The alternative hypothesis (H$_a$) of this study is:

1. Teachers professional competency has a significant positive effect towards student learning outcomes in social studies of the eighth grade at SMP Negeri 2 Peterongan

2. Student learning intensity has a significant positive effect towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan

3. Teachers professional competence and student learning intensity have a significant positive effect towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan

F. **Scope of the Research**

The scope of this study includes two research variables, namely: (1) two independent variables namely the teacher professional competency and student learning intensity, and (2) one dependent variable is student learning outcomes. The three variables above are then translated into several indicators based on the theory put forward by experts.

Table 1.1

**Variable range (Professional Competency and Learning Intensity)
along with the indicators**

Variable	Indicator
Professional Competency (PP No. 74/2008)	1. Ability to plan teaching and learning programs
	2. Mastering lesson materials
	3. Carry out/manage the teaching and learning process
	4. Assesing the progress of the teaching and learning process
Learning Intensity (Rinitya Wulandari, 2012)	1. Motivation
	2. Interest
Learning Outcomes	Student middle test result

G. Originality Research

The originality of this study presents the similarities and differences in the study fields studied between researchers and previous studies. This kind of thing is needed to avoid repetition of studies of things that are of equal concern.

**Table 1.2
Originality Research**

No.	Researcher, Title, Type, and Year of Research	Equation	Difference	Originality of Research
1.	Effect of PAI Teacher Professional Competence and Pedagogics on Student Motivation and Learning Outcomes at SMAN 1 Creme Gresik, *Skripsi*, 2016	Equally reviewing the influence of teacher professional competence	This study has the second independent variable, namely the influence of professional competence, while we study intensity. Researching about the motivation to	The Effect of Teacher Professional Competency and Student Learning Intensity towards Student Learning Outcomes on Social Science

			study at Cerme Gresik 1 High School while we only examined the results of learning at SMP Negeri 2 Peterongan	Subject for the Eighth Grade Student of SMP Negeri 2 Peterongan
2.	Tiwi Ekawati, The Effect of Teacher Professional Competence on Learning Effectiveness at Palembang MTs Aulia Cendekia, *Skripsi*, 2017	Equally study about the influence of teachers' professional competence	This study has only one independent variable, whereas we have two independent variables. Research on learning in junior Aulia efektitivitas Scholar Palembang, while researching on learning outcomes in SMP Negeri 2 Peterongan	The Effect of Teacher Professional Competency and Student Learning Intensity towards Student Learning Outcomes on Social Science Subject for the Eighth Grade Student of SMP Negeri 2 Peterongan
3.	Denik Wulandari, Influence Competencies Pedagogical and professional competence of teachers to the Economic Literacy through Student Achievement in High School Class XII IPS Malang, Journals, 2013	Equally study about the influence of teachers' professional competence	This research has the other independent variable that is pedagogical, while our learning intensity. Researching Economic Literacy through Learning Achievement, while researching about learning outcomes in	The Effect of Teacher Professional Competency and Student Learning Intensity towards Student Learning Outcomes on Social Science Subject for the Eighth Grade Student of SMP Negeri 2 Peterongan

				SMP Negeri 2 Peterongan	
4.	Mariyati, The Effect of Learning Intensity and Learning Patterns on Accounting Learning Achievement in Class IX Accounting Students of Batik 2 Surakarta Surakarta Academic Year 2012/2013, *Skripsi*, 2013	Both study about the effect of learning intensity	This study has the second independent variable, namely the learning pattern, whereas we have the independent variable of teacher professional competence. Researching Accounting Learning Achievement in Class IX Accounting Students of Batik 2 Vocational High School in Surakarta, while we examine learning outcomes in SMP Negeri 2 Peterongan	The Effect of Teacher Professional Competency and Student Learning Intensity towards Student Learning Outcomes on Social Science Subject for the Eighth Grade Student of SMP Negeri 2 Peterongan
5.	Ninda Ayu Novitasari, Effect of Intensity Study Of Learning Outcomes Elementary School fifth grade students in the District Skilled Force Secang Magelang, *Skripsi*, 2016	Equally the study examines the effect intensity	Researching in different locations namely SD Force Yag Skilled Secang District of Magelang, while we were in Junior High School 2 Peterongan	The Effect of Teacher Professional Competency and Student Learning Intensity towards Student Learning Outcomes on Social Science Subject for the Eighth Grade Student of

				SMP Negeri 2 Peterongan

So it can be concluded that from the above studies, what makes this research title different is the variable intensity of learning. If the previous researcher only combined fellow external factors and fellow internal factors, then in this study the researcher combines internal factors with external factors, namely professional competence and learning intensity.

H. Operational Definition of Key Term

1. Professional competency

Professional competence is the ability of mastering learning materials widely and deeply that lets in guiding learners to meet the competency standards set by nasional standard of education. Indicators of professional competence includes the ability to master the educational foundation, mastering the teaching materials, develop teaching programs, implementing teaching programs, and assess the results and the learning process has been implemented.

2. Learning Intensity

> The intensity of the effort to learn is how often the students who can produce changes in knowledge, understanding, skills and attitudes and values can be interpreted also as an attempt by someone with passion to achieve the goal, in this case the learning objectives. Some indicators of the intensity of motivation to learn among other things, the duration of activity, frequency of activities, presentations (passion / hope that hard), direction of attitudes, interests.

3. Learning outcomes

> Learning outcomes represents a change in someone's behavior after following a certain learning which includes cognitive abilities, affective, and psychomotor. The results of this study include the development of students receiving learning and improvement of the learning process. The student's mastery level can be seen from the basic competence of knowledge gained from test scores of students.

I. **Composition of Research Finding**

> The composition of writing this proposal is as follows:

> *The first chapter*, An introductory chapter that contains the background of the problem, formulation of the problem, research objectives, the benefits of research, hypothesis, the scope of research, originality of research, operational definitions, and systematic discussion.

> *The second chapter,* a literature review chapter contains the theoretical basis and frameworks. Terms of understanding the theoretical

basis of professional competence and the intensity of learning and student learning outcomes. While frameworks relation to the summary of the background issues.

The third chapter, is a research method that contains chapters on the study site, the approach and the type of research, the research variables, population and sample, data and data sources, research instruments, data collection techniques, validity and reliability, analsisi the data, the research procedure, and the temporary library.

The fourth chapter, a chapter of the findings and the results of research that shows an overview of the presentation and description of the data and findings of the study. This chapter also includes a general overview of the background research, exposure to research data and research findings.

The fifth chapter, is a discussion chapter of the results of the study which contains a discussion of the findings of the researchers that have been presented in chapter 4.

The sixth chapter, is the closing chapter of the research report which contains conclusions and suggestions.

CHAPTER II

LITERATURE REVIEW

A. Teacher Professional Competence

1. Understanding of Teacher Competence

According to Kamus Umum Bahasa Indonesia, the word competency is defined as an authority or power to determine or decide something. The basic definition of competency itself can be known namely ability or skill.[11]

According to McLeod in Suyanto and Asep Jihad competence is rational behavior to achieve the objectives required under expected conditions. Competence of teachers themselves is the ability of a teacher in implementing the obligations of responsible and worthy in the eyes of stakeholders.[12]

According to Majid in Eko define competence is a set of intelligent action and full responsibility where it should be owned by a person as a condition to be considered capable of performing a specific task. Intelligent nature must be presented as the basis of skill, accuracy, and success in acting. The nature of the responsibility must be shown as a basic truth of action, both in terms of science, technology, and ethics.[13]

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[11]Moh. Uzer Usman, *Menjadi Guru Profesional*, (Bandung: PT Remaja Rosdakarya, 2011), P 14.

[12] Suyanto and Asep Jihad, *Menjadi Guru Profesional Strategi Meningkatkan Kualifikasi dan Kualitas Guru di Era Global*, (Bandung: publisher, 2013), P 1.

[13] Eko Setiawan, *Kompetensi Pedagogik & Profesional Guru PAUD dan SD/MI*, (Jakarta: Penerbit Erlangga, 2018), P 29.

Competence is a fusion of knowledge, attitudes, and skills that are manifested in the form of deeds. In other words, competency is a combination of mastery of knowledge, skills, values, and attitudes reflected in the habit of thinking and acting in carrying out their duties and work. It can also be said that competence is a combination of abilities, knowledge, skills, attitudes, traits, understanding, appreciation, and expectations that underlie the characteristics of a person to demonstrate work in carrying out a task or job to achieve quality standards in a job.

Competence described above contains three aspects: (1) the ability, knowledge, skills, attitude, character, understanding, appreciation, and the expectation that the underlying characteristics of a person to demonstrate, working in the line of duty (2) features and characteristics of the competencies described in the aspect first it appeared evident in the actions, behavior, and performance (3) performance that meets a certain quality standard criteria.[14]

Based on the description above can be concluded that teacher competence is the ability or behavior that is owned by a teacher as a requirement for teachers to be considered capable and able to carry out a specific task that has been given.

Teacher competence as referred to in paragraph 1 of Government Regulation No. 74/2008 includes pedagogical competence, personal

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[14] Syaiful Sagala, *Kemampuan Profesional Guru dan Tenaga Kependidikan*, (Bandung, Alfabeta, 2013), P 23.

competence, social competence, and professional competence acquired through professional education. Four competence of the teachers have a holistic nature, which means a unified whole interrelated.[15]

In this study, researchers study only one teacher competence directly related to classroom teaching and learning process is about professional competence. This competence is characterized by increased and the development of academic qualifications and competence on an ongoing basis in line with the development of science and technology.

2. Definition of Teachers Professional Competence

Professionalism comes from the word "profession" means a field of work you want to be occupied by someone. Professionals can also be interpreted as a specific position or a job that requires specific knowledge and skills that have been gained from intensive academic education.[16]

The word "professional" is derived from the adjective which means living and as a noun that is, those who have passion such as teachers, doctors, judges, and so on. In other words, is a professional job is a job that can only be done by those who are specifically prepared for it and not the work done by those who, unable to obtain another job.[17] Republic of Indonesia Government Regulation No. 74 of 2008 verse 7 explains that professional

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[15] Ali Mudlofir, *Pendidikan Profesional*, (Jakarta: Raja Grafindo Persada, 2014), P 156.
[16] Eko Setiawan, op.cit., P 34.
[17]Moh. Uzer Usman, op.cit., P 14.

competence is the ability of the teacher to master the knowledge of the fields of science, technology, and / or arts and culture that he has in charge of.[18]

Based on these explanations, the definition of a professional teacher is a person who has the Traffic and special expertise in the field of teacher training so that they can perform their duties and functions as a teacher at maximum capacity. Or in other words, a professional teacher is a person who is well educated and trained, and has a rich experience in the field. Educated and trained here is not only formal education but also have to master a variety of strategies or techniques in teaching and learning activities and master the foundations of education as stated in the competence of teachers.

Professional teachers have personal responsibility, social, intellectual, moral, and spiritual. Self-responsibilitymeans being able to understand himself, self-managing, self-controlled, and appreciate and develop themselves. Social responsibility is manifested through the competency of teachers to see themselves as an integral part of the social environment as well as having an effective interactive capabilities.

Meanwhile, intellectual responsibility is established through teachers' knowledge and skills on your device [19]which is required to support these tasks. Spiritual and moral responsibility that is realized through

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[18] PP RI Tentang Guru No. 47 Tahun 2008 Pasal 3 ayat 7. P 7.
[19] Eko Setiawan, op.cit., P 36.

teacher behavior sabagai figure who always do not deviate from religious norms and morals.[20]

3. Teachers Professional Competence Indicators

There are several indicators that can be used as a benchmark to determine whether a competent and professional teachers or not. According to Government Regulation No. 74/2008, Indicators of professional competence of teachers can be expressed as follows:

a. The subject matter in depth and in accordance with the standards of the contents of the education unit program, subjects, and / or groups of subjects to be supported

   1) Ability to plan teaching and learning programs

   2) Mastering subject matter

b. The concepts and methods of scientific discipline, technology, or art that are relevant, conceptually overseeing or coherent with the education unit program, subjects, and/or groups of subjects to be supported

   1) Implement / manage teaching and learning process

   2) Assess the progress of the teaching and learning process [21]

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[20] Ibid, P 37.

[21] PP RI Tentang Guru No. 47 Tahun 2008 Pasal 3 ayat 7. P 7.

B. Student Learning Intensity

1. Understanding Learning Intensity

Intensity is the ability or power, persistent absence, greatness.[22]The word comes from the English intensity that intense passion that has meaning, enterprising. According to Indonesian dictionary, the intensity is defined as a state of intense level or size.[23] Intense is meant here is something great or very high, turbulent / energetically very emotional.

According to Rinitya Wulandari intensity are behaviors that are repeated over time will get used to eventually happen spontaneously without the need for conscious thought as an auto-response to the learning situation.[24] Meanwhile, according to Hazim Nurkholif states that the intensity is unanimity personnel deployed for an enterprise.[25]

Based on the above meanings, the intensity can be interpreted simply as an effort which is carried out with enthusiasm to achieve the goal. So that it can be concluded that the intensity of learning is how often students' efforts can produce changes in knowledge, understanding, value and attitude skills. So that intensity can be interpreted as an effort carried out by someone passionately to achieve goals, in this case is the purpose of learning.

The intensity of learning has also been emphasized by Throndike in its learning law, namely the Law of Exercise. In this law, Throndike states

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[22] Partanto, *Kamus Ilmiah Populer*, (Surabaya: Penerbit Arloka, without years), P 265.
[23] Kamus Besar Bahasa Indonesia (Jakarta: Language Center, 2008)
[24] Rinitya Wulandari, op.cit., P 3.
[25] Nurkholif Hazim, *Teknologi Pembelajaran*, (Jakarta: UT PUSTEKOM IPTPI, 2005), P 191.

that in order to produce appropriate and satisfying actions in responding to a stimulus, a person is required to conduct repeated experiments and exercises.[26] This law consists of two laws, namely the law of use (law of use), which explains that a response that is connected with a stimulus will strengthen the increase in the existence of a suitable behavior that becomes stronger. However, when the response is not given the force stimulus the connection will be decreased or even forgotten (law of disuse).

The application of this idea in learning is the need for the selection of appropriate techniques so that one can transfer messages obtained from sort time memory to long time memory. This requires repetition as much as possible in the hope that the message that has been obtained is not easily lost from his mind.[27]

So the relationship between stimulus and response in the learning process will be strengthened or weakened by the intensity and duration of exercise repetitions or committed relationship. It has been suggested that to achieve success in learning, depending on the intensity of the repetition of the learning activity.

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[26] Baharuddin and Esa Nur Wahyu, *Teori Belajar dan Pembelajaran*, (Yogyakarta: Ar-Ruz Media, 2015), P 96.

[27] Ibid, P 97.

2. Factors Affecting Learning Intensity

Factors that affect the intensity of the learning can be described as expressed by Kurt Singers that there are five factors that affect the intensity of student learning, among others:

a. Their relationship with the reality of life

With the existence of this association, students may be interested and can apply it in everyday life.

b. Must consider the student's personal interests

Interest is very influential in the pattern and intensity of learning. If the student is no interest in learning, then students will be difficult to maintain the intensity of learning.

c. Gives credence to the pupil's own enterprising

Given freedom but within the rules, students will be more free to explore the learning activities of interest.

d. Materials provided must be practical

Materials provided practically can make the students do not have difficulty in learning. Students will be more responsive and interested for the depths again.

e. The participation and involvement of students

With the implementation of this collaboration, students who have difficulty understanding the lessons will not be awkward to ask each other questions with friends. So that the learning process can be

carried out well and allows for these students to get the desired learning outcomes.[28]

Based on these five factors, it can be concluded that the intensity of learning requires a connection with the reality of life that matches interests with material that involves students to play an active role in obtaining the expected goals.

3. Indicators of Learning Intensity

There are several indicators that can be used as benchmarks to determine the intensity of student learning. The indicator can be stated as follows:

a. Motivation

Basically motivation is outside the individual circumstances of the reason for doing something. Motivation can be defined as a supplier of power to act or behave in a structured way. Motivation itself is divided into two intrinsic and extrinsic motivation. Intrinsic motivation is motivation that occur due to circumstances that comes from within the individual and can take action. While extrinsic motivation is motivation that occurs because of the circumstances which come from outside the individual in order to encourage action.

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[28]Kurt Singer, *Membina Hasrat Belajar di Rumah Terj. Bregman*, (Bandung: Remaja Karya, 1987), P 92.

b. Interest

Interest is a feeling of being more like and feeling interested in something or activity without being told. Interest arises if an individual is interested in something because something is in accordance with his needs or feels that something has meaning for him. In showing an interest, a student can be seen from how happy/like in learning, attention in learning, involvement in learning, activeness in learning.[29]

C. **Student Learning Outcomes**

1. **Understanding Learning Outcomes**

Learning is a process activity and one of the most important elements in each type of education. This means that the success or failure of achieving educational goals is very dependent on the learning process experienced by students.

Skinner in Muhibbin Shah stated his concise statement that learning is "a process of progressive behavior adaptation" which means learning is a process of adaptation or adjustment of behavior that takes place progressively. Skinner believes that the process of adaptation will bring optimal results if he is given reinforcement.[30] As according to Cronbach in Baharuddin also stated "learning is shown by change in behavior as a result of experience". Learning the best is from experience.[31]

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[29] Rinitya Wulandari, op.cit., P 3.
[30] Muhibbin Shah, *Psikologi Pendidikan Dengan Pendekatan Baru*, (Bandung: PT Remaja Rosdakarya, 2008), P 90.
[31] Baharuddin and Esa Nur Wahyu, op.cit., P 16.

From the definition, the experts concluded that the study is the activities undertaken someone to get a change in him by training or experience that has been done.

The notion of learning outcomes, according Dimyati and Mudjiono is that the learning outcomes are the result of an interplay of action learning and teaching action. In terms of teachers, teaching acts ends with the evaluation of learning outcomes. In terms of learners, learning outcomes is the culmination of the learning process.[32]

According to Nana Sudjana, student learning outcomes is essentially a change in behavior as a result of the learning process. In a broad sense includes the fields of cognitive, affective, and psychomotor.[33] Eko Putro Widyoko argued that the learning outcomes associated with the measurement, then will happen to the assessment and evaluation using either a test or non-test.[34]

Based on such understanding is known that the study is an assessment of the results achieved by the students include cognitive, affective, and psychomotor obtained from the learning process. Of these three aspects, aspects that most rated teachers are cognitive, as closely linked to the ability of students in the learning process.

[32] Dimyati and Mudjiono, *Belajar dan Pembelajaran*, (Bandung: Yrama Media, 2013), P 3.
[33] Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, (Bandung: PT Remaja Rosdakarya, 2006), P 3.
[34] Eko Putro Widoyoko, *Evaluasi Program Pembelajaran Panduan Praktis Bagi Pendidik dan Calon Pendidik*, (Yogyakarta: Pustaka Pelajar, 2009), P 1.

Assessing student learning outcomes is the main task borne by the teacher as a logical consequence of the learning activities carried out by students. This assessment is intended to find out and make decisions about the success of students in achieving predetermined competencies. Assessment of learning outcomes is the most important component in learning activities to improve the quality of learning.

2. Factors Affecting Learning Outcomes

Factors that influence learning outcomes are divided into two categories, namely internal factors and external factors. Both of these factors influence each other in the individual learning process so that they can determine the quality of learning outcomes.

a. Internal Factors

Internal factors are factors that come from within the individual and can affect the learning outcomes. Internal factors include physiological and psychological factors.

1) Physiological Factors

Physiological factors are factors related to the individual's physical condition. This factor is divided into two types. First, the state of physical tonus. This situation generally affects a person's learning activities. Healthy and fit physical conditions can have a positive influence on individual learning activities. Conversely, a

weak physical condition or illness will hinder the achievement of maximum learning outcomes.[35]

Second, the state of physical function / physiological. During the learning process takes place, the role of physiological functions in the human body greatly affect the outcome of learning, especially the five senses. Sensory functioning properly will facilitate the learning activities are good also.

2) Psychological Factors

The psychological factor is the psychological state in which a person can affect the learning process. Some of the psychological factors that can affect student learning outcomes is intelligence, motivation, interests, attitudes, and talents.

a) Intelligence / intelligence students

Intelligence can be defined as psycho-physical capabilities in reacting to stimuli[36]or adapt to the environment through the proper way. Intelligence itself is the most important psychological factor in the learning process of students, because that determines the quality of student learning. The higher level of intelligence of an individual, the more likely the individual is to achieve success in learning.[37]

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[35] Baharuddin and Esa Nur Wahyu, op.cit., P 23.
[36] Ibid, P 24.
[37] Ibid, P 25.

b) Motivation

Motivation is one of the factors that influence the effectiveness of student learning. Motivation is also encouraging students want to perform learning activities.[38]

From the point source, motivation is divided into two, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation are all factors that come from the individual and give impetus to do something. For example, students who love to read, then he does not need to be ordered around to reading because reading is not only just be the fun activity, but it can also be a requirement.[39]

Extrinsic motivation is a factor that comes from outside the individual but influences the willingness to learn. For example praise, regulations, rules, exemplary teachers, and parents.

c) Interest

Interest and excitement that is the tendency of a high or a great desire for something. Interests as well as intelligence and motivation, because it can give effect to the learning activities. Because if a person does not have an interest in learning he would not be excited even unwilling to learn.

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[38] Ibid, P 27.
[39] Ibid, P 28.

Therefore, in the context of learning in the classroom, a teacher or other educator needs to arouse interest in students so that they are interested in the subject matter studied.[40]

d) Attitude

Individual attitudes can affect the success of the learning process. Attitude is an internal dimension affective symptoms such as a tendency to react or respond in a way that is relatively fixed to objects, people, events and so on, either positively or negatively.[41]

e) Talent

Last psychological factor is talent. Talent is the ability of a person who became one of the components required in one's learning process. If someone has talent in accordance with the field being studied, then the talent that will support the learning process so that most likely he will succeed.[42]

b. External factors

In addition to internal factors, external factors also may affect learning outcomes. External factors include environmental factors social and non-social environment.

1) Social environment

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[40] Ibid, P 29.
[41] Ibid, P 30.
[42] Ibid, P 31.

a) The social environment of the school. As teachers, administration, and classmates can affect students' learning process.[43]

b) Social environment. Student residence community environment can also affect student learning outcomes. As slums, unemployment, and many displaced children can also affect the activity of learning, because students are hard to find friends to learn.

c) Family social environment. The neighborhood is also very influential on student learning outcomes. Such as family tensions, the properties of a parent, family demographics, and others will make an impact on student learning activities.

2) Non-social environment

a) Natural environment. As the condition of fresh air, not hot and not cold will affect students' learning activities that have an impact on learning outcomes.[44]

b) Instrumental factor. Namely learning devices classified into two kinds. First, hardware, such as school buildings, learning tools, learning resources, and so on. Second, the software, such as school curriculum, school regulations, handbooks, syllabi, and so forth.[45]

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[43] Ibid, P 32.
[44] Ibid, P 33.
[45] Ibid, P 34.

3. Learning Outcomes Indicators

According to what has been proposed by Bloom's Taxonomy that learning outcomes include cognitive, affective, and psychomotor.[46]

a. Cognitive

Namely cognitive abilities related to aspects of knowledge, reasoning, or mind. Bloom cognitive divide into several levels, namely:[47]

1) Knowledge, covering about things that are learned and stored in memory. Knowledge that is stored in the memory, excavated in time of need through a familiar form of memory or back.

2) Understanding, at this level a person has the ability to grasp the meaning and significance of the things learned. Their ability to describe the content of the reading subject, change the data that has been presented in a particular form.

3) Implementation, ie the ability to apply a rule or method to deal with a case or a real and current problem.

4) The analysis, the ability to solve complex information into small parts and associate with other information.

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[46] Agus Suprijono, *Cooperative Learning Teori dan Aplikasi PAIKEM*, (Surabaya: Pustaka Pelajar, 2009), P 6.
[47] Dimyati and Mudjiono, op.cit., P 298.

5) Synthesis, the ability to form a unity or a new pattern. The parts are connected to each other. The ability to recognize data and information must be obtained to produce the required solution.

6) Evaluation, the ability to provide an assessment of the learning material, the argument relating to a learning material, the arguments with regard to something that is known, understood, performed, analyzed and produced.

b. Affective

Affective is the ability that is more about feelings, emotions, and reactions of different reasoning. Affective domain consists of several aspects, namely:[48]

1) Reception, the sensitivity of a person against a stimulus and a willingness to pay attention to stimuli, such as the teacher's explanation.

2) Participation, which includes a level of willingness and readiness to actively pay attention and participate in an activity.

3) Assessment or determination of the attitude, the ability to pass judgment on something and bring themselves according assessment.

4) Organization

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[48] Ibid, P 298.

5) The formation of the pattern of life, the ability to sense the value so that it becomes a lifeline.

c. Phsychomotor

Psychomotor covers about aspects of physical skills. This sphere is divided into several aspects, namely:

1) Perception is the ability to use sensory cues to guide motor activity. The use of the senses as a stimulus for selecting a gesture towards translation.

2) Readiness, the ability to place himself in starting a movement. Physical readiness, mental, and emotional movement.

3) Guided movement, namely the ability to perform a movement in accordance with the example given.

4) Accustomed movement, the ability to perform the movement without considering again the example given because it has been trained sufficiently.

5) Complex movements, the ability to do movements or skills that consist of many stages smoothly, precisely, and efficiently.

6) Adjustment of movement patterns, ability to make changes and adjust movement patterns with specific requirements that apply.

7) Creativity, namely the ability to give birth to a new pattern of movement based on an initiative or own initiative.

D. The Effect of Teacher Professional Competency towards Student Learning Outcomes

Republic of Indonesia Government Regulation No. 74 of 2008 verse 7 explains that professional competence is the ability of the teacher to master the knowledge of the fields of science, technology, and / or arts and culture that he has in charge of.[49]

Teacher professional competence is one of the factors that influence student learning outcomes. This is supported by the opinion of Muhlisin in Janawi who argues that professional competence is the ability of teachers to master the material taught so students can get good learning outcomes.[50]

As a teacher who has professional competence, the teacher must be able to make learning effective. Learning has been said to be effective if the teaching and learning process runs well in accordance with predetermined learning goals and learning outcomes to be achieved by students.

E. The Effect of Student Learning Intensity towards Student Learning Outcomes

Learning at school is not enough for students because the process of learning in students has different intensity. Learning also does not have to be for a long time, the most important thing is that learning must be done routinely

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[49] PP RI Tentang Guru No. 47 Tahun 2008 Pasal 3 ayat 7. P 7.
[50] Janawi, op.cit., P 48.

every day, so that with this routine learning becomes a habit done by students.Intensity influences students a bit more about their learning outcomes.

Rinitya Wulandari intensity is behavior that is repeated over time will get used to eventually happen spontaneously without the need for conscious thought as an auto-response to the learning situation.[51]

Sardiman, which states that the intensity of student learning greatly determines the level of achievement of learning goals, namely the level of learning outcomes.[52] Someone who has high enthusiasm in learning, will show good results too. The learning intensity of a student will greatly influence the level of achievement of learning goals in improving learning outcomes. The word intensity is very related to motivation, between the two can not be separated. Because learning requires high intensity or enthusiasm, especially based on motivation. The higher the motivation given, the more successful the learning outcomes will be. So motivation and intensity are two things that go hand in hand, because motivation will always determine the intensity of student learning.

F. The Effect of Teacher Professional Competency and Learning Intensity towards Learning Outcomes

Nana Sudjana argues that learning outcomes are the abilities of the students after receiving their learning experience.[53] Learning outcomes can be influenced by several factors. According Slameto factors that affect student

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[51] Rinitya Wulandari, Op.cit, P 3.
[52] Sardiman, Op.cit., P 85
[53] Nana Sudjana, Op.cit , P 22.

success in achieving good learning outcomes consist of internal factors and external factors. Internal factors are factors that exist within the individual that is being studied, while external factors are factors that are outside the individual as the perpetrator in the learning activities.[54]

From these explanations it can be seen that the professional competency and the learning intensity can affect learning outcomes. Because professional competency are factors outside (external) and the intensity of student learning is the factors of the (internal) that effect student learning outcomes.

G. Framework for Thinking

Based on the above theory, can be made in accordance with the frame of the relationship between variables in the study. In accordance with the scope of the research is on the effect of teacher professional competency and student learning intensity towards student learning outcomes on Social Science Subject for the Eighth Grade Student of SMP Negeri 2 Peterongan can be presumed that affect student learning outcomes is the professional competence of teachers and student learning intensity. Factors that affect the very highly correlated between independent variables and the dependent variable.

Framework for thinking describes the theoretical linkage between variables to be studied. So theoretically necessary to explain the relationship between variables. The framework of this research will be described as follows.

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[54] Slameto, Op..cit., P 54.

X₁

Professional competency

Y

Learning outcomes

Learning intensity

X₂
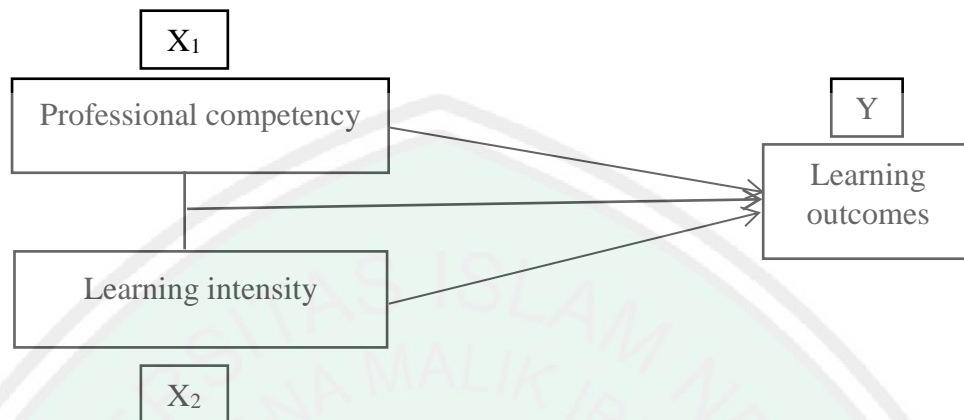
Picture 2.1 Conceptual Model of Research the Effect of Teacher Professional Competency and Student Learning Intensity towards Student Learning Outcomes

CHAPTER III

RESEARCH METHODS

A. Location of Research

The research location is the location where the research was conducted to obtain information or data relating to the cases in the study. The location of the research was conducted in SMP Negeri 2 Peterongan located on Ds. Tanjunggunung Peterongan Jombang.

B. Approach and Types of Reasearch

To explain how the competence of teachers in SMPN 2 Peterongan namely professional competence of teachers and the intensity of student learning to the learning outcomes of students in which both variables were obtained from the questionnaire is processed into a number and processed into statistical data. While the study results seen in how the level of student mastery in understanding of aspects of knowledge. It is derived from the daily tests students scores.

Determining the type of study is considered important, especially in the use of appropriate data analysis. The approach used in this study is a quantitative approach. A quantitative approach is a process of finding data in the form of

knowledge which uses numbers as a means of finding information about what we want to know.[55]

This type of research used above includes correlational research, Suharsimi argues in his book that is a correlational research study that aims to put forward the relationship, if any, a couple of ties and means or not that relationship. [56] This is supported by Muhidin's opinion which states that the purpose of the correlation analysis is: (1) to find evidence of whether or not there is a relationship (correlation) between variables, (2) if there is a relationship, to see the relationship between variables, and (3) to obtain clarity and certainty whether the relationship is meaningful (convincing or significant) or meaningless (inconclusive).[57] The aim of the researcher chose the type of corelational research because the researcher wanted to intend to reveal the relationship that occurred between the three variables.

C. Research Variabel

Sugiyono explained that the variable is an attribute or characteristic or value that comes from people, objects or activities that have certain variations that have been determined by the researcher to be studied and then conclusions drawn.[58]

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[55] Deni Dermawan, *Metode Penelitian Kuantitatif*, (Bandung: PT Remaja Rosdakarya, 2016), P 37.

[56] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Copyright 2006), P 207

[57] Sambas Ali Muhidin and Maman Abdurrahman, *Analisis Korelasi, Regresi, dan Jalur dalam Penelitian*, (Bandung: Pustaka Setia, 2011), P 105.

[58] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2009), P 61.

By looking at a problem that has researchers pointed out earlier, it can be recognized research variables. In this study, there are three variables:

1. Independent variable which is also called a variable (X) is the teacher professional competency and student learning intensity.

2. Dependent variable also called variable (Y) is the student learning outcomes.

D. Population and Sample

According to the population Darmawan is a data source in particular research that has a large number and wide.[59] Then amplified by Sugiyono which suggests that the population is generalization region consisting of objects or subjects that have certain qualities and characteristics which have been established by researchers to learn and then can be drawn conclusions.[60] The population of this study was eighth grade at SMP Negeri 2 Peterongan as much as 221. The following is a population table:

Table 3.1

The number of eighth grade students SMP Negeri 2 Peterongan

Population	Total
VIII A	32
VIII B	32
VIII C	32
VIII D	32
VIII E	30
VIII F	31
VIII G	32
Total	221

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[59] Deni Dermawan, op.cit., P 137
[60] Sugiyono, op.cit., P 117.

The definition of the sample is stated by Suharsimi Arikunto, namely part or representative of the research. He also stated that if the research subjects were less than 100, it would be better to take all of them. Whereas if the number of respondents is more than 100, then sampling is 10% - 15% or 20% - 25% or more.[61] So sampling in this study is 25% of the population taking into account the time of research and validity of the data, the researcher took a ratio 25% of the total population of 221 students. Means 221 X 25% = 55,25 rounded up to 55, so the sample used in this study was 55 students.

Table 3.2

Sample of 25% of the population

Eight Grade	The number of student	Number of sample (25% of population)
VIII A	32	8
VIII B	32	8
VIII C	32	8
VIII D	32	8
VIII E	30	7
VIII F	31	8
VIII G	32	8
Total	221	55

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[61] Suharsimi Arikunto, op.cit., P 131.

The sampling technique in this study uses the Simple Random Sampling technique, which is in determining the sample the researcher takes representatives from each group in the population whose numbers are adjusted to the number of members of the subject in each group.[62]

The method of sampling is by taking 25% of the eighth grade students of SMP Negeri 2 Peterongan randomly in each class without determining the characteristics of the students to be sampled. This means that if the population of SMPN 2 Peterongan population is 221 and the sample will be 25% of 221 or 55 students, then each of these elements has a possibility of 55/221 to be chosen as a sample.

This technique was chosen because the researchers wanted to provide equal opportunities for each class in the entire population of eighth grade students of SMP Negeri 2 Peterongan to be sampled and randomly selected in each classroom.

E. Data and Data Sources

Data sources are anything that can provide information about data. Based on the source, the data can be divided into two, namely primary data and secondary data.[63]

1. Primary data is data created by researchers intended to solve the problems they handle. Data is collected by researchers directly from the first source or place of research object. The primary data sources used

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[62] Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2010), P 98.
[63] Sugiyono, op.cit., P 137.

in this study are teacher professional competency data and learning

intensity obtained from questionnaires to samples, and student learning

outcomes obtained from report cards.

2. Secondary data is data that has been collected for purposes other than to

solve the problem at hand. This data can be found quickly. In this study,

the secondary data source is documentation, reports, records of activities,

literature, articles, journals, and websites related to the research to be

conducted.[64]

Table 3.3
Data and Data Sources

No	Data	Data Sources
1.	Teachers professional competency	Student (responden)
2.	Student learning intensity	Student (responden)
3.	Student learning outcomes	UTS scores in even semester 2018/2019

F. Research Instruments

The research instrument according to Sugiyono is a device used to

measure the natural and social phenomena are observed. [65] In this study,

researchers used a questionnaire instrument or questionnaire and documentation.

1. Questionnaire

This study used questionnaires to find data on the influence of

teachers' professional competence and intensity of student learning to the

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[64] Sugiyono, op.cit., P 137.
[65] Ibid, P 148.

learning outcomes. This questionnaire using Likert scale based on the theory. The data were processed using a Likert scale with answers to questions 5-1 scale. The answer of the items in question is a score on respondents, the researchers used values are:

Table 3.4
Level descriptions Scale

No.	Scale	Information	number
1.	SL	Selalu	5
2.	SR	Sering	4
3.	KD	Kadang-kadang	3
4.	JR	Jarang	2
5.	TP	Tidak Pernah	1

Translation of variables in this study consists of variables, sub-variables and indicators that the researcher will make items in formulating questionnaires.

Table 3.5

Translation of Questionnaire Variables

Variable	Sub Variable	Indicators	Items
Professional Competency (PP No.74/2008)	The subject matter in depth and in accordance with the standards of the contents of the education unit program, subjects, and / or groups of subjects to be supported	Ability to plan teaching and learning programs	1,2,3,4
		Mastering subject matter	5,6,7,8
	The concepts and methods of scientific discipline, technology, or art that are relevant,	Implement / manage teaching and learning process	9,10,11,12, 13,14, 15,16,17, 18,20,21

	conceptually overseeing or coherent with the education unit program, subjects, and/or groups of subjects to be supported	Assess the progress of the teaching and learning process	22,23,24,25
Learning Intensity (Rinitya Wulandari, 2011)	Motivation	Intrinsic	1,2,3,4,5,6
		Extrinsic	7,8,9,10,11, 12,13
	Interest	Feeling happy/like in learning	14,15,16
		Student attention in learning	17,18,19
		Student involvement in learning	20,21,22
		The activeness of students in learning	23,24,25
Learning Outcomes	Student report book		PTS

After the research variables are elaborated, then it will be used as a question item in the questionnaire to be given to students of Peterongan 2 Public Middle School.

2. Documentation

Instruments used documentation researchers to collect data from eight grade student and school documents required to complete the study.

G. Technique of Data Collection

The collection of data is a process of collecting data, data that has been collected is relevant and will provide an overview of the aspects that will be investigated. According Suharsimi Arikunto, data collection is the printing of events or information of some or all elements of the population that will support or support research.[66] The technique used in this study is a questionnaire and documentation techniques.

1. Techniques questionnaire

   According Sugiyono, questionnaire is a technique of data collection is done by giving a set of questions or a written statement to the respondent to answer.[67]

2. Technical Documentation

   The researcher used this documentation technique to get some data that could be taken from SMP Negeri 2 Peterongan, such as the history of school establishment, school vision and mission, teacher data, student data, and student learning outcomes data.

H. Test of Validity and Reliability

Instrument testing has two requirements, namely valid and reliable. This agrees with what Sugiyono expressed that a good instrument must meet two important requirements, namely valid and reliable.

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[66] Suharsimi Arikunto, op.cit., P 197.
[67] Sugiyono, op.cit., P 117.

1. Test of Validity

Validity is a measure that shows the levels of validity or validity of an instrument. An instrument is said to be valid or saheeh is an instrument that has high validity, and vice versa.[68] Test the validity of the instrument can use the Pearson Correlation method (Product Moment Correlation).

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

Information:

r_{xy} : The index number product moment correlation r

N : The number of pairs score of X and Y score (many subjects)

ΣXY : The sum by multiplying a score of X and Y score

ΣX : Total score X

ΣY : Total score Y

Values obtained r xy table associated with r, where r xy <value rtabel, then item questionnaire disqualified or invalid. Whereas if r xy> rtabel value, then the item is declared valid questionnaires.

Related to the number of samples involved in the validity test of this questionnaire, researchers followed the opinion of Singarimbun and Efendi in his book stating that the minimum number of respondents in the

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[68] Suharsimi Arikunto, op.cit., P 123.

questionnaire trial was at least 30 respondents, with this minimum number

the value distribution would be closer to the normal curve.[69]

Table 3.6

Validity Test Result (Trial)

No.	Variable	Question Item	Rtabel	Rhitung	Information
1.	Teacher Professional Competency (X_1)	X_1 1	0,361	0,226	Invalid
		X_1 2	0,361	-0,012	Invalid
		X_1 3	0,361	0,409	Valid
		X_1 4	0,361	0,239	Invalid
		X_1 5	0,361	0,387	Valid
		X_1 6	0,361	0,464	Valid
		X_1 7	0,361	0,401	Valid
		X_1 8	0,361	0,703	Valid
		X_1 9	0,361	0,515	Valid
		X_1 10	0,361	0,382	Valid
		X_1 11	0,361	0,543	Valid
		X_1 12	0,361	0,015	Invalid
		X_1 13	0,361	0,103	Invalid
		X_1 14	0,361	0,694	Valid
		X_1 15	0,361	0,350	Invalid
		X_1 16	0,361	0,409	Valid
		X_1 17	0,361	0,721	Valid
		X_1 18	0,361	0,340	Invalid
		X_1 19	0,361	0,581	Valid
		X_1 20	0,361	0,376	Valid
		X_1 21	0,361	0,555	Valid
		X_1 22	0,361	0,528	Valid
		X_1 23	0,361	0,332	Invalid
		X_1 24	0,361	0,461	Valid
		X_1 25	0,361	0,547	Valid
		X_1 26	0,361	0,731	Valid
		X_1 27	0,361	0,361	Valid
		X_1 28	0,361	0,394	Valid
		X_1 29	0,361	0,215	Invalid
		X_1 30	0,361	0,535	Valid
		X_1 31	0,361	0,394	Valid
		X_1 32	0,361	0,450	Valid

[69] Masri Singarimbun dan Sofian Effendi, *Metode Penelitian Survei*, (Jakarta: LP3ES, 2008), P 87

No.			r_{table}	r_{count}	
		X_1 33	0,361	0,449	Valid
		X_1 34	0,361	0,431	Valid
2.	Student Learning Intensity (X_2)	X_2 1	0,361	0,504	Valid
		X_2 2	0,361	0,431	Valid
		X_2 3	0,361	0,327	Invalid
		X_2 4	0,361	0,072	Invalid
		X_2 5	0,361	0,382	Valid
		X_2 6	0,361	0,237	Invalid
		X_2 7	0,361	0,589	Valid
		X_2 8	0,361	0,484	Valid
		X_2 9	0,361	0,368	Valid
		X_2 10	0,361	0,558	Valid
		X_2 11	0,361	-0,052	Invalid
		X_2 12	0,361	0,054	Invalid
		X_2 13	0,361	0,347	Invalid
		X_2 14	0,361	0,363	Valid
		X_2 15	0,361	0,683	Valid
		X_2 16	0,361	0,474	Valid
		X_2 17	0,361	0,553	Valid
		X_2 18	0,361	0,467	Valid
		X_2 19	0,361	0,426	Valid
		X_2 20	0,361	0,511	Valid
		X_2 21	0,361	0,375	Valid
		X_2 22	0,361	0,447	Valid
		X_2 23	0,361	0,602	Valid
		X_2 24	0,361	0,581	Valid
		X_2 25	0,361	0,665	Valid
		X_2 26	0,361	0,626	Valid
		X_2 27	0,361	0,465	Valid
		X_2 28	0,361	0,657	Valid
		X_2 29	0,361	0,340	Invalid
		X_2 30	0,361	0,399	Valid
		X_2 31	0,361	0,488	Valid

Table 3.7

Validity Test Result (Research)

No.	Variable	Question Item	Rtabel	Rhitung	Information
1.	Teacher Professional Competency (X_1)	X_1 1	0,266	0,493	Valid
		X_1 2	0,266	0,431	Valid
		X_1 3	0,266	0,275	Valid
		X_1 4	0,266	0,550	Valid
		X_1 5	0,266	0,494	Valid
		X_1 6	0,266	0,493	Valid
		X_1 7	0,266	0,376	Valid
		X_1 8	0,266	0,441	Valid
		X_1 9	0,266	0,455	Valid
		X_1 10	0,266	0,400	Valid
		X_1 11	0,266	0,550	Valid
		X_1 12	0,266	0,494	Valid
		X_1 13	0,266	0,271	Valid
		X_1 14	0,266	0,592	Valid
		X_1 15	0,266	0,545	Valid
		X_1 16	0,266	0,361	Valid
		X_1 17	0,266	0,318	Valid
		X_1 18	0,266	0,545	Valid
		X_1 19	0,266	0,520	Valid
		X_1 20	0,266	0,442	Valid
		X_1 21	0,266	0,401	Valid
		X_1 22	0,266	0,525	Valid
		X_1 23	0,266	0,314	Valid
		X_1 24	0,266	0,326	Valid
		X_1 25	0,266	0,431	Valid
2.	Student Learning Intensity (X_2)	X_2 1	0,266	0,499	Valid
		X_2 2	0,266	0,385	Valid
		X_2 3	0,266	0,607	Valid
		X_2 4	0,266	0,391	Valid
		X_2 5	0,266	0,534	Valid
		X_2 6	0,266	0,365	Valid
		X_2 7	0,266	0,376	Valid
		X_2 8	0,266	0,607	Valid
		X_2 9	0,266	0,759	Valid
		X_2 10	0,266	0,579	Valid
		X_2 11	0,266	0,531	Valid
		X_2 12	0,266	0,717	Valid
		X_2 13	0,266	0,320	Valid

		X₂ 14	0,266	0,362	Valid
		X₂ 15	0,266	0,658	Valid
		X₂ 16	0,266	0,513	Valid
		X₂ 17	0,266	0,759	Valid
		X₂ 18	0,266	0,499	Valid
		X₂ 19	0,266	0,550	Valid
		X₂ 20	0,266	0,371	Valid
		X₂ 21	0,266	0,531	Valid
		X₂ 22	0,266	0,416	Valid
		X₂ 23	0,266	0,717	Valid
		X₂ 24	0,266	0,357	Valid
		X₂ 25	0,266	0,665	Valid

2. Test of Reliability

Test reliability is an index that an instrument is trustworthy enough to be used as a means of collecting data, because the instrument is good. The instrument reliability is the instrument which, if used several times to measure the same object, will generate the same data.[70]

Reliability test in this study using Cronbach's alpha formula as follows:

$$r_n = \left(\frac{k}{k-1}\right)\left(\frac{1 - \Sigma\partial^2{}_b}{\partial^2{}_t}\right)$$

Information:

r_n : reliability instrument

k   : The number of point statement or many questions

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[70] Iskandar, *Metode Penelitian Pendidikan dan Sosial*, (Ciputat: GP Press, 2009), P 94.

$\Sigma \partial^2{}_b$: Total variance grain

$\partial^2{}_t$: the total variance

This reliability test is calculated by correlating the score of the items one by a score of other items results are then compared to the critical value at the 5% significance level ($\partial = 0.05$). A data can be said to be reliable if the reliability of r $\geq$ 0.60, this data can be said to be reliable.

Table 3.8

Reliability Test Results (Trial)

No.	Variable	Cronbach's Alpha	Information
1.	Teacher Professional Competency (X_1)	0,864	Reliabel
2.	Student Learning Intensity (X_2)	0,852	Reliabel

Tabel 3.9

Reliability Test Results (Research)

No.	Variable	Cronbach's Alpha	Information
1.	Teacher Professional Competency (X1)	0,817	Reliabel
2.	Student Learning Intensity (X_2)	0,889	Reliabel

I. Data analysis

Analysis of the data is an activity after data from all respondents or other sources of data collected. Activity in the data analysis is classifying data based on variables and types of respondents, shows data for each of the variables

studied, perform calculations to answer the formulation of the problem, and take measures to test the hypothesis that has been proposed.[71]

Analysis of the data in this study using quantitative analysis. The data obtained will dianilisis using descriptive statistics and regression with a significance level of 5%.

1. **Descriptive Statistics Analysis**

Descriptive Statistics Analysis is a statistical analysis that functions to describe or give an overview of the object under study through sample or population data, without analyzing and making conclusions that apply to the public.[72] Descriptive analysis is also used to describe the variable of teacher professional competency (X_1) and student learning intensity (X_2). To determine the length interval classification as follows:

$$\text{Determine the interval} = \frac{\text{lowest highest} - \text{score score}}{\text{the number of interval classes}}$$

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

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

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[71] Toha Anggoro, *Metode Penelitian*, (Jakarta: UT, 2009), P 528.
[72] Prof.Dr. Sugiyono. *Statistika Untuk Penelitian.* (Bandung:Alfabeta, 2012). P 39.

Information:

P = Percentage

F = Frequency

N = Number of Respondents

2. **Classic Assumption Test**

Prior to the testing of multiple linear regression analysis to the research hypothesis, it should firstly be a classic assumption test in order to get good results.

a. **Normality Test**

Normality test has the aim to test whether the regression model, or residual confounding variables have a normal distribution. There are two ways to detect whether or not the residuals are normally distributed with graphical analysis and statistical tests. To test whether the data berditribusi normal, can be done by statistical test Kolmogorov-Sminorv Test. Residual normal distribution if it has a significance value > 0,05.[73]

b. **Linearity Test**

Linearity test is a procedure used to determine whether a distribution of linear status of research data.[74]Linearity calculation used to determine predictors of the data modifier attached. Linearity

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[73] Imam Ghozali, *Aplikasi Analisis Multivariate Dengan Program SPSS*, (Semarang: Penerbit Universitas Diponegoro, 2011), P 160.

[74] Tulis Winarsuna, *Statistik Dalam Penelitian Psikologi dan Pendidikan*, (Malang, UMM Press, 2009), P 108.

test performed using analysis of variance of the regression line will be obtained F_{count} price. F Values obtained were then consulted with signifkan Ftable at 5% level. The criteria when $F_{count} \leq F_{table}$ at the significant level of 5%, then the relationship between the independent variable is said to be linear. Then when $F_{count} \geq F_{table}$, then the relationship of independent variables on the dependent variable is not linear.[75]

c. **Multicolinearity Test**

Imam Ghozali suggested that multicolinierity test aims to test in the regression model the correlation between independent variables (independent). To test can multikolinieritas by looking VIF each independent variable, if VIF <10, it can be concluded free data multikolinieritas symptoms.[76]

d. **Heteroscedasticity Test**

Heteroscedasticity test aims to test whether the regression model occurred inequality residual variance from one observation to another observation. There are several ways to do that is to test heteroscedasticity Plot Graphs test, Park test, Gletjer test, and White test.[77]Testing in this study will use the test Gletjer by regressing all the independent variables on the absolute value of residual. If there is a significant independent variable effect on residual absolute value,

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[75] Burhan Nurgiyantoro, *Penilaian Pembelajaran Bahasa*, (Yogyakarta: BPFE, 2012), P 296.
[76] Imam Ghozali, op.cit., P 105.
[77] Ibid, P 139.

then there is a problem in the heteroscedasticity.[78] The following equations used to test Gletjer.

$$| ui | = A + \beta X_i + \partial_i$$

Information:

| ui | : Absolute residual use values

X_i : The independent variable

If β significantly, then there are independent variables affect the absolute residual value so stated that there heteroscedastisity symptoms.

e. **Autocorrelation Test**

Autocorrelation test aims to test the linear regression model is there a correlation between the error in period t bully with a bully error in period t-1 (previous). If there is a correlation, then it can be called no problem of autocorrelation.[79]In this study, researchers used the Durbin-Watson test (DW test). So will generate DW count value (d) and DW value table.

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[78]Khusnul khotimah. *Pengaruh Pendidikan Keuangan dan Status Sosial Ekonomi Orang Tua Terhadap Manajemen Keuangan Pribadi Siswa Kelas XI IIS MAN Bangil*. Skripsi. Jurusan Ilmu Pendidikan Sosial Fakultas Ilmu Tarbiyah dan Keguruan UIN Malang. 2016. P 58.

[79] Imam Ghozali, op.cit., P 110.

3. Multiple Linear Regression Analysis

Multiple linear regression analysis was a continuation of a simple linear regression. for simple linear regression provides only one independent variable (x) and one is also dependent variable (y). With the multiple linear regression was present to cover the weaknesses of simple linear regression is to be more than one independent variable (x) and one dependent variable (y).[80] Formulas multiple linear analysis can be described as follows.

$$Y = \alpha + b_1 X_1 + b_2 X_2 + e$$

Information:

Y   : Student learning outcomes

α : Regression constants

b   : Degree slope

X_1 : Professional competence of teachers

X_2 : The intensity of student learning

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[80] Robert Kurniawan and Budi Yuniarto, *Analisis Regresi Dasar dan Penerapannya dengan R*, (Jakarta: PT Kharisma Putra Utama, 2016), P 91.

4. **Hypothesis Testing**

a. **Simultaneous Significance Test (F Test)**

Test F basically indicates whether all the independent variables or independent variables included in the model have jointly influence on the dependent variable or dependent variable. [81] To determine whether or not a significant correlation, then analyzed using the F test formula as follows:

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

Information:

F   : F_{count} will be compared with F_{table}

R   : The coefficient of correlation that has been found

K   : Number of independent variables

N   : The number of samples

Then used the decision-making criteria as follows:

a) If the value of F > 4 then H_0 is rejected at the 5% confidence level, in other words we accept the hypothesis alternatives, which states that all independent variables simultaneously and significantly affect the dependent variable.

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[81] Imam Ghozali, op.cit., P 98.

b) Comparing the results of calculations with the F value F according to the table. If the value of $F_{count} > F_{table}$ value, then H_0 is rejected and accepted H_a.

b. Significance Partial Test (T Test)

T test was used to test how far the influence of the independent variables used in this study individually in the dependent variable explained partially.[82] T test formula is as follows:

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

Information:

T   : Hypothesis testing

R   : The regression coefficient

N   : Number of respondents

Basic decisions used in the test T is as follows:

a) If the significance probability value > 0,05 then the hypothesis is rejected. The hypothesis is rejected means that the independent variable has no significant effect on the dependent variable.

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[82] Ibid, p 98.

b) If the significance probability value < 0,05 then the hypothesis is accepted. The hypothesis is rejected means that the independent variables have a significant effect on the dependent variable.

J. Research Procedure

The procedure in this research are as follows:

1. Preparation

Based on the title of the study and formulation of the problem that has been mentioned before, the preparation of conducting this research are as follows:

   a. Make plans

   b. Permission to carry out research

   c. Setting up a data collection tool that is associated with research

2. Implementation

In the implementation of this phase researchers collected the necessary data using several methods, among others:

   a. Questionnaire, serves to determine the students' responses regarding the competence of teachers and learning intensity.

   b. Documentation, serves to obtain data of student learning outcomes as well as supporting data research.

3. Completion

Once the research is complete, the researchers began compiling the next research steps, namely:

a. Frame the research reports by analyzing the data that has been obtained, then consult the Supervisor for checking things that need to be revised, in order to be improved so as to obtain optimal results.

b. The report was finished and then be accountable to the Lecturer Examiner, then duplicated and communicated the results to the relevant parties.

CHAPTER IV

EXPOUSE DATA AND RESEARCH FINDING

A. **Expouse Data**

1. **Profile of SMP Negeri 2 Peterongan**

School Name	: SMP Negeri 2 Peterongan
Headmaster Name	: Shobirin, S.Pd. M.M.
NIP	: 19670228 199803 1 005
Phone Number /Email/Fax	: (0321)868107/
	smpn2peterongan@gmail.com
School Accreditation Value	: A dengan Skor 90,0
No. School Statistics /NPSN	: 201050415108/20503483
Distance of School to District Service/ City	: 8 Kilometer
School Type	: A2
Land Ownership	: Government
Land Status	: Right of Use
Land / Land Area	: 17.770 m^2
Land Area Built	: 9.550 m^2
School address	: Desa Tanjunggunung Peterongan Jombang Jawa Timur
School Status	: Negeri
Tahun Berdiri	: 1982

2. **The Founding History of SMP Negeri 2 Peterongan**

Located on a plot of land of approximately 17,770 m^2. Precisely in Tanjunggunung Village, Peterongan District, Jombang. In mid 1984 the construction of a new building unit of 2 Peterongan Public Middle School was completed in early 1985 consisting of 2 locales for 6 classrooms, 1 local laboratory, 1 local library, 1 local office complete with teacher rooms, principals and prayer rooms .After the school building was completed precisely on May 29, 1985 a new school unit was opened with the name SLTP Negeri 2 Peterongan and the designated ceiling was 2 classes. The first new school year in 1985/1986 with 83 applicants, the second year with 95 and finally becoming SMP 2 Peterongan which developed from year to year.

3. **Vision and Mission of SMP Negeri 2 Peterongan**

   a. **Vision of SMP Negeri 2 Peterongan**

   The formation of a generation of skilled, achievers, virtuous, caring, and culturally based on the basis of faith and piety.

   Vision achievement indicators:

   1) The realization of the 2013 curriculum development for class VII class VIII and class IX.

   2) The realization of an active, innovative, creative and fun learning process.

   3) The realization of graduate competencies.

   4) Realizing the competence of educators and education staff.

5) The realization of ICT-based education facilities and infrastructure.

6) Realization of school-based management.

7) Realization of transparent and accountable financing.

8) The realization of a complete assessment system in accordance with the SNP.

9) Realizing environmentally, religiously and culturally caring behavior.

b. Mission of SMP Negeri 2 Peterongan

1) Realizing the 2013 curriculum for class VII class VIII and class IX.

2) Optimizing active, innovative, creative and enjoyable learning and guidance processes.

3) Increased academic and non-academic achievements.

4) Increased competence and professionalism of educators and education personnel.

5) Realizing educational facilities and infrastructure that are in accordance with the SNP.

6) Develop and implement SBM and monitoring and evaluation on an ongoing basis.

7) Realizing the system and assessment model in accordance with the SNP.

8) Developing a school culture that is environmentally and religiously concerned.

9) Realizing environmental, religious and cultured behavior.

10) Establishing harmonious cooperation between school residents, the community and other related institutions.

4. **Data of Teachers, Staff and Students of SMP Negeri 2 Peterongan**

a. **Data of Teacher and Staff of SMP Negeri 2 Peterongan**

Tabel 4.1
List of teachers and staff names

No.	Name	NIP	Rank/ Group
1.	Shobirin S.Pd. M.M.	19670228 199803 1 005	
2.	Mohammad Sulton S.Pd.	19631127 198703 1 013	IV/b
3.	Dwi Minarni S.Pd.	19650302 198903 2 018	IV/b
4.	Abd. Wahib S.Pd.	19600808 198703 1 013	IV/b
5.	Hasyim Asy'ari S.Pd.	19620505 199003 1 013	IV/b
6.	Sri Waluyaningsih S.Pd.	19650113 198512 2 002	IV/b
7.	Triana Indahwati S.Pd.	19621015 198601 2 008	IV/b
8.	Sri Astuti S.Pd.	19641106 198702 2 001	IV/b
9.	Eko Budi Wijono S.Pd.	19610912 198703 1 010	IV/b
10.	Nurwahib S.Pd.	19641017 199103 1 008	IV/b
11.	Titin Ernawati S.Pd.	19640327 198512 2 002	IV/b
12.	Siti Chuzaimah S.Pd.	19621105 198803 2 008	IV/b
13.	Nur Chasanah S.Pd.	19640325 198903 2 011	IV/b
14.	Nur Hayati S.Pd.	19630304 198903 2 006	IV/b
15.	Siti Rowiyah S.Pd.	19640106 199003 2 005	IV/b
16.	Kusnaji S.Pd.	19560706 198603 1 008	IV/b
17.	Drs Bambang Wiyatno	19671204 199501 1 001	IV/b
18.	Sri Pudjiningsih S.Pd.	19600303 198101 2 004	IV/a
20.	Rini Marheni S.Pd.	19660413 199512 2 001	IV/a
21.	M. Sidik S.Pd.	19670213 199512 1 002	IV/a
22.	Dewi Hariroh S.Pd	19700611 199802 2 001	IV/a
23.	Bambang Suharto S.Pd	19690210 199802 1 003	IV/a
24.	Drs Sutrisno	19651111 199803 1 002	IV/a
25.	Faisal Muharifin S.Pd	19690321 199802 1 007	IV/a
26.	Titin Dwi Sulistyorini S.Pd.	19700417 199802 2 007	IV/a
27.	Drs Eko Cahyono	19620827 199802 1 002	IV/a

28.	Etik Nuroidah S.Pd	19780112 200312 2 006	III/d
29.	Suparning S.Pd.	19780128 200604 2 025	III/c
30.	Fitria Dewi Cahyaning Wulan S.Pd.	19820728 200604 2 036	III/c
31.	Yuliati Endang Pertiwi S.Pd.	19710724 200701 2 007	III/c
32.	Wulan Nata Hastuti S.Pd.	19811220 200604 2 024	III/c
33.	Muhamad Muslikh S.Ag.	19710110 200701 1 012	III/c
34.	Dra Is Yuliati	19630724 200801 2 003	III/c
35.	Edy Mulyono	19640414 198603 1 020	III/b
36.	Suhartono	19620817 198603 1 029	III/b
37.	Susi Handayani Se	19680804 200701 2 016	II/b
38.	Tatik Kutjiwowati Se	19620726 200701 2 001	II/b
39.	Abdul Azis	19620830 200701 1 001	II/b
40.	Khomsatun	19730805 201001 2 002	II/b
41.	Sapari	19650519 200701 1 008	I/d
42.	Abdul Majid	19620706 200701 1 007	I/b

b. **Data of Student of SMP Negeri 2 Peterongan**

Table 4.2
The number of student at SMP Negeri 2 Peterongan

Year of Study	Numb of Register (New Student)	Seventh Grade			Eighth Grade			Ninth Grade			Total		
		Number of Student		Rombel	Number of Student		Robl	Number of Student		Rbel	Number of Student		Rbel
		L	P		L	P		L	P		L	P	
2015/2016	243	110	116	7	111	107	7	110	103	7	331	317	21
2016/2017	300	107	117	7	115	113	7	111	110	7	323	330	21
2017/2018	224	107	115	7	110	100	7	112	108	7	329	323	21
2018/2019	224	105	117	7	106	115	7	110	99	7	321	331	21

B. Data Analysis

1. Descriptive Statistics Analaysis

Description of data is the result of description of research data that has been processed with descriptive statistical techniques that have been compiled into a frequency distribution table, so that in the tables and graphs will get results related to the variables studied. The data description of teacher professional competency variables, student learning intensity variables and student learning outcomes variables, as follows:

a. Description of Variable Data for Teacher Professional Competency for the Eighth Grade Student of SMP Negeri 2 Peterongan

Based on the results of the analysis of the teacher professional competency for the eighth grade student of SMP Negeri 2 Peterongan, it is known that the highest score is 116 and the lowest score is 84. Length interval $\frac{116-84}{3} = 10,6$. Even though the length of the interval is obtained 10,6 but in the preparation of this table rounded with length intervals 10. Summary of results of teacher professional competency data processing for the eighth grade student of SMP Negeri 2 Peterongan can be seen in the following table.

Table 4.3
Frequency distribution of teacher professional competency for the eighth grade student of SMP Negeri 2 Peterongan

No.	Classification	Interval	Frequency	Percentage
1.	Low	84-94	17	30,7%
2.	Medium	95-105	17	30,7%
3.	High	106-116	21	38,6%
Total			55	100%

From the table of teacher professional competence frequency distribution above, 17 students (30,7%) with a low classification can be obtained, 17 students (30,7%) with a medium classification and 21 students (38,6%) with a high classification. Thus, it can be concluded that eighth grade at SMP Negeri 2 Peterongan most teacher professional competencies are high with a frequency of 24 students (40,4%).
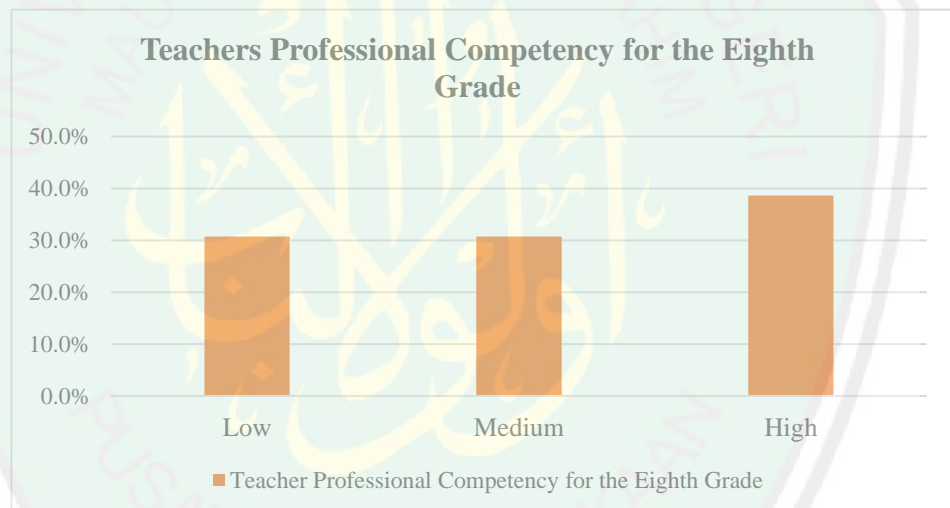
Diagram 4.1

Percentage of teachers professional competency for the eighth grade student SMP Negeri 2 Peterongan

From the teacher professional competence percentage diagram above, it can be concluded that the professional competence of teacher of SMP Negeri 2 Peterongan is low with a frequency of 17 students (30,7%), medium criteria with a frequency of 17 students (30,7%) and high criteria with a frequency of 21 students (38,6).

b. Description of Variable Data for Student Learning Intensity for the eighth grade of SMP Negeri 2 Peterongan

Based on the analysis of the student learning intensity for the eighth grade student of SMP Negeri 2 Peterongan, is known to be the highest score of 137 and the lowest score is 79. Interval length $\frac{114-65}{3} = 16,3$. Although from the length of intervals obtained 16,3 But on the preparation of the table is rounded with a interval length of 16. Summary of data processing student learning intensity for the eighth grade student of SMP Negeri 2 Peterongan can be seen in the table below.

Tabel 4.4

Frequency distribution of student learning intensity for the eighth grade student SMP Negeri 2 Peterongan

No.	Classification	Interval	Frequency	Percentage
1.	Low	65-80	11	19,9%
2.	Medium	81-96	24	43,4%
3.	High	97-114	20	36,7%
	Total		55	100%

From the students learning Intensity frequency distribution table above, can be obtained 11 students (19,9%) with a low classification, 24 students (43,4%) with a medium classification and 20 students (36,7%) with high classification. Thus, it can be concluded that for the eighth grade student of SMP Negeri 2 Peterongan is mostly the intensity of learning students who are with the frequency of 24 students (43,4%).
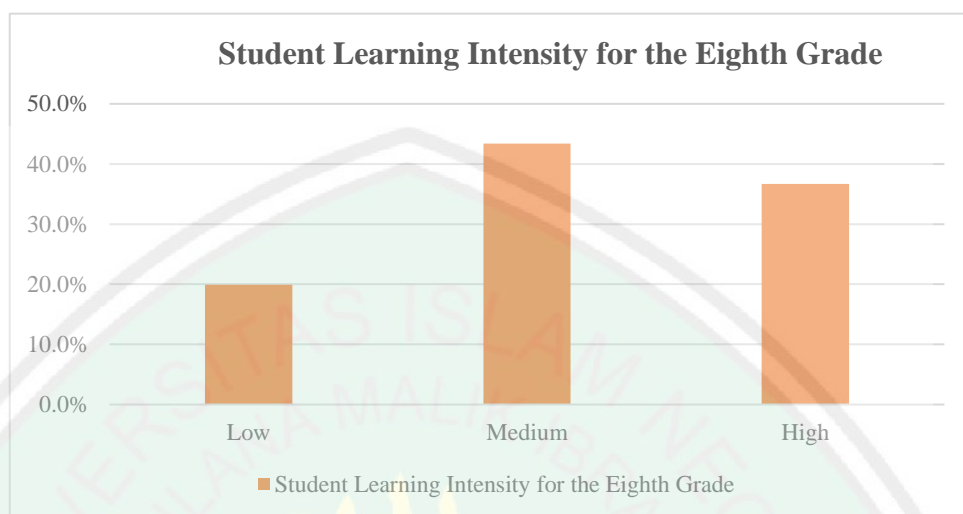
Diagram 4.2

Percentage of student learning intensity for the eighth grade student SMP Negeri 2 Peterongan

From the students learning intensity percentage diagram above, it can be concluded that the learning intensity of SMP Negeri 2 Peterongan in low criteria with the frequency of 11 students (19,9%), Medium criteria with a frequency of 24 students (43,4%) and high criteria with a frequency of 20 students (36,7%).

c. **The Value of Social Science Subject for the Eighth Grade SMP Negeri 2 Peterongan**

Table 4.5
The value of social science subject for the eighth grade student SMP Negeri 2 Peterongan

No.	Name	Class	Gender	Value
1.	Fauziah Aini Nur Rohmah	VIII - A	F	75
2.	Moch Dwi Prasetyo		M	80
3.	Mochammad Syahrul Ramadhan		M	100
4.	Muhammad Ali Fikri		M	80

5.	Mulya Chaya Putri		F	100
6.	Sayyidah Aulia Nur A		F	100
7.	Wahyu Dita Lestari		F	100
8.	Yulianto		M	75
9.	Ahmad Fahmi Ardiansyah	VIII - B	M	90
10.	Akmal Kholiq F		M	80
11.	Ilyas Taufik		M	73
12.	Juarifa Setianti		F	90
13.	M Hanif Prasetyo		M	74
14.	Naila Sokhaifal Izza		F	90
15.	Oktavia Nirmalasari		F	90
16.	Salsabila Putri Cantika Sari		F	90
17.	Abdul Hakim	VIII - C	M	75
18.	Amelia Ayu Rosalinda		F	80
19.	Della Novitasari		F	70
20.	Galuh Chyntia Meva Aula		F	90
21.	Ilham Maulana R		M	75
22.	M Danu Barera Cahyono		M	75
23.	Naufal Basyar Rafiqi		M	75
24.	Suci Indah Rachmawati		F	80
25.	Anisa	VIII - D	F	80
26.	Aprillia Dwi Wigati		F	95
27.	Endik Alfiyanto		M	78
28.	Ineeez Apriellia		F	90
29.	Mokhammad Edo Ardiansyah		M	90
30.	Muhammad Ali Fikri		M	90
31.	Niken Wahyu Nuraini		F	90
32.	Syava Agya Abiansyah		M	90
33.	Ananda Ragil A.P	VIII - E	M	76
34.	Citra Lintang Puspitaning A		F	80
35.	Eni Cahya Nengtyas		F	75
36.	Iqbal Deva Pratama		M	85
37.	Ismayanti		F	78
38.	Nur Hidayati		F	75
39.	Tegar Eko Rahmantio		M	75
40.	Anisa Arum Sari	VIII - F	F	83
41.	Ariyo Fikih Diantono		M	75
42.	Elsa Marta Saputri		F	83
43.	Fiki Mahendra		M	79
44.	Galih Dwi Ramadhan		M	74
45.	Keysha Safina Amalia		F	88
46.	Tria Desi Wulandari		F	88
47.	Wahyu Aldi Pamungkas		M	80
48.	Ahmad Panji P	VIII - G	M	75

49.	Elza Shintiya		F	80
50.	Faiza Azka Wahya Ramadan		M	75
51.	Mia Septia Viani F		F	87
52.	M Zaky Nafi'ul Basyar		M	83
53.	Nabila Shofiya Az-Zahra		F	90
54.	Retnoning Dwi Wulan Sari		F	88
55.	Wisnu Hasan N		M	80
Total				4562
Average				82,94

From the table above, it can be noted that the total value of 55 the eighth grade students of SMP Negeri 2 Peterongan is 4562 and the average value is 82,94.

d. Description of Variable Data for Student Learning Outcomes for the Eighth Grade Student of SMP Negeri 2 Peterongan

Based on the results of the analysis of students learning outcomes for the eighth grade student of SMP Negeri 2 Peterongan, is known to be the highest score of 100 and the lowest score is 70. Interval length $\frac{100-70}{3} =$ 10. Summary of student Learning results data for the eighth grade student for SMP Negeri 2 Peterongan can be seen in the following table.

Tabel 4.6

Frequency distribution of student learning outcomes for the eighth grade student SMP Negeri 2 Peterongan

No.	Classification	Interval	Frequency	Percentage
1.	Rendah	70-80	30	54,4%
2.	Sedang	81-91	20	36,4%
3.	Tinggi	92-100	5	9,2%
Total			55	100%

From the Student Learning Outcomes distribution table above, can be obtained 30 student (54,4%) with a low classification, 20 students (36,4%) with a medium classification and 5 students (9,2%) with high classification. Thus, it can be concluded that for the eighth grade student of SMP Negeri 2 Peterongan is mostly the learning intensity of students who are at a frequency of 30 students (54,4%).
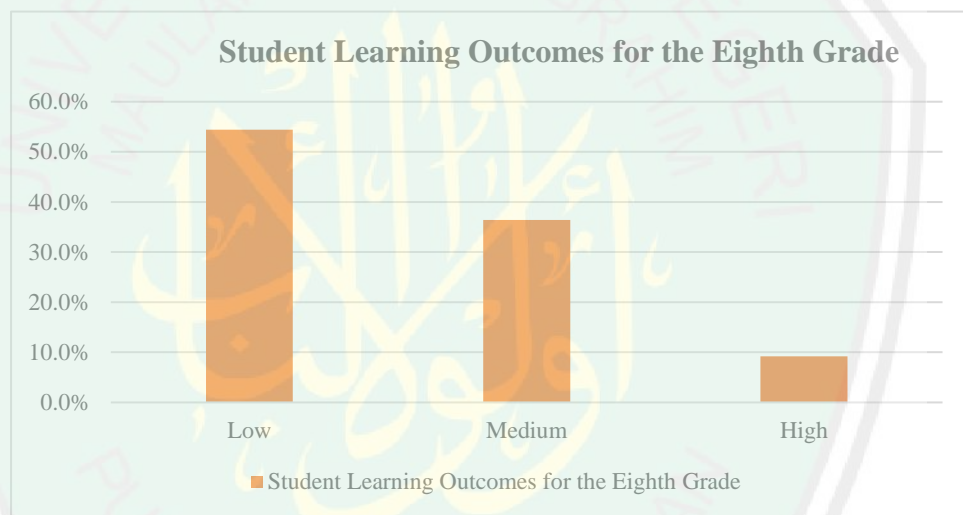
Diagram 4.3
Percentage of student learning outcomes for the eighth grade student SMP Negeri 2 Peterongan

From the percentage diagram of students learning outcomes above, it can be concluded that the student learning results of SMP Negeri 2 Peterongan on low criteria with the frequency of 30 student (54,4%), medium criteria with a frequency of 20 students (36,4%) and high criteria with a frequency of 5 students (9,2%).

2. **Classic Assumption Test**

a. **Normality Test Results**

In test normality, if you want to know the residual value in the regression model with a free variable that is the professional competence of teachers (X_1) and the intensity of learning students (X_2) to the bound variables that student learning outcomes (Y) Through the normality test Kolmogorov-Smirnov, it is known that the residual value is as follows:

Table 4.7

Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		55
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	7.79462213
Most Extreme Differences	Absolute	.134
	Positive	.134
	Negative	-.089
Kolmogorov-Smirnov Z		.996
Asymp. Sig. (2-tailed)		.274

a. Test distribution is Normal.

Based on the output above, it is known that the value of the segments of 0,274 is greater than 0,05, so it can be concluded that the data tested on a normal distribution.

b. Linearity Test Results

To find out if regression is linear or not, in this research researchers use the table ANOVA variable X and Y of the F_{count} value with F_{table}. If the value of the F_{count} is < F_{table}, it can be concluded that there is a significant linear relationship between the X and Y variables. But if F_{count} > F_{tabel}, then there is no significant linear relationship between the X and Y variables. Here are the results of the analysis of the linierity test:

Table 4.8

Linierity test of teacher professional competency variable (X_1)

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Hasil Belajar * Kompetensi Profesional	Between Groups	(Combined)	1160.003	26	44.616	.561	.929
		Linearity	53.924	1	53.924	.678	.417
		Deviation from Linearity	1106.079	25	44.243	.556	.929
	Within Groups		2226.833	28	79.530		
	Total		3386.836	54			

According to the table above, it can be seen that the F_{count} value is 0,556 and the F_{table} value is 1,84. Due to the value of the F_{count} < F_{table}, so it can be concluded that there is a significant linear relationship between the teacher professional competency variables (X_1) with student learning outcomes (Y).

Table 4.9
Linearity test of student learning intensity variables (X_2)

			Sum of Squares	df	Mean Square	F	Sig.
Hasil Belajar * Intensitas Belajar	Between Groups	(Combined)	2326.170	31	75.038	1.627	.115
		Linearity	92.209	1	92.209	2.000	.171
		Deviation from Linearity	2233.961	30	74.465	1.615	.120
	Within Groups		1060.667	23	46.116		
	Total		3386.836	54			

ANOVA Table

According to the table above, it can be seen that the F_{count} value is 1,61 and the F_{table} value is 1,96. Due to the F_{count} value of $< F_{table}$, it can be concluded that there is a significant linear relationship between student learning intensity variables (X_2) with student learning outcomes (Y).

Of some of the above linierity trials can be withdrawn in conclusion that there is a significant linear link between the professional competency variables of the teacher (X_1) and student learning intensity (X_2) on student learning outcomes (Y).

c. Multicolinearity Test Results

This test aims to determine the presence or absence of correlation between free variables and variables tied to a regression model. The multicholinerity test in this study was conducted by looking at the value of variance inflation factor (VIF) obtained the following results:

Table 4.10

Multicolinearity test

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1(Constant)	75.732	2.421		31.281	.000		
Kompetensi Profesional	.198	.025	.731	7.887	.000	.830	1.205
Intensitas Belajar	.027	.019	.130	1.406	.166	.830	1.205

a. Dependent Variable: Hasil Belajar

In accordance with the provisions of the mulitikolinierity test, when the value of the VIF is less than 10, there is no correlation. Based on the table that has been presented above, it can be seen that the value of VIF is 1,205 less than 10. So it can be concluded that there is no multicholinerity in this research data. It can also be said that between a variable-free professional competence teacher (X_1) and student learning intensity (X_2) does not interfere with each other or affect.

d. Heteroscedasticity Test Results

In the results of heteroscedasticity test indicates the presence of variants in the regression model is not the same (constant). This is because the variable used to predict has a very varied value, resulting in an unconstant residual value. To know the presence of variants in the regression model is not the same (constant) with a free variable that is the professional competence of teachers (X_1) and the intensity of learning (X_2) to the variable-bound student learning (Y) by using the test Gletjer, it is known The result as follows:

Table 4.11
Heteroscedasticity test

Coefficientsª

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	5.711	1.405		4.066	.000		
Kompetensi Profesional	-.042	.015	-.395	-2.857	.006	.830	1.205
Intensitas Belajar	-.004	.011	-.045	-.329	.744	.830	1.205

a. Dependent Variable:
Abs_RES

The symptoms of heteroskedastisity are indicated by a regression coefficient of each free variable against its resident absolute value | ui |. If the probability value is greater than the alpha value (sig. > α), then certainly the model does not contain any

symptoms of heteroskedastisity or is said to not occur heteroskedastisity when the $T_{count} < T_{table}$.

According to the table above, it is known that the regression model does not occur heteroskedastisity symptoms. This is due to the significance of the professional competency variable of teachers against absolute residual $0,06 > 0,05$ An significance variable intensity of student learning over the residual $0,744 > 0,05$.

e. Autocorrelation Test Results

The autocorrelation test is a test conducted to test whether there is an influence between the intruders variables in each free variable. This is due to the time humidity, model specification bias and data manipulation. In this study, autocorrelation test using Durbin Watson test (DW test). To determine the presence of autocorrelation in regression models with variables that are teachers professional competencies (X_1) and student learning Intensity (X_2) To the bound variables of students learning outcomes (Y) using the obtained DW values as follows:

Table 4.12
Autocorrelation test

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.177[a]	.031	-.006	7.943	1.749

a. Predictors: (Constant), Intensitas Belajar, Kompetensi Profesional

b. Dependent Variable: Hasil Belajar

Before analyzing the DW values, the test criteria required:

1) If the DW value is between dU to 4-dU, the correlation coefficient is equal to zero. This means that there is no autocorrelation.

2) If the DW value is smaller than dL, the correlation coefficient is greater than zero. Meaning a positive autocorrelation occurs.

3) If the value of DW is greater than 4-dL, the coefficient is smaller than zero. Meaning negative autocorrelation occurs.

4) If the value of DW is located between 4-dU and 4-dL, the result can not be concluded.

Based on the table that has been presented and the criteria above, it is obtained analysis that the value of DW shows 1,749 with k = 2 and n = 55, Then found dL of 1,490, dU of 1,641, 4-dL = 2,51 and 4-dU = 2,359. This means that the value of DW is between dU to 4-dU, so it can be said that there is no autocorrelation.

3. **Multiple Linear Regression Analysis**

This analysis is used to calculate the influence of teachers professional competence (X_1) and intensity of student learning (X_2) on a bound variable that is student learning outcomes (Y).

a. **Multiple Linear Regression Equation**

With the results of the processing of double regression analysis is as follows:

Table 4.13
Multiple linear regression test

Coefficients^a

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	75.732	2.421		31.281	.000
Kompetensi Profesional	.198	.025	.731	7.887	.000
Intensitas Belajar	.027	.019	.130	1.406	.166

a. Dependent Variable: Hasil Belajar

Based on the results of a multiple linear regression test in the table above, a laboratory obtained $Y = 75,732 + 0,198 X_1 + 0,027 X_2$. The results of such analysis can be explained as follows:

1) From the multiple linear regression equations above, obtained a constant value of 75,732. It can be said that if the results of student learning outcomes (Y) is not influenced by either the free variable or teachers professional competence (X_1) and student learning intensity (X_2) is worth 0, then the average amount of student learning results will be worth 75,732.

2) Regression coefficient for independent variables X_1 (teachers professional competence) positive value, indicates a direct connection between the teachers professional competence (X_1) on student learning outcomes (Y). Variable regression coefficient X_1 of 0,198 meaning for each enhancement teachers

professional competence (X_1) of one figure will will lead to increased student learning outcomes (Y) of 0,198.

3) Regression coefficient for independent variables X_2 (student learning intensity) positive value, Indicate a direct relationship between the students learning intensity (X_2) student learning outcomes (Y). Variable regression coefficient X_2 of 0,027 meaning for each student's increased intensity of learning (X_2) Of one figure will lead to increased student learning outcomes (Y) of 0,027.

Based on what has been shown above, can be known the magnitude of variable contribution independent to the dependent variable that is teachers professional competence (X_1) of 0,198 and student learning intensity (X_2) of 0,027. So it can be concluded that teachers professional competence (X_1) there is a direct relationship to student learning outcomes (Y) and student learning intensity (X_2) there is a direct relationship with the student learning outcomes (Y).

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

In a study, analysis of the correlation coefficient and coefficient of determination were used to determine the contribution of an independent variable teacher professional competency (X_1) and student learning intensity (X_2) on a dependent variable student learning intensity

(Y). Table Coefficient of correlation (R) and coefficient of determination (R^2) as follows:

Table 4.14
Correlation and coefficient of determination

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.177[a]	.031	-.006	7.943	1.749

a. Predictors: (Constant), Intensitas Belajar, Kompetensi Profesional

b. Dependent Variable: Hasil Belajar

Correlation coefficient shows the magnitude of connection between independent variable (X_1) and student learning intensity (X_2). R value (correlation coefficient) of 0,177, This correlation value indicates that the relationship between independent variable (X_1) and student learning intensity (X_2) with a learning outcomes (Y) of 17,7% which signifies that the relationship is quite strong.

Furthermore, also obtained coefficient of determination used to calculate the magnitude of influence and contribution of independent variables to the dependent variable. From the analysis in the table above, the results obtained R^2 (coefficient of determination) of 0,031. So it can be said that 3,1% of student learning outcomes variables (Y) influenced by the independent variable that is teachers professional competency (X_1) and student learning intensity (X_2). While the remaining 79.2% of student learning outcomes (Y) variables are influenced by variables

other than the teacher's professional competency variables (X_1) and student learning intensity (X_2).

4. Hypothesis Testing

This test can be used to test whether the influence of teacher's professional competency (X_1) and student learning intensity (X_2) student learning outcomes (Y) both together (simultaneous) and partially (individually), do test significance. Testing starts from simultaneous testing and when significant simultaneous testing results are continued with partial testing.

a. Simultaneous Significance Test (F Test)

The F test can be used to know the significant influence of independent variables jointly over a dependent variable. It can also be said if $F_{count} > F_{tabel}$, Results are significant and it can be said that H_0 rejected and H_a accepted. Whereas if F_{count} is $< F_{table}$, then the results obtained are not significant and can be said that H_0 was accepted and H_a was rejected.

Table 4.15
F test

ANOVA[b]

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	222.919	2	111.459	44.179	.000[a]
Residual	131.190	52	2.523		
Total	354.109	54			

a. Predictors: (Constant), Intensitas Belajar, Kompetensi Profesional

b. Dependent Variable: Hasil Belajar

With the following hypothesis:

H_0 : Teacher professional competency does not have a significant positive effect towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan.

H_a : Teacher professional competency has a significant positive effect towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan.

Based on the table above, F_{count} is 44,179 with a significance value of 0,000. The results of the above analysis showed that the $F_{count} < F_{tabel}$ (44,179 > 3,18) with a degree of significance (0,000 < 0,05) can thus be concluded that H_o was rejected or H_a was accepted. So it can be concluded that the hypothesis test simultaneously in this study with the independent variable that is teachers professional competency (X_1) and student learning intensity (X_2) have an effect on improving student learning outcomes (Y).

b. **Significance Partial Test (T Test)**

T test serves to determine if each of the partial independent variable has a significant effect on the dependent variables. It can also be said if the $T_{count} > T_{table}$, then the result is significant and can be said that H_0 rejected and H_a accepted. Whereas if the $T_{count} < T_{table}$, then the result is not significant and can be said that H_0 accepted and H_a rejected.

Table 4.16
T test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	75.732	2.421		31.281	.000
Kompetensi Profesional	.198	.025	.731	7.887	.000
Intensitas Belajar	.027	.019	.130	2.406	.166

a. Dependent Variable: Hasil Belajar

Based on the table that has been displayed above, it can obtain the following analysis results:

1) **The Influence of Teacher Professional Competency on Student Learning Outcomes**

   H$_0$:   Teacher professional competency does not have a significant positive effect towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan.

   H$_a$:   Teachers professional competency has a significant positive effect towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan.

   According to the table above is obtained by T$_{count}$ of 7,887 with significance value 0,000. It shows that T$_{count}$ > T$_{table}$ (7,887 > 2,007) with its significance level (0,000 < 0,05), thus it can be concluded that H$_0$ was rejected or H$_a$ was accepted. Therefore, the

results show that the teacher's professional competency variables has an effect on student learning outcomes. It shows that the H_a hypothesis that reads "Teachers professional competence has a significant positive effect on student learning outcomes in social studies of the eighth grade at SMP Negeri 2 Peterongan" accepted.

2) **The Influence of Student Learning Intensity on Student Learning Outcomes**

H_o: Student learning intensity does not have a significant positive effect towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan.

H_a: Student learning intensity has a significant positive effect towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan.

Based on the table above obtained T_{count} of 2,406 With its significance value 0,166. This corresponds to the testing criteria indicating that $T_{count} > T_{table}$ (2,406 > 2,007) with its significance level 0,166 < 0,05 thus it can be concluded that H_0 was rejected or H_a was accepted. Therefore, the results show that students ' learning intensity variables are significantly positive towards student learning outcomes. It shows that the H_0 hypothesis that reads "Student learning intensity does not have a significant positive effect

towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan" rejected.

Conclusion of several testing results of the hypothesis that simultaneously, the teachers professional competency variables (X_1) and student learning intensity (X_2) have an effect on improving student learning outcomes (Y). When viewed by a partial variable teachers professional competency (X_1) has a significant positive effect on student learning outcomes (Y) and partially student learning intensity (X_2) significant positive effect on student learning outcomes (Y) in social science subject for the eighth grade student of SMP Negeri 2 Peterongan.

CHAPTER V

DISCUSSION

A. The Effect of Teacher Professional Competency towards Student Learning Outcomes on Social Science Subject for the Eighth Grade Student of SMP Negeri 2 Peterongan

One important component of the instrumental factor in learning is teachers. Teachers play an important role in the success of their students ' learning achievements, therefore teachers must have competence. One of the competencies that teachers must have is professional competency of teachers. Because the teacher's professional competence is a broad and profound mastery ability of learning materials, which includes the mastery of the curriculum materials in school and the scholarly substance that oversees the material, and the mastery of Knowledge structure and methodology so as to be able to develop the quality that will be given to students.

Teachers professional competence become one of the factors that influence the learning outcomes of students. This is supported by the opinion of Muhlisin in Janawi which suggests that professional competence is the ability of teachers to master the material taught so that students can obtain good learning outcomes. [83] As a teacher with professional competence, teachers should be able to make learning effective. Learning has been said to be effective if the teaching and learning process goes well according to the

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[83] Janawi, Op.cit., hlm 48.

purpose of learning and the learning outcomes that students want to achieve. From the statement it is very clear that teachers do play a very strategic role especially in shaping the nation's character, developing the students ' potential, and determining the success of education that will be very influential in the quality of education.

Based on the results of the quisionarre disseminated by researchers to students it can be noted that as many as 17 respondents argues that teacher's professional competencies in SMP Negeri 2 Peterongan fairly low, 17 respondents the teachers professional competence in SMP Negeri 2 Peterongan medium, and 21 respondents argues that teachers professional competence in SMP Negeri 2 Peterongan high. The results of this research can be concluded that teachers professional competence in social studies of the eighth grade relatively high.

Based on the results of this study showed that there is no significant influence of teachers professional competence on learning outcomes in social studies of the eighth grade at SMP Negeri 2 Peterongan. This indicates that the H_0 was rejected and H_a was accepted. Therefore, the results show that the teacher's professional competency variables have no effect on student learning outcomes.

The results of previous research conducted by Nana Sudjana show that as 76,6% of student learning outcomes are influenced by teacher performance with details, teaching ability to make donations of 32,23%, subject matter

mastery provides donations of 32,28%, and teacher attitudes towards the subjects contributed 8,60%. It has shown that teachers ' competence has great influence on outcomes and student learning process.[84]

Sri Astutik also believes so in his thesis, that there is a significant influence on the professional competence of teachers on learning outcomes. This means that the higher the professional competence of the teacher, the better the student learning outcomes. The same thing was expressed by Tiwi Ekawati, that the better the professional competence of the teacher the better the student learning outcomes. Research from Denik Wulandari revealed that good teacher professional competence can improve learning outcomes, and vice versa teacher professional competencies that are not good can reduce student learning outcomes.

This is supported by Cony R. Semiawan's theory which states that teacher competency has three criteria, namely:

1. Knowledge criteria, namely the intellectual abilities possessed by a teacher which includes mastery of subject matter, knowledge of how to teach, knowledge about learning and individual behavior, knowledge of guidance and counseling, knowledge of society, and general knowledge.
2. Performance criteria, the ability of teachers related to skills and behavior, which includes teaching skills, guiding, assessing, using teaching aids,

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[84] Nana Sudjana, Op.cit, hlm 42.

associating and communicating with students and skills in preparing teaching preparation or teaching planning.

3. Product criteria, namely the ability of teachers to measure the abilities and progress of students after following the teaching and learning process.

This proves that some theories and previous studies are in line with the findings in this study, stating that there is a significant influence on teacher professional competence on student learning outcomes, meaning that the higher the teacher's professional competency the higher the student learning outcomes. This is in line with T.R Michel's opinion in Rusman about the measurement of the quality of teacher competence can be seen in student output or often referred to as student learning outcomes.[85]

Thus, the professional competence of teachers in schools must be owned well by the teacher in the learning process, so that teachers can also provide good learning services to students. Which means, teachers must have extensive knowledge regarding the field of study in the learning process, because the high and low teacher competence greatly affects student learning outcomes. In addition, researchers also hold to the indicators that have been described by researchers, it is known that the social studies teacher has implemented these indicators.

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[85] Rusman, *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru*, (Bandung: Rajawali Pres, 2013).

The first indicator or point that must be possessed by teachers who have professional competence is to master the subject matter broadly and in depth in accordance with the standard content of the education unit program, subjects, and/or groups of subjects that are supported. In this research, the teacher is considered capable of planning teaching and learning programs, able to master the subject matter to be taught, able to carry out / manage the learning and teaching process well, and assess the progress of the teaching and learning process.

From the explanation of the above indicators it is known that the social competence of social studies teachers is quite high in terms of their activeness in carrying out all the tasks and mandates given, even without high compensation. So the results of this study indicate that, there is an influence or has a significant positive direct effect on the professional competence of teachers on student learning outcomes in social studies subjects at SMP Negeri 2 Peterongan.

B. The Effect of Student Learning Intensity towards Student Learning Outcomes on Social Science Subject for the Eighth Grade Student of SMP Negeri 2 Peterongan

Learning in the school is not enough for students because the student process in learning has varying intensity. Students are therefore expected to spend time learning when there is leisure time at home. Learning also does not have to be in a long time, most importantly learn to be done routinely every

day, so that with the routine learn to be a habit done by students. In this case it refers to the intensity of learning that students do wherever they are.

The intensity of a little much affects students towards their learning outcomes. As Sardiman stated that the students learning intensity greatly determines the level of achievement of his learning goals.[86] Someone who has a high spirit in learning, will show good results too. The intensity of a student's learning will be very influential in the level of achievement in improving its learning outcomes. The word intensity is very related to motivation, between the two are inseparable. Because learning requires a high intensity or spirit especially based on motivation. The higher the motivation given, the results of the lesson will succeed. So motivation and intensity are two things that are hand-on, because motivation will always determine the intensity of student learning.

Slameto believes that the factors that influence student success in achieving good learning outcomes consist of internal factors and external factors. Internal factors are factors that exist within the individual who is learning, while external factors are factors that exist outside the individual as an agent in learning activities. Even Hudoyono. H also stated that the maximum learning outcomes achieved with systematic learning intensity, namely effective and efficient. Effective means precise and can provide results, while efficient means the results are obtained with minimal time, effort and cost.[87]

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[86] Sardiman, Op.cit., P 85.
[87] Hudoyono H, *Interaksi Belajar Mengajar*, (Jakarta: Departemen P & K P3K, 1998), P 74.

Based on the results of the questionnaire disseminated by researchers to students it can be noted that as many as 11 respondents argues that students learning intensity in SMP Negeri 2 Peterongan fairly low, 24 respondents argues that students learning intensity in SMP Negeri 2 Peterongan medium, and 20 respondent argues that the intensity of learning students in SMP Negeri 2 Peterongan high. Thus it can be concluded that the students learning intensity of the eighth grade at SMP Negeri 2 Peterongan Classified as medium.

Based on the results of this research shows that there is a significant influence of students learning intensity on learning outcomes in social studies of the eighth grade at SMP Negeri 2 Peterongan. This indicates that the H_0 was rejected and H_a was received. Therefore, the results show that students learning intensity variables are significantly positive towards student learning outcomes..

The results in this study could be attributed to the theory of Ary Purmadi which explained in his journal that as 32,5% of the intensity of learning has contributed/contributed to student learning outcomes and the remaining 67,5% is determined by variables that are not researched by researchers. Other possible factors that determine the amount of student learning outcomes based on field review include teacher teaching skills, availability study facilities, student social relations, student learning environment, goals and circumstances social economic parents. The

contributing intensity of learning to student learning achievements is one of the success factors that support students in teaching and learning activities.[88]

The results of this research are also the same as the research results previously done by Aprianto Dwi Atmaji which mentions that there is a significant positive influence the intensity of learning towards students ' learning outcomes in ICT studies.[89] In addition, there have been research results that had been done by Ninda Ayu Novitasari that mentioned that there is an influence between students ' learning intensity with student learning outcomes.[90]

Some research on the intensity of learning shows that intensity is a factor that provides a slight influence on the process and learning outcomes. One of them is a figure like Throndike in the law of exercise. In this law, Throndike states that to produce appropriate and satisfying actions in responding to a stimulus, one is required to conduct repetitive experiments and exercises.[91] The law consists of two laws, namely the law of Use, which explains that a response connected to the stimulus will strengthen the increase in the existence of such suitable behaviour to become increasingly strong. However, when the response is not given the stimulus the power of the connection will be decreased or even forgotten (law of disuse). The implementation of this idea in learning is necessary in the selection of

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[88] Ary Purmadi, "*Hubungan Intensitas Belajar Terhadap Prestasi Belajar Fisika Siswa SMA*", Jurnal Teknologi Pendidikan Vol. 1 No. 2, 2016, P 6.

[89] Aprianto Dwi Atmaji, Op.cit.

[90] Ninda Ayu Novitasari, "Pengaruh Intensitas Belajar Terhadap Hasil Belajar Siswa V di SD Gugus Terampil Kecamatan Secang Magelang", Thesis, Faculty of Education UNS, 2016.

[91] Baharuddin dan Esa Nur Wahyuni, Op.cit, P 96.

appropriate techniques so that one can transfer the messages it gets from the sort time memory to this long time memory requires repetition as much as possible with the expectation of messages was not easily lost from his mind.[92]

Based on the previously explained is clearly known that the intensity of learning will affect the outcome of learning, with the record students can organize and understand how they comfortably arrange their regular schedule to learn. Because learning is not about how long the students learn, but how often and seriously in doing it.

Adhering to an indicator that has been described by researchers, it is known that students of the eighth grade many have carried out the indicators. Untuk yang pertama adalah indikator motivasi. Because learning requires a high intensity or spirit especially based on motivation. The higher the motivation given, the results of the lesson will also succeed. Motivation here is divided into two namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that arises from within students without coercion or influence from others. Like student activities in learning that starts with the will of students themselves. Whereas extrinsic motivation is motivation arising from outside the student. So in this case the purpose of student learning is not to gain knowledge or knowledge, but want to get recognition from others.

And then there is interest, a sense of preferability and a sense of interest in a thing or activity without anyone asking. Interest arises if an individual is

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[92] Ibid, P 97.

interested in something because something suits his needs. Reflected by students who love / like learning, student attention in the learning process, student involvement in learning, and student activity in learning.

As researchers have found in the field, the results of this research show that there is an influence or have a significant positive influence between student learning intensity toward student learning outcomes in social studies at SMP Negeri 2 Peterongan.

C. **The Effect of Teacher Professional Competency and Student Learning Intensity towards Social Science Subject for the Eighth Grade Student of SMP Negeri 2 Peterongan**

Educational institutions are one of the key successes of a country. A successful country is characterized by an education that also delivers many changes in the country in a better direction. Well-structured education can have a big impact on the quality of human resources in the country. According to Arifin, learning results as an indicator of quality and quantity of knowledge that has been mastered by learners. This means the learning outcomes illustrate the quality of learning that students have mastered to master the lessons.[93]

As explained above that the success of a student in learning can be seen from the student's learning outcomes. In the education of students will be judged for success through study results tests. The expected outcome is a good achievement because every student wants high achievements. For that it takes

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[93] Zainal Arifin, Evaluasi Pembelajaran, (Bandung: Rosdakarya, 2009), hlm 12.

several factors that can support students ' success in learning. The factors intended here are professional competencies and learning intensity.

Professional teachers are people who have special skills and expertise in the field of teaching so as to be able to perform the task and function as a teacher with maximum ability. Or in other words, professional teachers are well-educated, well-trained and have rich experience in their fields. Educated and trained here not only get a formal education but also have to master various strategies or techniques in teaching and learning activities and mastering educational foundations as stated in the competency of teachers.[94]

The intensity of learning according to Rinitya itself is repeated behavior all the time will be accustomed so that eventually done spontaneously without requiring conscious mind in automatic response, to the learning situation.[95] The word intensity is very related to motivation, between the two are inseparable. Because learning requires a high intensity or spirit especially based on motivation. Motivation can be interpreted as strengths from within individuals who move individuals to do. So a power or desire comes from within human conscience to do a certain deed. If a person's heart and mind are clean from things that are forbidden, then the motivation or encouragement will easily emerge so that he will be easy to do certain deeds. The higher the motivation given, the results of the lesson will succeed. So motivation and intensity are

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[94] Moh. Uzer Usman, Op.cit, hlm 15.
[95] Rinitya Wulandari, Op.cit., hlm 3.

two things that are hand-on, because motivation will always determine the intensity of students ' learning.

Based on the results of this research, shows that there is an effect among teacher professional competency and student learning intensity towards student learning outcomes on Social Science Subject for the Eighth Grade Student of SMP Negeri 2 Peterongan. This indicates that H_0 was received or H_a was rejected. This means that there is positive effect between professional competency and student learning intensity towards student learning outcomes. So, it can be concluded that idenpendent variables teachers professional competencies and student learning intensity have an effect on improving student learning outcomes.

Based on the results of this study also seen that the teachers professional competence in SMP Negeri 2 Peterongan is included in the high criteria with a frequency of 21 students. The student learning intensity in SMP Negeri 2 Peterongan is included in the medium criteria with a frequency of 24 students. While the student learning results from the total value of 55 students of the eight grade in SMP Negeri 2 Peterongan of 4562 and the average value is 82,94. The student learning outcomes in SMP Negeri 2 Peterongan are included in the low criteria with a frequency of 30 students.

The results in this study could be attributed to the theory of Ary Purmadi which explained in his journal that as 32,5% of the intensity of learning has contributed/contributed to student learning outcomes and the

remaining 67,5% is determined by variables that are not researched by researchers. Another possible factor that determines the contribution of student learning outcomes based on the field review include teacher teaching skills, student learning motivation, availability study facilities, student social relations, student learning environment, parental ideals and socio-economic conditions. The contributing intensity of learning to student learning achievements is one of the success factors that support students in teaching and learning activities..[96]

According to Clark in Shabri suggests that the learning outcomes in schools 70% are influenced by the students ' ability and 30% influenced by the environment.[97] This means that in addition to the internal factors of the students, there are still external factors that can affect the learning outcomes. One of the dominant learning environments affects learning outcomes is the quality of teaching. The quality of this teaching is determined by the role of a teacher as a facilitator and its mediators. This is influenced by several class characteristics, including:

1. Class size. Many small numbers of students who study greatly affect the quality of learning. In this study the average of each class with a ratio of 1: 37 which means, a teacher serves 37 students. It can be concluded that the greater the number of students a teacher has to serve in one class, the lower the quality of teaching, and vice versa.

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[96] Ary Purmadi, Op.cit, P 6.
[97] http://www.landasanteori.com/2015/09/pengertian-hasil-belajar-siswa-definisi.html Accessible on Mondays on May 1 at 18:15.

2. Learning atmosphere. A dialogic learning atmosphere will provide opportunities to achieve optimal learning outcomes, compared to a rigid, disciplined and tight atmosphere. In this dialogical atmosphere students are given the opportunity to argue, freedom of study, and dialogue with peers.

3. Facilities and learning resources available. Classes should be arranged as a learning laboratory for students. This means that the class must provide learning resources that support student learning such as mini libraries, learning props, LCDs, and others.[98]

According to Solihin in Eko suggests that there are three main sources that influence the ineffectiveness of the competency of teachers (1) Individual factors, (2) organizational factors, and (3) environmental factors, namely as follows:[99]

1. Individual Factors

The individual factor can essentially be said to be an internal factor, that is a factor that is caused by a thing that comes from within the individual. The intellectual weakness of a teacher leads to a less maximum of the resulting performance. Low intellectual teachers can impede new ideas, so teaching performance becomes less effective. The age factor and physical condition of the teacher also greatly affects. Teachers ' physical conditions that are less capable lead to at least variations in learning (use

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[98]http://www.landasanteori.com/2015/09/pengertian-hasil-belajar-siswa-definisi.html diakses pada hari Senin tanggal 01 Mei jam 18:15.
[99]Eko Setiawan, *op.cit.,* P 56.

of media, variations in learning models, and learning methods). Position also affects the weakening of the teacher's performance. A class teacher who concurrently becomes deputy headmaster leads to the focus of the teacher's concentration divided, so that the teacher bestows his duty to another non-field teacher and causes a difference of understanding to the students being taught. Thus, the intellectual level, physical condition and position of the teacher positions greatly affect the competency and performance of teachers.

2. Organizational Factors

   Organizational factors are a factor of the school's organizational system. But in this school the organization is quite orderly and does not interfere with the learning process in students. So it can be said that it is less influential in students who are conducting the learning process.

3. Environmental Factors

   Environmental factors are an external factor, which is a factor that results from outside of him. The less conducive school climate will form a learning environment condition that is not conducive. The more number of students in a class taught by one teacher, the more unconducive the learning conditions of the class. Work infrastructure and technological changes also greatly affect the competency of the teacher. This era of technology, teachers are required to be able to follow technological changes in various ways. Ranging from school activities to learning assessments. Weak teachers ' ability to use technology leads to a lack of

information sources acquired, it also affects the monotonous teacher learning style.

So from the research results and theories that have been described above demonstrate that the teacher professional competency and student learning intensity has an affect student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan.

CHAPTER VI

CLOSING

A. Conclusion

Based on the results of the research and discussion submitted earlier, it can be concluded in this study is as follows:

1. Teacher professional competence have a significant positive effect towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan. This means that, teacher professional competency have in a little more can improve student learning outcomes in SMP Negeri 2 Peterongan.

2. Student learning intensity has a significant positive effect towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan. This means that, the learning intensity that students have in a little more can improve student learning outcomes in SMP Negeri 2 Peterongan.

3. Teacher professional competency and student learning intensity have a significant positive effect towards student learning outcomes on social science subject for the eighth grade student of SMP Negeri 2 Peterongan. This means that the teacher professional competency and student learning intensity together can improve student learning outcomes in SMP Negeri 2 Peterongan.

B. Suggestion

Based on the results of the research, researchers provide some advice, among others:

1. For SMP Negeri 2 Peterongan

   For the school, is expected to increase the professional competence of social studies teachers so that students' learning outcomes will also improve. In addition to increasing the existing professional competence of teachers, such as providing training to teachers so they can keep abreast of the times and easily apply the new curriculum.

2. For Teachers of SMP Negeri 2 Peterongan

   The results of this study are expected to be used as material and information for teachers to always try to improve their competence in carrying out their duties and obligations as educators and instructors, as well as increase teacher's insight and knowledge about how to optimize their competencies in efforts to improve the quality of learning in schools.

3. For Students of SMP Negeri 2 Peterongan

   As students should recognize the characteristics of teachers who teach it, so that the learning outcomes are well acquired. And do not forget to identify itself in terms of learning modalities, whether it includes students who are visually, auditorial, or kinestics where it will help.

4. For further researchers

   For further researchers who would like to have a similar problem, namely the professional competence of teachers and students ' learning intensity towards students ' learning outcomes, should add the basics of theory related to this research And also for the discussion of research, especially related to the latest news.

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APPENDIX

Appendix 1 License UIN Maulana Malik Ibrahim Malang (Trial)

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. email : fitk@uin_malang.ac.id

Nomor	: 1385 /Un.03.1/TL.00.1/05/2019	06 Mei 2019
Sifat	: Penting	
Lampiran	: -	
Hal	: Izin Penelitian	

Kepada
Yth. Kepala SMP Patriot Peterongan
di
     Jombang

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	:	Khusnul Khotimah
NIM	:	15130093
Jurusan	:	Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Semester - Tahun Akademik	:	Genap - 2018/2019
Judul Skripsi	:	**The Influence of Teachers Professional Competence and Student Learning Intensity on Student Outcomes in Social Studies of the Eight Grade at SMP Patriot Peterongan**
Lama Penelitian	:	**Mei 2019 (1 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.

Dekan

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

Tembusan :
1. Yth. Ketua Jurusan PIPS
2. Arsip

Appendix 2 License from UIN Maulana Malik Ibrahim 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. email : fitk@uin_malang.ac.id

Nomor   : / 185 /Un.03.1/TL.00.1/05/2019   06 Mei 2019
Sifat   : Penting
Lampiran   : -
Hal   : Izin Penelitian

Kepada
Yth. Kepala SMPN 2 Peterongan Jombang
di
     Jombang

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	:	Khusnul Khotimah
NIM	:	15130093
Jurusan	:	Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Semester - Tahun Akademik	:	Genap - 2018/2019
Judul Skripsi	:	**The Influence of Teachers Professional Competence and Student Learning Intensity on Student Outcomes in Social Studies of the Eight Grade at SMPN 2 Peterongan Jombang**
Lama Penelitian	:	Mei 2019 (1 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.

Dekan

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

Tembusan :
1   Yth. Ketua Jurusan PIPS
2   Arsip

Appendix 3 Research Letter from SMP Patriot Peterongan

YAYASAN PATRIOT JOMBANG
AKTA NOTARIS TGL.27 AGUSTUS 1986 NO. 29
AKTA PERUBAHAN TGL 01 OKTOBER 2007 NO.01
SMP " PATRIOT " PETERONGAN
NSS : 204050415125   **TERAKREDITASI "B"**   Kode Pos: 61481

Jl.Kol.H.Ismail 17 A Peterongan Jombang Jawa Timur Telp/ Fax (0321)8497320 Email:smp.patriot@gmail.com

---

Nomor   : 138/421.3/SMP.46/V/2019   Jombang, 07 Mei 2019

Lampiran   : -

Hal   : Surat Balasan Permohonan Ijin Observasi

Kepada:

Yth. Ketua Program Studi Pendidikan Ilmu Pengetahuan Sosial (PIPS)

Di Tempat

Dengan hormat,

     Menanggapi surat saudara nomor : 1385/Un.03.1/TL.00.1/05/2019 tanggal 06 Mei 2019, Perihal Permohonan Ijin Observasi pada mahasiswi :

1. Khusnul Khotimah NIM 15130093

     Dengan ini di beritahukan pada penulisan skripsi bahwa kami tidak keberatan dengan permohonan yang di maksud. Untuk pelaksanaan selanjutnya supaya mahasiswi yang bersangkutan berhubungan dengan Guru yang bersangkutan

Demikian surat balasan dari kami.

Mengetahui,

Kepala SMP Patriot

Farid Faisal, S.E

Appendix 4 Research Letter from SMP Negeri 2 Peterongan

PEMERINTAH KABUPATEN JOMBANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 PETERONGAN
Ds. Tanjunggunumg Peterongan Jombang Kode Pos 61481
Telp. (0321) 868107 Email : smpn2peterongan@gmail.com
Website : www.smpn2peterongan.sch.id

SURAT IJIN PENELITIAN
Nomor : 420/ 345 /415.14.22/2019

Yang bertanda tangan dibawah ini kepala SMP Negeri 2 Peterongan Jombang memberikan ijin untuk melakukan penelitian kepada :

Nama : KHUSNUL KHOTIMAH

N I M : 15130093

Jurusan / Prodi : Pendidikan Ilmu Pengetahuan Sosial (PIPS)

Waktu Pelaksanaan : 16 Mei 2019

Judul Skripsi : "The Influence of Teachers Profesional Competence and Student Lesrning Intensity on Student Outcomes in Social Studies of the Eight Grade at SMP Negeri 2 Peterongan Jombang"

Demikian surat ijin Penelitian ini kami buat dan kami berikan kepada yang bersangkutan untuk dilaksanakan dengan sebaik-baiknya, dan memberikan laporan apabila telah selesai melakukan Penelitian.

Jombang, 23 Mei 2019
Kepala SMP Negeri 2 Peterongan

SHOBIRIN, S.Pd. MM.
Penbina IX. 1
NIP. 19670228 199803 1 005

Appendix 5 Evidance of Consultation

MAULANA MALIK IBRAHIM
STATE ISLAMIC UNIVERSITY MALANG
FACULTY of TARBIYAH AND TEACHING TRAINING
Jalan Gajayana Nomor 50 Telepon (0341) 552398
Website: www.fitk.uin-malang.ac.id Faksimile (0341) 552390

EVIDENCE OF CONSULTATION

Name : Khusnul Khotimah

Number of Student : 15130093

Departement : Social Science Education

Advisor : Dr. H. Abdul Bashith, M.Si

Title of Skripsi : The Influence of Teachers Professional Competence and Student Learning Intensity on Student Learning Outcomes in Social Studies of the Eighth Grade at SMP Negeri 2 Peterongan

No.	Date of Consultation	Consultation Material	Signature
1.	15-03-2019	Questionnaire consultation	
2.	22-04-2019	Questionnaire revision	
3.	02-05-2019	Questionnaire consultation on trial	
4.	20-05-2019	Questionnaire revisions for research	
5.	17-06-2019	Questionnaire result consultation	
6.	28-06-2019	Revision of research questionnaire results	
7.	02-07-2019	Consultation Chapter IV-VI	
8.	03-07-2019	Chapter V Revisions	
9.	05-07-2019	Chapter V English Revisions	
10.			

Acknowledge by,
Head of Departement,

Dr. Alfiana Yuli Efianti, M.A
NIP.19710701200604 2 001

Appendix 6 Trial of Research Questionnaire

THE EFFECT OF TEACHER PROFESSIONAL COMPETENCY AND STUDENT LEARNING INTENSITY TOWARDS STUDENT LEARNING OUTCOMES ON SOCIAL SCIENCE SUBJECT FOR THE EIGHTH GRADE STUDENT OF SMP PATRIOT PETERONGAN

Identitas Responden

Nama   :

Kelas   :

Jenis Kelamin :

No. Absen   :

Petunjuk Pengisian

1. Bacalah pernyataan berikut ini, kemudian pilihlah salah satu jawaban yang sesuai dengan pilihan Anda. Berilah cheklis (√) pada jawaban Anda pada kolom kriteria jawaban yang artinya sebagai berikut:

SL	**Selalu,** yakni pernyataan tersebut selalu dilakukan.
SR	**Sering,** yakni pernyataan tersebut sering dilakukan.
KD	**Kadang-kadang**, yakni pernyataan tersebut kadang-kadang dilakukan.
JR	**Jarang,** yakni pernytaan tersebut jarang dilakukan.
TP	**Tidak pernah,** yakni pernyataan tersebut tidak pernah dilakukan.

2. Pilihlah jawaban yang sesuai dengan diri Anda, sebab tidak ada jawaban yang salah.
3. Atas kesediaan mengisi angket, saya ucapkan terimakasih. *Jazakumullah ahsanal jaza'.*

Angket

Daftar pernyataan dari Variabel Kompetensi Profesional Guru

No.	Pernyataan	SL	SR	KD	JR	TP
1.	Guru IPS membimbing siswa untuk memiliki kepribadian yang baik					
2.	Guru IPS menanamkan pesan-pesan positif di sela-sela pembelajaran IPS					
3.	Guru IPS mengajarkan kepada siswa tentang pengarung-pengaruh lingkungan yang positif serta dapat memberikan benteng bagi siswa dari pengaruh negatif					
4.	Guru IPS memberikan pembelajaran yang membuat siswa mudah dalam beradaptasi dan berbaur dengan masyarakat sekitar					
5.	Guru IPS menjelaskan materi dengan mengambil contoh dari kehidupan sehari-hari sehingga mudah dipahami siswa					
6.	Guru IPS mengajar dengan cara mempraktekkan materi yang dipelajari sehingga siswa cepat paham					
7.	Guru IPS menggunakan bahasa yang mudah dimengerti oleh siswa					
8.	Guru IPS menyimpulkan materi yang telah di dapat di akhir pelajaran dengan melibatkan siswa					
9.	Sebelum kegiatan belajar, guru IPS menjelaskan keterampilan dan pengetahuan yang harus dikuasai siswa setelah kegiatan pembelajaran					
10.	Guru IPS menjelaskan materi-materi pembelajaran sesuai dengan urutan yang ada di buku (LKS dan Paket) sehingga siswa tidak bingung					
11.	Guru IPS menggunakan media belajar yang sesuai dengan materi jika sedang membutuhkan media di kelas					
12.	Ketika pembelajaran, guru IPS selain menggunakan LKS juga menggunakan Buku Paket dan sumber lain yang berkaitan dengan materi sehingga siswa lebih memahami materi					
13.	Setiap masuk bab baru, guru IPS akan menjelaskan mengenai apa yang harus dicapai siswa sehingga siswa mengerti apa tujuan pembelajaran materi tersebut					

14.	Guru IPS menunjukkan contoh fenomena yang yang berhubungan dengan materi sehingga siswa bisa mendeskripsikan suatu peristiwa sosial dengan mengamati contoh fenomena tersebut					
15.	Guru IPS menyampaikan materi dengan mengaitkannya pada kehidupan sehari-hari sehingga siswa mudah memahami materi					
16.	Guru IPS mengajarkan materi yang sesuai dengan apa yang harus siswa capai					
17.	Guru IPS memberikan materi yang pas (tidak terlalu banyak dan tidak terlalu sedikit) sehingga siswa mudah memahami					
18.	Guru IPS mengajar dengan metode yang bervariasi sehingga tujuannya tercapai dengan baik					
19.	Guru IPS menyampaikan materi dengan metode yang berganti-ganti sehingga siswa tdak bosan dan lebih menikmatinya					
20.	Guru IPS mengajak siswa untuk membuat media belajar (peta, mind map, dll) sehingga siswa bisa lebih mengetahui awal mula media itu berasal					
21.	Guru IPS menggunakan media pembelajaran seperti video yang cocok dengan materi yang sedang diajarkan sehingga siswa lebih cepat paham ketika pelajaran					
22.	Guru IPS memanfaatkan Laptop, LCD, LKS, dan Buku Paket ketika sedang mengajar					
23.	Guru IPS akan segera mengganti cara menyampaikan pelajaran dengan cara yang lebih menarik, sehingga siswa tidak mudah jenuh					
24.	Jika siswa ribut selama pelajaran berlangsung, maka guru IPS akan cepat menegur atau memberi hukuman					
25.	Guru IPS mengingatkan untuk membuka jendela dan memunguti sampah di laci meja setiap akan dimulainya pelajaran sehingga siswa tidak mengantuk ketika pelajaran					
26.	Guru IPS akan menegur siswa ketika tidak merapikan peralatan yang ada di kelas sebelum pelajaran dimulai					
27.	Guru IPS selalu tepat waktu dalam menyampaikan materi pembelajaran IPS dan selalu selesai sebelum waktu belajar berakhir					

No.	Pernyataan	SL	SR	KD	JR	TP
28.	Guru IPS menjelaskan materi yang paling mudah menuju sedikit sulit sehingga siswa lebih mengetahui alur pelajaran					
29.	Guru IPS mengajak siswa untuk berdiskusi oleh di kelas dalam membahas materi yang sedang diajarkan					
30.	Guru IPS memberikan reward untuk jawaban-jawaban yang benar pada siswa sehingga siswa semangat dalam menjawab					
31.	Guru IPS memberikan pertanyaan setelah pelajaran usai untuk mengukur kemampuan siswa					
32.	Guru IPS berkeliling ke setiap sudut kelas untuk menilai apa yang dikerjakan oleh siswa selama kegiatan praktik					
33.	Guru IPS memberikan tugas diakhir setiap pertemuan kepada siswa sehingga siswa selalu belajar di rumah					
34.	Guru IPS akan memberikan hasil belajar pada siswa secara rutin sehingga siswa mengetahui perkembangan belajarnya					

Daftar Pernyataan dari Variabel Intensitas Belajar Siswa

No.	Pernyataan	SL	SR	KD	JR	TP
1.	Saya semangat berangkat sekolah setiap hari					
2.	Saya tidak pernah terlambat masuk sekolah					
3.	Saya selalu mengerjakan tugas-tugas yang diberikan oleh guru IPS					
4.	Saya senang jika orangtua saya menuyuruh saya belajar					
5.	Saya tetap belajar di dalam kelas meskipun jam kosong					
6.	Saya cukup dibantu dengan jam pelajaran tambahan di sekolah					
7.	Saya mempunyai jam kegiatan belajar yang lebih banyak daripada bermain					
8.	Saya menyempatkan untuk mengerjakan PR IPS jika ada waktu sepulang sekolah dan membuka buku IPS untuk materi besok yang akan diajarkan					
9.	Saya mengikuti les di luar sekolah					
10.	Saya meluangkan waktu untuk belajar ketika hari libur					

11.	Saya punya jadwal kegiatan belajar yang teratur setiap hari					
12.	Saya selalu sarapan sebelum berangkat sekolah agar kuat dalam belajar di sekolah					
13.	Saya tidak meninggalkan buku catatan saya di laci meja sekolah					
14.	Saya meminjam catatan pelajaran teman untuk melengkapi catatan pelajaran saya untuk membantu meningkatkan pengetahuan saya					
15.	Ketika bangun tidur, saya membaca kembali buku catatan saya meskipun hanya sebentar					
16.	Saya pergi ke perpustakaan agar dapat menambah pengetahuan					
17.	Saya menyempatkan belajar di rumah (termasuk mengerjakan PR, membaca, maupun menulis catatan)					
18.	Saya mengadakan belajar kelompok untuk meningkatkan pengetahuan mengenai IPS / membahas materi yang sesuai					
19.	Saya berusaha mencari buku-buku yang berhubungan dengan IPS apabila mengalami kesulitan dalam memahami pelajaran IPS					
20.	Saya belajar IPS di malam hari jika keesokan harinya diadakan ujian IPS					
21.	Saya tidak pernah menyontek ketika ulangan					
22.	Saya tidak pernah mengeluh ketika guru memberikan tugas					
23.	Saya menikmati ketika mengikuti jam tambahan belajar di sekolah					
24.	Saya akan bertanya kepada guru ketika saya tidak paham dengan materi					
25.	Saya membuat rangkuman untuk mempermudah belajar IPS					
26.	Saya melihat tayangan pembelajaran IPS di media sosial					
27.	Saya senang membaca buku, terutama buku pelajaran					
28.	Saya suka berkonsultasi dengan guru jika menemukan kesulitan dalam pelajaran					
29.	Saya selalu memperhatikan ketika guru sedang menjelaskan					
30.	Saya melakukan pendalaman materi sampai benar-benar paham terhadap materi IPS					
31.	Saya mencatat semua keterangan dan penjelasan dari guru IPS					

Appendix 7 Research Questionnaire

THE EFFECT OF TEACHER PROFESSIONAL COMPETENCY AND STUDENT LEARNING INTENSITY TOWARDS STUDENT LEARNING OUTCOMES ON SOCIAL SCIENCE SUBJECT FOR THE EIGHTH GRADE STUDENT OF SMPN 2 PETERONGAN

Identitas Responden

Nama　　　　　:

Kelas　　　　　:

Jenis Kelamin　:

No. Absen　　　:

Petunjuk Pengisian

1. Bacalah pernyataan berikut ini, kemudian pilihlah salah satu jawaban yang sesuai dengan pilihan Anda. Berilah cheklis (√) pada jawaban Anda pada kolom kriteria jawaban yang artinya sebagai berikut:

SL	**Selalu,** yakni pernyataan tersebut selalu dilakukan.
SR	**Sering,** yakni pernyataan tersebut sering dilakukan.
KD	**Kadang-kadang**, yakni pernyataan tersebut kadang-kadang dilakukan.
JR	**Jarang,** yakni pernytaan tersebut jarang dilakukan.
TP	**Tidak pernah,** yakni pernyataan tersebut tidak pernah dilakukan.

2. Pilihlah jawaban yang sesuai dengan diri Anda, sebab tidak ada jawaban yang salah.
3. Atas kesediaan mengisi angket, saya ucapkan terimakasih. *Jazakumullah ahsanal jaza'.*

Angket

Daftar pernyataan dari Variabel Kompetensi Profesional Guru

No.	Pernyataan	SL	SR	KD	JR	TP
1.	Guru IPS merumuskan tujuan dari pembelajaran di setiap awal proses pembelajaran					
2.	Guru IPS membawa RPP di setiap proses pembelajaran					
3.	Sebelum pembelajaran, guru IPS menjelaskan keterampilan dan pengetahuan yang harus dikuasai siswa					
4.	Guru IPS tepat waktu dalam menyampaikan materi pelajaran dan selesai sebelum waktu pelajaran berakhir					
5.	Guru IPS mampu menjelaskan materi pelajaran dengan baik					
6.	Guru IPS mampu menjawab soal/pertanyaan dari siswa yang bertanya					
7.	Guru IPS mengajar dengan cara mempraktekkan materi yang dipelajari sehingga siswa cepat paham					
8.	Guru IPS menggunakan bahasa yang mudah dimengerti oleh siswa					
9.	Guru IPS mampu membangkitkan motivasi belajar siswa					
10.	Guru IPS menggunakan metode belajar yang bervariasi sehingga siswa tidak bosan					
11.	Guru IPS menggunakan alat/media pembelajaran sehingga siswa cepat paham dengan materi					
12.	Guru IPS mengatur suasana kelas yang ramai menjadi diam agar materi yang disampaikan dapat diterima oleh siswa					
13.	Guru IPS akan segera mengubah suasana ketika pelajaran dengan cara yang lebih menarik, sehingga siswa tidak jenuh					
14.	Guru IPS akan memberikan teguran kepada siswa jika siswa ramai/membuat ulah ketika proses pembelajaran					
15.	Guru IPS memberikan rewards (hadiah) kepada siswa bisa menjawab dan mendapat nilai yang bagus setelah ulangan					

16.	Guru IPS memberikan punishment (hukuman) kepada siswa yang nakal dan tidak mengerjakan PR					
17.	Guru IPS akan memberikan pujian kepada siswa yang rajin dan selalu mengerjakan PR					
18.	Guru IPS mengajar dengan cara mempraktekkan materi yang dipelajari sehingga siswa cepat paham					
19.	Guru IPS memanfaatkan Laptop, LCD, LKS, dan Buku Paket ketika sedang mengajar					
20.	Guru IPS mengajak siswa untuk berdiskusi di kelas dalam membahas materi yang sedang diajarkan					
21.	Guru IPS menyimpulkan materi yang telah di dapat di akhir pelajaran dengan melibatkan siswa					
22.	Guru IPS memberikan pertanyaan setelah pelajaran usai untuk mengukur kemampuan siswa					
23.	Guru IPS memberikan tugas diakhir setiap pertemuan kepada siswa sehingga siswa selalu belajar di rumah					
24.	Guru IPS memberikan hasil penilaian pada siswa secara rutin sehingga siswa mengetahui perkembangan belajarnya					
25.	Guru IPS melaksanakan remedial untuk memperbaiki nilai siswa yang belum mencukupi standart					

Daftar Pernyataan dari Variabel Intensitas Belajar Siswa

No.	Pernyataan	SL	SR	KD	JR	TP
1.	Saya belajar IPS pada waktu biasa maupun ketika akan ulangan harian					
2.	Saya bertanya kepada teman/guru ketika saya kesulitan dalam mengerjakan soal IPS					
3.	Saya belajar IPS karena saya ingin menambah wawasan saya					
4.	Saya mendengar penjelasan guru saat pelajaran IPS berlangsung					
5.	Saya yakin akan mendapatkan nilai bagus jika saya belajar IPS dengan maksimal					
6.	Saya mencatat ketika guru menjelaskan materi agar dapat digunakan untuk belajar di rumah					

7.	Saya mengerjakan tugas dari guru IPS karena takut mendapatkan hukuman				
8.	Saya senang jika guru mengacungkan jempol/teman-teman memberi saya tepuk tangan ketika saya bisa menjawab pertanyaan dari guru IPS				
9.	Saya menjadi semangat belajar ketika pelajaran IPS menggunakan permainan/video sesuai dengan materi				
10.	Saya senang pelajaran IPS karena guru menerangkan dengan metode yang berbeda				
11.	Saya senang ketika belajar IPS dilakukan diluar kelas				
12.	Saya senang belajar di kelas karena ruangannya nyaman				
13.	Saya semangat belajar karena jika nilai saya bagus, akan diberikan hadiah oleh orang tua				
14.	Saya merasa senang dalam mengikuti pelajaran IPS				
15.	Saya mempelajari kembali di rumah pelajaran IPS yang telah diajarkan				
16.	Saya senang mempelajari dan membaca buku-buku yang berkaitan dengan IPS				
17.	Saya meminjam catatan teman jika tidak bisa masuk saat pelajaran IPS				
18.	Saya memperhatikan ketika guru sedang menjelaskan materi IPS				
19.	Saya mempunyai keinginan kuat untuk memperoleh nilai bagus dalam pelajaran IPS				
20.	Saya membuat rangkuman dari penjelasan guru IPS				
21.	Saya senang mengerjakan latihan soal IPS				
22.	Saya mencatat ketika guru IPS memberikan penjelasan di depan kelas				
23.	Saya belajar IPS dengan kemauan sendiri (tidak di paksa orang tua)				
24.	Saya bertanya kepada guru IPS jika kurang paham tentang materi yang sedang diajarkan				
25.	Saya aktif dalam menjawab pertanyaan yang diajukan guru IPS kepada siswa				

Appendix 8 List of Student Names of the Eighth Grade at SMP Patriot Peterongan (Trial)

No.	Nama
1.	Achmad Wahyu
2.	Adinda Surya Maharani
3.	Amelia Widyati
4.	Arif Firmansyah
5.	Arya Rama Dani
6.	Bagas Eka Hidayat
7.	Bagas Prastiyo
8.	Bagus Candra Kurniawan
9.	Dicky Santoso
10.	Dina Novitasari
11.	Dwi Angga Maulana
12.	Dwi Putra Irawan
13.	Fahmi Miftakhudin
14.	Ivan Ali Prayoga
15.	Izza Agustian Arianto
16.	Machfiron Ramadhani
17.	Mochammad Alek Handoko
18.	Mokhammad Jawaril Aqsho
19.	Muhammad Naufal Rahmaddani
20.	Muhammad Zahwanudin Isnawan
21.	Nadiva Nur Aini
22.	Pramudita Dwi Ardhana
23.	Revandu Anandianto
24.	Ridho Tri Wibowo
25.	Riyan Dwi Saputra
26.	Siti Nur Azizah
27.	Yessy Anggraini
28.	Yoga Trinugroho
29.	Yola Sabrina
30.	Yunadziroh Nurul Hamdalah

Appendix 9 Student Total at SMP Negeri 2 Peterongan Year 2018/2019

Class	M	F	Total
7 – A	16	16	32
7 – B	16	16	32
7 – C	16	16	32
7 – D	16	16	32
7 – E	16	16	32
7 – F	14	18	32
7 – G	14	17	31
Total	**108**	**115**	**223**
8 – A	16	16	32
8 – B	16	16	32
8 – C	16	16	32
8 – D	16	16	32
8 – E	14	16	30
8 – F	14	17	31
8 – G	14	18	32
Total	**106**	**115**	**221**
9 – A	17	17	34
9 – B	17	17	34
9 – C	17	17	34
9 – D	17	17	34
9 – E	17	17	34
9 – F	15	18	33
9 – G	17	17	34
Total	**117**	**120**	**237**
Total	**331**	**350**	**681**

Appendix 10 List of Student Names and PTS Values of Social Studies of the Eighth Grade at SMP Negeri 2 Peterongan

No.	Name	Class	Gender	Value
1.	Fauziah Aini Nur Rohmah	VIII - A	F	75
2.	Moch Dwi Prasetyo		M	80
3.	Mochammad Syahrul Ramadhan		M	100
4.	Muhammad Ali Fikri		M	80
5.	Mulya Chaya Putri		F	100
6.	Sayyidah Aulia Nur A		F	100
7.	Wahyu Dita Lestari		F	100
8.	Yulianto		M	75
9.	Ahmad Fahmi Ardiansyah	VIII - B	M	90
10.	Akmal Kholiq F		M	80
11.	Ilyas Taufik		M	73
12.	Juarifa Setianti		F	90
13.	M Hanif Prasetyo		M	74
14.	Naila Sokhaifal Izza		F	90
15.	Oktavia Nirmalasari		F	90
16.	Salsabila Putri Cantika Sari		F	90
17.	Abdul Hakim	VIII - C	M	75
18.	Amelia Ayu Rosalinda		F	80
19.	Della Novitasari		F	70
20.	Galuh Chyntia Meva Aula		F	90
21.	Ilham Maulana R		M	55
22.	M Danu Barera Cahyono		M	75
23.	Naufal Basyar Rafiqi		M	75
24.	Suci Indah Rachmawati		F	80
25.	Anisa	VIII - D	F	80
26.	Aprillia Dwi Wigati		F	95
27.	Endik Alfiyanto		M	78
28.	Ineeez Apriellia		F	90
29.	Mokhammad Edo Ardiansyah		M	90
30.	Muhammad Ali Fikri		M	90
31.	Niken Wahyu Nuraini		F	90
32.	Syava Agya Abiansyah		M	90
33.	Ananda Ragil A.P	VIII - E	M	76
34.	Citra Lintang Puspitaning A		F	80
35.	Eni Cahya Nengtyas		F	75
36.	Iqbal Deva Pratama		M	85
37.	Ismayanti		F	78
38.	Nur Hidayati		F	75
39.	Tegar Eko Rahmantio		M	75

40.	Anisa Arum Sari	VIII - F	F	83
41.	Ariyo Fikih Diantono		M	75
42.	Elsa Marta Saputri		F	83
43.	Fiki Mahendra		M	79
44.	Galih Dwi Ramadhan		M	74
45.	Keysha Safina Amalia		F	88
46.	Tria Desi Wulandari		F	88
47.	Wahyu Aldi Pamungkas		M	80
48.	Ahmad Panji P	VIII - G	M	75
49.	Elza Shintiya		F	80
50.	Faiza Azka Wahya Ramadan		M	75
51.	Mia Septia Viani F		F	87
52.	M Zaky Nafi'ul Basyar		M	83
53.	Nabila Shofiya Az-Zahra		F	90
54.	Retnoning Dwi Wulan Sari		F	88
55.	Wisnu Hasan N		M	80
Total				4542
Average				82,58

Appendix 11 Questionnaire Results (Trial)

Teachers Professional Competence

Nama	X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9	X1.10	X1.11	X1.12	X1.13	X1.14	X1.15	X1.16	X1.17	X1.18	X1.19	X1.20	X1.21	X1.22	X1.23	X1.24	X1.25	X1.26	X1.27	X1.28	X1.29	X1.30	X1.31	X1.32	X1.33	X1.34	TOTAL
Achmad Wahyu	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	4	4	5	3	4	5	3	4	4	3	4	5	4	4	3	5	3	3	148
Adinda Surya Maharani	5	5	5	3	5	3	3	3	3	4	3	5	5	2	3	5	2	4	2	3	3	1	5	3	1	3	3	4	5	3	3	3	3	4	117
Amelia Widyati	4	5	4	4	5	4	5	3	4	4	3	5	5	4	4	4	3	4	5	5	3	2	3	4	4	4	4	4	4	4	4	4	4	4	136
Arif Firmansyah	5	5	5	5	5	4	5	5	4	5	5	5	4	5	5	5	5	4	5	4	4	5	5	5	5	5	4	5	5	5	4	5	5	5	162
Arya Rama Dani	4	5	4	4	5	5	3	2	4	4	5	2	4	5	5	3	3	2	4	3	5	2	4	4	2	4	3	5	2	4	4	4	5	3	127
Bagas Eka Hidayat	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	4	4	5	3	5	4	5	5	5	5	4	4	5	5	3	4	3	5	156
Bagas Prastiyo	3	5	4	4	3	2	5	3	2	5	4	5	3	4	4	2	3	3	1	3	4	2	5	4	2	3	4	4	3	3	4	5	4	3	118
Bagus Candra Kurniawan	5	3	3	4	2	5	4	5	5	4	5	4	5	4	3	4	5	4	3	5	4	5	3	5	5	4	5	5	4	4	4	5	4	5	144
Dicky Santoso	5	4	1	3	4	4	5	3	3	5	3	5	4	2	3	2	3	5	4	3	3	4	5	3	4	3	5	3	3	5	4	2	1	1	117
Dina Novitasari	5	5	5	4	5	3	5	3	3	4	3	5	5	2	5	3	2	3	2	3	3	1	5	3	1	3	3	4	5	3	3	3	3	5	120
Dwi Angga Maulana	5	3	5	4	5	5	5	4	5	5	5	5	5	4	5	4	3	4	4	3	5	4	5	5	4	5	4	3	5	4	5	3	4	5	149
Dwi Putra Irawan	3	4	2	5	5	4	5	3	4	4	5	4	5	4	3	3	4	4	2	5	5	4	5	4	4	3	5	5	4	3	2	4	3	5	134
Fahmi Miftakhudin	5	5	4	3	4	5	5	3	4	2	5	5	4	3	4	3	2	3	3	5	5	4	5	3	4	5	4	5	4	5	4	3	4	3	135
Ivan Ali Prayoga	4	5	4	2	5	5	4	3	3	5	4	2	3	4	3	5	4	2	5	4	2	4	3	5	4	2	5	4	5	2	5	4	2	5	128
Izza Agustian Arianto	5	5	5	3	5	4	5	3	3	5	3	3	5	4	5	4	5	5	4	5	4	5	5	5	5	5	5	4	4	4	5	4	4	4	149
Machfiron Ramadhani	5	4	2	4	1	5	4	3	4	3	2	5	4	2	4	3	1	3	4	2	3	4	2	5	5	2	3	3	5	3	1	5	2	3	110
Mochammad Alek Handoko	5	5	4	5	3	5	5	3	4	2	5	5	3	4	5	3	2	3	3	5	5	5	5	5	5	3	4	5	3	4	2	4	1	4	134
Mokhammad Jawaril Aqsho	5	5	5	5	5	5	5	5	5	4	4	4	4	4	3	3	3	4	3	4	3	4	3	4	3	4	3	4	4	4	3	4	3	3	133
Muhammad Naufal Rahmaddani	5	4	4	4	3	5	3	4	1	4	5	4	3	4	5	4	4	5	3	4	3	4	5	2	3	4	4	4	2	4	2	4	2	3	124
Muhammad Zahwanudin Isnawan	4	5	4	4	5	4	5	3	5	2	4	4	3	1	3	4	3	5	2	1	4	3	2	5	4	3	3	5	3	2	4	1	3	4	117
Nadiva Nur Aini	5	5	4	2	5	5	4	4	4	4	4	5	5	2	5	5	5	4	3	5	4	5	5	5	4	4	2	4	4	5	5	4	5	4	145
Pramudita Dwi Ardhana	5	4	5	3	5	4	3	5	5	5	4	5	3	4	5	5	4	3	4	5	4	4	5	4	4	4	5	5	4	5	5	5	4	5	149
Revandu Anandianto	5	5	5	5	5	5	5	5	5	5	5	4	4	4	5	5	5	5	4	5	4	5	4	4	4	5	5	5	4	4	4	5	4	5	159
Ridho Tri Wibowo	5	4	5	5	3	2	3	3	5	5	3	3	2	4	4	4	4	5	3	2	1	2	3	2	3	3	2	3	4	4	3	4	5	5	122
Riyan Dwi Saputra	4	5	4	5	5	5	5	4	5	5	4	4	5	3	4	5	4	4	4	3	3	3	3	5	3	4	4	5	4	5	4	3	5	4	142
Siti Nur Azizah	4	5	4	4	5	4	5	3	4	4	3	5	5	4	4	4	3	4	5	4	3	2	3	4	4	4	4	4	4	4	4	4	4	4	135
Yessy Anggraini	4	5	4	4	5	4	5	3	4	4	3	5	4	5	4	3	4	4	5	5	3	2	3	4	4	4	4	4	4	4	4	4	4	4	136
Yoga Trinugroho	5	4	2	5	5	5	5	5	5	4	5	4	5	5	5	3	4	5	5	3	5	4	3	2	3	3	4	4	5	5	4	5	4	3	143
Yola Sabrina	5	5	3	3	5	3	3	3	3	4	3	5	5	2	3	5	2	2	2	3	3	1	5	3	1	3	3	4	5	3	3	3	3	4	113
Yunadziroh Nurul Hamdalah	5	5	4	2	5	5	5	4	4	4	4	4	5	5	2	5	5	5	4	3	5	4	5	5	4	4	2	4	4	2	2	5	4	5	140

Student Learning Intensity

Nama	X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7	X2.8	X2.9	X2.10	X2.11	X2.12	X2.13	X2.14	X2.15	X2.16	X2.17	X2.18	X2.19	X2.20	X2.21	X2.22	X2.23	X2.24	X2.25	X2.26	X2.27	X2.28	X2.29	X2.30	X2.31	TOTAL
Achmad Wahyu	4	4	4	4	3	3	3	3	3	3	3	5	4	5	5	5	4	5	4	5	5	5	4	5	5	5	5	5	4	5	4	131
Adinda Surya Maharani	5	5	5	5	5	5	5	5	5	5	5	4	1	1	1	1	2	1	1	1	5	5	5	2	2	2	2	2	5	5	5	108
Amelia Widyati	5	5	4	5	4	4	5	5	2	5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	147
Arif Firmansyah	5	4	4	3	3	1	3	4	1	1	5	1	4	4	4	4	4	4	5	4	5	5	5	5	5	5	5	5	5	5	5	123
Arya Rama Dani	4	3	2	2	1	1	2	3	2	3	5	5	5	4	3	5	3	5	4	4	3	5	4	4	3	5	4	5	4	4	5	112
Bagas Eka Hidayat	5	5	2	2	5	2	1	5	2	5	2	2	5	5	4	5	4	4	4	4	4	3	5	4	5	3	5	4	5	5	5	121
Bagas Prastiyo	4	5	4	4	5	3	5	3	4	2	3	5	4	3	5	4	4	4	3	3	3	3	4	5	1	2	3	4	3	4	3	112
Bagus Candra Kurniawan	5	4	5	4	4	5	4	5	4	3	5	5	4	5	4	3	5	4	3	5	4	3	5	4	4	5	4	5	4	5	3	132
Dicky Santoso	5	3	4	3	3	4	3	2	2	5	5	5	5	5	5	5	4	1	2	5	3	4	3	5	4	5	4	5	5	4	3	121
Dina Novitasari	5	5	5	5	5	5	5	5	5	5	5	4	1	1	3	1	5	2	1	1	5	5	5	4	4	4	4	4	5	5	5	124
Dwi Angga Maulana	5	5	5	4	3	3	4	5	4	4	5	3	5	5	4	4	5	4	5	5	4	5	4	5	5	5	5	5	4	5	5	139
Dwi Putra Irawan	5	5	4	2	4	5	1	4	3	5	4	5	4	5	3	4	2	4	5	5	5	5	5	5	5	5	3	4	2	4	5	127
Fahmi Miftakhudin	3	2	5	2	3	4	4	5	4	3	4	5	3	4	2	3	5	4	5	5	5	4	3	4	3	5	4	4	3	5	5	120
Ivan Ali Prayoga	2	4	5	3	5	4	2	5	4	3	2	5	5	5	4	3	2	5	3	2	5	4	3	4	3	2	1	3	4	5	3	110
Izza Agustian Arianto	5	4	5	4	5	4	5	4	5	5	5	5	5	5	5	5	5	5	4	4	4	5	5	5	4	4	5	5	5	4	4	144
Machfiron Ramadhani	1	3	4	5	3	4	2	3	2	2	4	4	3	4	2	1	4	3	5	3	3	4	3	2	1	3	4	4	2	4	1	93
Mochammad Alek Handoko	5	5	1	5	1	1	2	5	2	1	5	5	1	5	2	3	4	5	1	5	5	5	1	5	2	1	5	4	5	4	2	103
Mokhammad Jawaril Aqsho	4	3	4	4	3	4	3	4	3	3	3	5	4	3	3	3	4	3	4	4	3	3	3	3	3	3	4	4	4	4	4	109
Muhammad Naufal Rahmaddani	4	4	4	5	3	5	2	2	2	4	2	5	4	3	2	3	3	2	2	2	5	3	3	3	2	3	3	3	2	1	5	96
Muhammad Zahwanudin Isnawan	4	3	2	2	1	1	2	3	2	3	5	5	5	4	3	5	3	3	5	3	2	3	4	3	5	4	3	2	4	5	3	102
Nadiva Nur Aini	5	5	5	4	4	4	5	4	5	4	3	5	4	4	5	4	5	5	5	5	4	4	5	4	5	4	4	5	4	5	5	139
Pramudita Dwi Ardhana	5	5	4	4	3	5	5	4	5	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	139
Revandu Anandianto	5	4	5	5	4	5	4	4	1	2	3	2	2	4	4	2	3	5	4	3	5	5	3	5	5	4	5	5	5	5	5	123
Ridho Tri Wibowo	5	3	4	5	2	4	4	3	1	1	5	5	4	3	4	5	4	2	3	4	3	4	3	5	4	3	5	4	3	4	3	112
Riyan Dwi Saputra	5	4	5	4	3	3	2	2	1	1	2	3	4	5	3	2	4	5	4	5	3	4	2	3	4	1	3	4	5	4	3	104
Siti Nur Azizah	5	5	4	5	4	4	5	5	2	5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	147
Yessy Anggraini	5	5	4	5	4	4	5	5	4	5	3	4	5	5	5	4	5	5	5	5	5	4	4	5	4	4	5	5	5	5	5	143
Yoga Trinugroho	4	5	5	4	4	4	4	5	5	5	3	5	4	3	3	4	5	4	4	4	5	5	5	4	3	4	5	3	2	4		129
Yola Sabrina	5	5	5	5	5	5	5	5	5	5	5	4	1	1	1	1	2	1	1	1	5	5	5	5	1	2	5	5	5	5	5	116
Yunadziroh Nurul Hamdalah	5	4	5	5	5	4	4	5	4	5	2	5	4	4	5	4	4	5	5	5	5	4	5	4	5	4	5	4	4	5	4	138

Appendix 12 Questionnaire Results (Research)

Teachers Professional Competence

Res	Nama	X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9	X1.10	X1.11	X1.12	X1.13	X1.14	X1.15	X1.16	X1.17	X1.18	X1.19	X1.20	X1.21	X1.22	X1.23	X1.24	X1.25	TOTAL
1	M. Danu Barera Cahyono	3	4	4	3	4	3	5	4	4	5	3	4	5	1	3	5	5	3	2	3	1	3	5	5	1	88
2	Naufal Basyar Rafiqi	3	4	4	3	4	3	5	4	4	5	3	4	5	1	4	5	5	4	3	3	1	3	5	5	1	91
3	Abdul Hakim	3	4	4	3	4	3	5	4	4	5	3	4	5	1	3	5	5	3	2	3	1	3	5	5	1	88
4	Ilham Maulana R	3	4	4	3	4	3	5	4	4	5	3	4	5	1	3	5	5	3	2	3	1	3	5	5	1	88
5	Ananda Ragil A.P	2	5	3	2	4	2	4	3	5	5	2	4	4	3	4	4	5	4	4	2	1	4	4	5	3	88
6	Nur Hidayati	5	4	4	2	4	5	5	5	3	5	2	4	4	4	4	5	5	4	3	4	1	5	3	4	3	97
7	Citra Lintang Puspitaning A	5	4	4	2	4	5	5	5	3	5	2	4	4	4	4	5	5	4	3	4	1	5	3	4	3	97
8	Tegar Eka Rahmantio	5	4	5	5	4	5	5	5	5	5	5	4	5	4	4	5	5	4	4	4	2	5	3	5	5	112
9	Galih Dwi Ramadhan	5	4	4	4	5	5	5	4	4	5	4	5	4	4	5	5	5	5	5	3	2	4	4	4	4	108
10	Fiki Mahendra	4	5	5	4	5	4	5	4	5	5	4	5	5	5	4	5	5	4	4	4	5	5	4	5	5	115
11	Faiza Azka Wahya Ramadan	5	5	4	3	4	5	5	4	4	5	3	4	5	4	4	5	3	4	4	3	1	3	2	5	3	97
12	Ahmad Panji P	3	5	4	4	4	3	4	4	3	5	4	4	4	4	4	5	5	4	4	3	3	4	4	5	4	100
13	Wisnu Hasan N	3	4	3	3	5	3	4	3	4	5	3	5	4	3	3	4	4	3	4	3	3	4	3	3	3	89
14	M. Zaky Nafiul Basyar	4	4	3	3	3	4	3	5	4	4	3	3	4	3	4	4	5	4	4	1	4	3	5	3	4	91
15	Anisa Arum Sari	4	4	4	2	4	4	4	4	4	4	2	4	4	4	4	4	4	4	3	3	3	4	3	3	3	90
16	Keysha Safina Amalia	1	5	5	4	5	1	5	5	5	5	4	5	5	5	5	5	4	5	4	4	4	4	4	5	5	109
17	Elsa Marta Saputri	1	5	5	4	5	1	5	4	5	5	4	5	5	5	5	5	5	5	2	4	1	4	3	5	5	103
18	Tria Desi Wulandari	3	4	5	4	4	3	5	4	4	5	4	4	5	5	5	4	3	5	3	1	1	4	4	5	3	97
19	Iqbal Deva Pratama	4	5	4	5	5	4	4	5	5	4	5	5	4	4	4	5	4	4	4	4	2	5	4	5	5	109
20	Ariyo Fikih Diantono	4	5	5	4	5	4	5	4	5	5	4	5	4	5	4	4	4	4	4	4	2	4	4	5	4	107
21	Wahyu Aldi Pamungkas	3	5	5	4	5	3	5	5	4	5	4	5	5	5	5	5	5	5	4	5	1	4	3	5	4	109
22	Eni Cahya Nengtyas	5	4	3	4	5	5	5	5	5	5	4	5	5	5	5	5	5	5	4	4	3	5	4	5	4	114
23	Ismayanti	5	4	3	4	5	5	5	5	5	5	4	5	5	5	5	5	5	5	4	4	3	5	4	5	4	114
24	Nabila Shofiya Az-Zahra	4	4	4	3	5	4	4	5	3	4	3	5	3	4	4	4	3	4	3	2	1	4	3	5	3	91
25	Mia Septia Viani F.	3	4	3	4	4	3	3	4	3	2	4	4	4	4	4	3	3	4	2	2	2	2	4	5	4	84
26	Elza Shintiya	5	5	5	5	5	5	5	4	4	5	5	5	5	5	4	5	4	4	4	4	2	4	3	4	4	110
27	Retnoning Dwi Wulan Sari	4	5	5	4	5	4	5	3	5	5	4	5	5	5	5	5	4	5	3	3	3	5	5	5	4	111

No	Name																										Total
28	Mochammad Syahrul Ramadhan	3	4	4	4	5	3	5	1	1	5	4	5	4	2	5	5	3	5	4	5	1	3	1	2	1	85
29	Fauziah Aini Nur Rohman	5	5	4	5	5	5	5	4	5	5	5	5	4	4	5	5	5	5	4	4	3	5	5	5	1	113
30	Sayyidah Aulia Nur A	5	5	4	5	5	5	5	4	4	5	5	5	4	4	5	5	5	5	4	4	4	5	4	5	2	113
31	Juarifa Setianti	3	5	4	5	4	3	5	4	4	4	5	4	2	4	4	5	4	4	1	1	1	5	1	5	5	92
32	Anisa	4	4	4	3	5	4	5	3	4	5	3	5	5	4	3	5	5	3	4	3	3	4	4	5	2	99
33	Niken Wahyu Nuraini	3	4	4	4	4	3	5	3	4	3	4	4	4	5	3	5	3	3	3	3	3	4	3	3	2	89
34	Salsabila Putri Cantika Sari	3	5	3	5	4	3	5	4	4	4	5	4	5	4	4	5	4	4	1	1	1	4	1	3	5	91
35	Muhammad Ali Fikri	3	4	4	5	5	3	5	1	4	5	5	5	4	4	5	5	5	5	4	5	1	3	1	5	1	97
36	Aprillia Dwi Wigati	2	5	3	5	4	2	5	3	4	5	5	4	5	4	4	5	5	4	4	3	1	5	2	5	3	97
37	Ineeez Apriellia	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	3	2	1	4	2	4	2	107
38	Mokhamad Edo Ardiansyah	5	5	5	5	4	5	5	5	4	5	5	4	5	4	5	5	4	5	5	4	1	4	4	5	4	112
39	Syava Agya Abiansyah	5	5	5	4	4	5	5	5	4	5	4	4	5	4	5	5	4	5	5	4	1	4	4	5	4	110
40	M. Hanif Prasetyo	5	5	3	5	5	5	5	4	4	5	5	5	5	5	5	4	5	5	5	5	2	4	5	5	5	116
41	Ilyas Taufik	5	5	3	3	5	5	5	4	4	5	3	5	4	5	5	4	3	5	3	5	2	4	3	4	4	103
42	Ahmad Fahmi Ardiansyah H	5	5	3	3	5	5	5	4	4	5	3	5	4	5	5	4	3	5	3	5	2	4	3	4	4	103
43	Moch Dwi Prasetyo	3	4	4	5	5	3	5	4	4	5	5	5	4	4	5	5	5	5	4	4	4	5	4	5	2	108
44	Wahyu Dita Lestari	3	4	4	5	5	3	5	4	4	5	5	5	5	5	5	5	4	5	4	3	1	5	4	4	3	105
45	Akmal Kholiq F	5	5	3	5	5	5	5	4	4	5	5	5	5	5	5	5	4	5	3	3	1	4	3	5	5	109
46	Yulianto	3	4	4	5	5	3	5	4	4	5	5	5	4	4	5	5	5	5	4	4	4	5	4	5	2	108
47	Mulya Chaya Putri	3	4	4	5	5	3	4	4	5	5	5	5	5	5	4	4	5	5	3	1	5	3	4	3	3	104
48	Naila Sokhaifal Izza	1	4	4	2	5	1	5	1	3	5	2	5	5	4	5	4	4	5	4	4	1	5	3	5	3	90
49	Oktavia Nirmalasari	1	4	4	2	5	1	5	1	3	5	2	5	5	4	5	4	4	5	4	1	1	5	3	5	3	87
50	Endik Alfiyanto	5	5	5	5	4	5	4	3	3	5	5	4	3	3	3	5	3	3	3	4	1	3	3	4	1	92
51	M. Ali Fikri	5	5	5	5	5	5	5	5	3	5	5	5	5	4	5	5	5	5	4	3	1	5	5	5	3	113
52	Galuh Chyntia Meva Aula	3	4	5	5	5	3	5	5	2	5	5	5	3	5	5	5	5	5	4	3	1	4	3	4	2	101
53	Della Novitasari	3	4	5	3	5	3	5	5	3	5	3	5	3	4	5	4	4	5	3	3	3	4	3	4	2	96
54	Amelia Ayu Rosalinda	3	4	5	5	5	3	5	5	2	5	5	5	3	5	5	5	5	5	4	3	1	4	3	4	2	101
55	Suci Indah Rachmawati	3	4	5	5	5	3	5	5	3	5	5	5	3	5	5	5	5	5	4	3	1	4	3	4	2	102

Student Learning Intensity

Res	Nama	X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7	X2.8	X2.9	X2.10	X2.11	X2.12	X2.13	X2.14	X2.15	X.16	X2.17	X2.18	X2.19	X2.20	X2.21	X2.22	X2.23	X2.24	X2.25	TOTAL
1	M. Danu Barera Cahyono	4	2	3	4	2	2	4	3	3	3	4	3	3	2	1	1	3	4	2	5	4	4	3	4	3	76
2	Naufal Basyar Rafiqi	4	3	3	3	2	2	4	3	3	2	3	3	3	2	2	2	3	4	3	3	3	3	3	4	2	72
3	Abdul Hakim	3	3	4	4	3	3	3	4	3	4	2	3	3	3	2	3	3	3	3	3	2	4	3	3	3	77
4	Ilham Maulana R	4	3	4	4	3	3	3	4	3	3	4	3	5	5	3	3	3	4	3	3	4	3	3	4	3	87
5	Ananda Ragil A.P	2	3	3	4	4	3	2	3	2	2	3	2	5	4	2	3	2	2	3	1	3	4	2	2	2	68
6	Nur Hidayati	4	4	3	4	3	3	3	3	4	3	4	4	2	4	1	2	4	4	3	4	4	4	4	4	2	84
7	Citra Lintang Puspitaning A	4	4	3	4	4	3	3	3	3	4	4	2	2	4	1	2	3	4	3	4	4	4	4	4	4	82
8	Tegar Eka Rahmantio	2	5	5	5	3	4	4	5	3	3	3	4	5	2	2	2	3	2	2	4	3	4	4	5	5	89
9	Galih Dwi Ramadhan	4	5	3	4	3	3	3	3	4	3	4	5	5	4	4	4	4	4	3	4	4	4	5	5	5	99
10	Fiki Mahendra	4	5	5	4	4	4	4	5	4	5	4	5	4	5	4	5	4	4	5	4	4	4	5	4	5	110
11	Faiza Azka Wahya Ramadan	3	4	3	4	3	4	3	3	5	1	2	3	5	4	3	3	5	3	4	5	2	4	3	4	4	87
12	Ahmad Panji P	2	3	3	3	3	3	4	3	4	3	2	3	4	3	3	3	4	2	3	4	2	3	3	4	3	77
13	Wisnu Hasan N	4	4	4	5	2	3	4	4	4	3	3	5	3	3	3	4	4	4	3	4	3	4	5	3	4	92
14	M. Zaky Nafiul Basyar	3	4	3	3	3	4	3	3	4	4	3	3	5	4	4	3	4	3	3	5	3	3	3	3	3	86
15	Anisa Arum Sari	3	5	3	5	4	5	3	3	5	3	3	4	4	5	4	5	5	3	4	5	3	4	4	4	5	101
16	Keysha Safina Amalia	4	5	5	5	4	4	4	5	5	4	4	4	4	4	4	5	5	4	4	5	4	3	4	3	4	106
17	Elsa Marta Saputri	4	5	4	5	4	4	4	5	4	3	5	4	5	4	5	5	5	4	5	5	3	4	5	5	5	110
18	Tria Desi Wulandari	4	4	5	4	3	5	5	5	5	5	4	5	4	5	4	3	5	4	5	5	4	5	5	5	5	113
19	Iqbal Deva Pratama	4	5	5	5	3	4	4	5	5	3	5	3	5	1	3	4	5	4	5	5	5	5	3	5	4	105
20	Ariyo Fikih Diantono	3	5	4	5	4	4	3	4	5	4	4	5	4	4	4	3	5	3	4	5	4	4	5	5	4	104
21	Wahyu Aldi Pamungkas	2	2	5	5	3	3	3	5	4	5	4	3	4	5	3	3	4	2	3	5	4	4	3	4	3	91
22	Eni Cahya Nengtyas	3	5	3	5	3	5	3	3	4	4	4	3	4	5	5	3	4	3	4	4	3	4	4	4	3	94
23	Ismayanti	3	5	4	4	4	5	3	4	4	3	3	5	5	4	3	3	4	3	4	5	3	3	5	4	4	97
24	Nabila Shofiya Az-Zahra	3	5	4	3	3	2	4	4	4	3	3	3	4	4	3	2	4	3	2	4	3	3	3	3	5	84
25	Mia Septia Viani F.	4	4	2	4	3	4	2	2	4	3	3	3	5	4	3	3	4	4	3	4	3	4	3	4	4	86
26	Elza Shintiya	3	5	4	3	3	5	3	4	2	3	3	4	5	2	2	3	2	3	4	5	3	3	4	3	3	84
27	Retnoning Dwi Wulan Sari	4	5	5	5	3	5	4	5	5	3	3	4	5	5	3	4	5	4	4	3	3	3	4	4	4	102

No	Nama																										Total
28	Mochammad Syahrul Ramadhan	1	5	3	5	3	5	4	3	5	4	4	1	5	3	4	2	5	1	1	3	4	4	1	4	4	84
29	Fauziah Aini Nur Rohman	4	5	4	4	3	3	4	4	5	3	5	5	5	5	4	4	5	4	4	4	5	4	5	4	5	107
30	Sayyidah Aulia Nur A	4	5	5	4	4	4	5	5	5	5	5	5	5	5	4	4	5	4	4	4	5	4	5	4	5	114
31	Juarifa Setianti	2	5	4	4	3	4	3	4	4	5	3	3	5	5	4	5	4	2	3	4	3	4	3	5	2	93
32	Anisa	2	3	3	4	3	5	3	3	5	3	3	5	5	4	3	4	5	2	3	4	3	4	5	4	4	92
33	Niken Wahyu Nuraini	2	3	3	3	3	4	5	3	3	3	3	2	5	3	3	3	3	2	2	4	3	3	2	4	1	75
34	Salsabila Putri Cantika Sari	3	5	4	4	3	4	3	4	4	5	3	5	4	5	3	4	4	3	4	3	3	4	5	5	3	97
35	Muhammad Ali Fikri	1	5	3	5	3	2	3	3	3	2	4	2	5	5	1	2	3	1	4	3	4	3	2	2	2	73
36	Aprillia Dwi Wigati	3	5	3	5	4	3	4	3	5	4	4	5	3	5	3	5	5	3	4	3	4	3	5	3	4	98
37	Ineeez Apriellia	3	5	1	3	2	4	2	1	4	3	3	3	3	5	2	5	4	3	3	5	3	2	3	3	2	77
38	Mokhamad Edo Ardiansyah	3	4	3	5	4	4	3	3	3	3	4	4	5	4	3	3	3	3	3	4	4	5	4	4	4	92
39	Syava Agya Abiansyah	4	4	4	5	4	4	3	4	4	3	2	4	3	4	4	3	5	4	4	5	2	4	4	3	3	92
40	M. Hanif Prasetyo	4	5	5	5	3	2	1	5	5	3	2	4	1	3	2	1	5	4	2	2	2	5	4	5	4	84
41	Ilyas Taufik	1	5	4	4	2	3	4	4	3	2	3	4	1	4	3	3	3	1	4	4	3	2	4	5	4	80
42	Ahmad Fahmi Ardiansyah H	1	5	4	4	3	3	4	4	3	2	3	3	4	4	3	2	3	1	4	4	3	3	4	5	4	83
43	Moch Dwi Prasetyo	4	4	3	4	4	3	4	3	4	3	4	4	5	5	3	4	4	4	4	4	4	4	4	4	5	98
44	Wahyu Dita Lestari	3	5	5	5	5	5	5	5	5	5	4	4	5	5	4	3	5	3	3	5	4	4	4	4	5	110
45	Akmal Kholiq F	1	4	1	3	2	4	4	1	2	2	3	3	5	4	1	3	2	1	3	3	3	3	3	4	3	68
46	Yulianto	4	4	3	4	4	3	4	3	4	3	4	4	5	5	3	4	4	4	4	4	4	4	4	4	5	98
47	Mulya Chaya Putri	4	4	4	5	3	3	5	4	4	4	4	3	5	5	3	4	4	4	4	4	4	4	3	4	5	100
48	Naila Sokhaifal Izza	2	5	2	5	3	4	3	2	4	3	5	4	5	5	3	3	4	2	4	3	5	5	4	5	4	94
49	Oktavia Nirmalasari	2	5	2	5	3	4	3	2	1	3	2	2	2	4	1	4	1	2	3	1	2	3	2	3	3	65
50	Endik Alfiyanto	3	5	5	5	4	4	3	5	5	4	5	4	5	3	1	5	5	3	2	2	5	5	4	5	3	100
51	M. Ali Fikri	3	5	3	5	3	4	2	3	4	2	3	3	3	4	3	2	4	3	3	5	3	4	3	5	3	85
52	Galuh Chyntia Meva Aula	3	5	5	5	3	4	4	5	5	4	4	5	5	4	3	4	5	3	5	3	4	4	5	3	4	104
53	Della Novitasari	3	5	2	5	3	4	3	2	3	3	3	3	5	5	1	3	3	3	4	5	3	4	3	3	3	84
54	Amelia Ayu Rosalinda	3	5	4	5	3	1	4	4	4	3	3	4	5	4	1	4	4	3	3	5	3	4	4	4	2	89
55	Suci Indah Rachmawati	3	5	2	4	3	4	3	2	4	4	3	4	3	2	2	4	4	3	3	4	3	4	4	4	4	85

Appendix 13 Validity Test Results of Teachers Professional Competence (Trial)

Correlations

		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9	X1.10	X1.11	X1.12	X1.13	X1.14	X1.15	X1.16	X1.17	X1.18	X1.19	X1.20	X1.21	X1.22	X1.23	X1.24	X1.25	X1.26	X1.27	X1.28	X1.29	X1.30	X1.31	X1.32	X1.33	X1.34	SkorTotal

(The body of this correlation matrix contains a dense grid of Pearson Correlation, Sig. (2-tailed), and N values for variables X1.1 through X1.34 and SkorTotal, with N = 30 throughout; individual cell values are not legibly reproducible at this resolution.)

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

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

Appendix 14 Validity Test Results of Student Learning Intensity (Trial)

Correlations

	X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7	X2.8	X2.9	X2.10	X2.11	X2.12	X2.13	X2.14	X2.15	X2.16	X2.17	X2.18	X2.19	X2.20	X2.21	X2.22	X2.23	X2.24	X2.25	X2.26	X2.27	X2.28	X2.29	X2.30	X2.31	SkorTotalX2
X2.1 Pearson Correlation	1	.488**	.004	.191	.118	.046	.353	.171	.028	.278	.191	-.198	-.059	.000	.272	.247	.172	.009	-.157	.247	.199	.280	.327	.445*	.477**	.170	.421*	.315	.556**	.187	.473**	.504**
Sig. (2-tailed)		.006	.982	.312	.535	.811	.056	.366	.883	.136	.313	.294	.757	1.000	.145	.189	.363	.964	.407	.188	.291	.134	.078	.014	.008	.368	.020	.090	.001	.323	.008	.005
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.2 Pearson Correlation	.488**	1	.080	.349	.496**	.180	.338	.467**	.386*	.432*	-.154	-.149	-.170	-.062	.137	-.045	.054	.171	-.149	-.069	.454*	.388*	.431*	.316	.126	-.157	-.061	.186	.289	.100	.334	.431*
Sig. (2-tailed)	.006		.676	.059	.005	.341	.068	.009	.035	.017	.418	.433	.368	.746	.470	.813	.778	.367	.433	.716	.012	.034	.017	.089	.507	.408	.748	.324	.121	.600	.071	.018
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.3 Pearson Correlation	.004	.080	1	.346	.623**	.727**	.541**	.176	.481**	.230	-.140	-.043	-.126	-.255	.093	-.382*	.135	-.102	.047	-.157	.285	.147	.296	.002	.046	.080	-.135	.176	-.045	.078	.223	.327
Sig. (2-tailed)	.982	.676		.061	.000	.000	.002	.353	.007	.220	.462	.822	.507	.174	.627	.037	.477	.593	.805	.407	.127	.439	.112	.990	.810	.676	.477	.353	.813	.683	.236	.078
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.4 Pearson Correlation	.191	.349	.346	1	.228	.430*	.501**	.089	.065	-.021	-.133	.000	-.421*	-.295	-.025	-.426*	.183	-.091	-.307	-.184	.268	.231	-.114	-.066	-.205	-.360	.213	.106	.187	-.099	-.113	.072
Sig. (2-tailed)	.312	.059	.061		.226	.018	.005	.642	.734	.912	.484	1.000	.021	.114	.897	.019	.333	.634	.099	.331	.153	.218	.547	.728	.276	.051	.257	.578	.323	.602	.552	.707
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.5 Pearson Correlation	.118	.496**	.623**	.228	1	.580**	.435*	.454*	.546**	.531**	-.340	-.134	-.119	-.246	.199	-.270	.004	-.045	-.109	-.320	.445*	.047	.573**	.061	.000	-.107	-.115	.061	.179	.200	.317	.382*
Sig. (2-tailed)	.535	.005	.000	.226		.001	.016	.012	.002	.003	.066	.479	.530	.190	.292	.149	.984	.815	.566	.085	.014	.806	.001	.748	.997	.573	.546	.748	.345	.289	.088	.037
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.6 Pearson Correlation	.046	.180	.727**	.430*	.580**	1	.457*	.169	.452*	.469**	-.145	.234	-.261	-.296	-.064	-.386*	-.044	-.286	-.201	-.237	.345	.077	.221	-.047	-.105	.062	-.166	.061	-.187	-.076	.195	.237
Sig. (2-tailed)	.811	.341	.000	.018	.001		.011	.371	.012	.009	.446	.213	.163	.112	.737	.035	.819	.126	.287	.207	.062	.684	.240	.803	.582	.745	.380	.750	.322	.690	.303	.208
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.7 Pearson Correlation	.353	.338	.541**	.501**	.435*	.457*	1	.386*	.565**	.351	.169	.142	-.188	-.323	.273	-.048	-.427*	-.025	-.067	-.064	-.242	.338	.422*	.279	.032	.173	.249	.353	.317	.300	.311	.589**
Sig. (2-tailed)	.056	.068	.002	.005	.016	.011		.035	.001	.057	.373	.455	.320	.082	.145	.802	.019	.897	.725	.737	.198	.068	.020	.136	.865	.360	.185	.055	.088	.107	.094	.001
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.8 Pearson Correlation	.171	.467**	.176	.089	.454*	.169	.386*	1	.499**	.397*	.041	-.082	-.239	-.078	-.032	-.148	.199	.201	.036	-.020	.590**	.342	.425*	.195	.157	.066	.190	.128	.324	.462*	.355	.484**
Sig. (2-tailed)	.366	.009	.353	.642	.012	.371	.035		.005	.030	.828	.667	.204	.681	.868	.436	.292	.288	.851	.918	.001	.065	.019	.303	.408	.728	.314	.502	.081	.010	.054	.007
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.9 Pearson Correlation	.028	.386*	.481**	.065	.546**	.452*	.565**	.499**	1	.581**	.102	.341	-.204	-.325	-.046	-.182	.125	-.059	-.152	-.207	.240	.170	.467**	.027	-.161	.004	-.196	.049	-.010	.136	.211	.368*
Sig. (2-tailed)	.883	.035	.007	.734	.002	.012	.001	.005		.001	.592	.065	.280	.080	.808	.337	.511	.758	.422	.272	.202	.369	.009	.885	.396	.984	.299	.795	.960	.475	.262	.046
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.10 Pearson Correlation	.278	.432*	.230	-.021	.531**	.469**	.351	.397*	.581**	1	-.076	.243	.134	-.093	.135	.156	.074	-.137	.013	-.055	.313	.233	.647**	.095	.227	.333	.018	.123	.146	.055	.517**	.558**
Sig. (2-tailed)	.136	.017	.220	.912	.003	.009	.057	.030	.001		.689	.197	.480	.626	.478	.411	.699	.471	.945	.771	.092	.215	.000	.618	.227	.072	.923	.519	.443	.773	.003	.001
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.11 Pearson Correlation	.191	-.154	-.140	-.133	-.340	-.145	.169	.041	.102	-.076	1	.015	-.300	-.235	-.280	-.060	-.014	-.415*	-.311	-.125	-.179	.307	.082	.147	-.145	.227	.189	.071	.140	.191	-.089	-.052
Sig. (2-tailed)	.313	.418	.462	.484	.066	.446	.373	.828	.592	.689		.936	.108	.211	.134	.753	.943	.023	.094	.510	.343	.098	.667	.439	.445	.228	.318	.710	.461	.312	.639	.787
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.12 Pearson Correlation	-.198	-.149	-.043	.000	-.134	.234	.142	-.082	.341	.243	.015	1	.147	.025	.060	.259	.054	-.004	-.090	.142	-.143	-.144	-.058	.015	-.218	.056	-.239	-.118	-.382*	-.261	-.261	.054
Sig. (2-tailed)	.294	.433	.822	1.000	.479	.213	.455	.667	.065	.197	.936		.438	.896	.751	.166	.778	.984	.635	.454	.452	.449	.761	.939	.246	.769	.203	.534	.037	.164	.163	.779
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.13 Pearson Correlation	-.059	-.170	-.126	-.421*	-.119	-.261	-.188	-.239	-.204	.134	-.300	.147	1	.662**	.659**	.786**	.272	.400*	.634**	.530**	-.361	-.260	.144	.150	.492**	.428*	-.015	.202	-.115	-.067	.014	.347
Sig. (2-tailed)	.757	.368	.507	.021	.530	.163	.320	.204	.280	.480	.108	.438		.000	.000	.000	.146	.028	.000	.003	.050	.166	.447	.428	.006	.018	.936	.284	.544	.726	.940	.061
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.14 Pearson Correlation	.000	-.062	-.255	-.295	-.246	-.296	-.323	-.078	-.325	-.093	-.235	.025	.662**	1	.570**	.595**	.297	.701**	.543**	.792**	-.059	.000	-.202	.293	.505**	.361	.162	.343	.055	.146	-.200	.363*
Sig. (2-tailed)	1.000	.746	.174	.114	.190	.112	.082	.681	.080	.626	.211	.896	.000		.001	.001	.111	.000	.002	.000	.756	1.000	.284	.116	.004	.050	.393	.063	.773	.440	.289	.049
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.15 Pearson Correlation	.272	.137	.093	-.025	.199	-.064	.273	-.032	-.046	.135	-.280	.060	.659**	.570**	1	.685**	.495**	.525**	.446*	.549**	-.048	.000	.255	.496**	.635**	.458*	.294	.491**	.228	.272	.056	.683**
Sig. (2-tailed)	.145	.470	.627	.897	.292	.737	.145	.868	.808	.478	.134	.751	.000	.001		.000	.005	.003	.014	.002	.802	1.000	.174	.005	.000	.011	.115	.006	.226	.146	.771	.000
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.16 Pearson Correlation	.247	-.045	-.382*	-.426*	-.270	-.386*	-.048	-.148	-.182	.156	-.060	.259	.786**	.595**	.685**	1	.300	.402*	.474**	.627**	-.232	-.031	.185	.502**	.556**	.511**	.291	.302	.005	.005	.096	.474**
Sig. (2-tailed)	.189	.813	.037	.019	.149	.035	.802	.436	.337	.411	.753	.166	.000	.001	.000		.107	.028	.008	.000	.216	.870	.329	.005	.001	.004	.119	.105	.979	.978	.614	.008
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.17 Pearson Correlation	.172	.054	.135	.183	.004	-.044	-.427*	.199	.125	.074	-.014	.054	.272	.297	.495**	.300	1	.340	.372*	.549**	-.059	.028	.126	.235	.384*	.353	.507**	.527**	.143	.068	.006	.553**
Sig. (2-tailed)	.363	.778	.477	.333	.984	.819	.019	.292	.511	.699	.943	.778	.146	.111	.005	.107		.066	.043	.002	.758	.882	.509	.211	.048	.056	.004	.003	.449	.722	.974	.002
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.18 Pearson Correlation	.009	.171	-.102	-.091	-.045	-.286	-.025	.201	-.059	-.137	-.415*	-.004	.400*	.701**	.525**	.402*	.340	1	.601**	.608**	.164	.210	-.023	.301	.443*	.205	.182	.388*	.114	.220	.035	.467**
Sig. (2-tailed)	.964	.367	.593	.634	.815	.126	.897	.288	.758	.471	.023	.984	.028	.000	.003	.028	.066		.000	.000	.387	.266	.903	.106	.014	.276	.335	.034	.548	.242	.856	.009
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.19 Pearson Correlation	-.157	-.149	.047	-.307	-.109	-.201	-.067	.036	-.152	.013	-.311	-.090	.634**	.543**	.446*	.474**	.372*	.601**	1	.601**	-.143	.020	.225	.075	.578**	.503**	.205	.290	-.226	.143	.129	.426*
Sig. (2-tailed)	.407	.433	.805	.099	.566	.287	.725	.851	.422	.945	.094	.635	.000	.002	.014	.008	.043	.000		.000	.452	.915	.231	.694	.001	.005	.277	.121	.230	.452	.495	.019
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.20 Pearson Correlation	.247	-.069	-.157	-.184	-.320	-.237	-.064	-.020	-.207	-.055	-.125	.142	.530**	.792**	.549**	.627**	.549**	.608**	.601**	1	-.094	.064	-.094	.375*	.552**	.458*	.408*	.522**	.008	.118	-.063	.511**
Sig. (2-tailed)	.188	.716	.407	.331	.085	.207	.737	.918	.272	.771	.510	.454	.003	.000	.002	.000	.002	.000	.000		.621	.738	.619	.041	.002	.011	.025	.003	.968	.536	.740	.004
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.21 Pearson Correlation	.199	.454*	.285	.268	.445*	.345	.242	.590**	.240	.313	-.179	-.143	-.361	-.059	-.048	-.232	-.059	.164	-.143	-.094	1	.511**	.241	.263	.121	.110	.132	.136	.202	.175	.525**	.375*
Sig. (2-tailed)	.291	.012	.127	.153	.014	.062	.198	.001	.202	.092	.343	.452	.050	.756	.802	.216	.758	.387	.452	.621		.004	.199	.160	.524	.564	.486	.473	.283	.354	.003	.041
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.22 Pearson Correlation	.280	.388*	.147	.231	.047	.077	.338	.342	.170	.233	.307	-.144	-.260	.000	.000	-.031	.028	.210	.020	.064	.511**	1	.198	.444*	.201	.233	.311	.441*	.346	.214	.354	.447*
Sig. (2-tailed)	.134	.034	.439	.218	.806	.684	.068	.065	.369	.215	.098	.449	.166	1.000	1.000	.870	.882	.266	.915	.738	.004		.293	.014	.288	.215	.095	.015	.061	.255	.055	.013
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.23 Pearson Correlation	.327	.431*	.296	-.114	.573**	.221	.422*	.425*	.467**	.647**	.082	-.058	.144	-.202	.255	.185	.126	-.023	.225	-.094	.241	.198	1	.170	.352	.444*	.157	.218	.128	.272	.553**	.602**
Sig. (2-tailed)	.078	.017	.112	.547	.001	.240	.020	.019	.009	.000	.667	.761	.447	.284	.174	.329	.509	.903	.231	.619	.199	.293		.368	.056	.014	.408	.247	.500	.145	.002	.000
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.24 Pearson Correlation	.445*	.316	.002	-.066	.061	-.047	.279	.195	.027	.095	.147	.015	.150	.293	.496**	.502**	.235	.301	.075	.375*	.263	.444*	.170	1	.343	.346	.528**	.669**	.196	.117	.212	.581**
Sig. (2-tailed)	.014	.089	.990	.728	.748	.803	.136	.303	.885	.618	.439	.939	.428	.116	.005	.005	.211	.106	.694	.041	.160	.014	.368		.063	.061	.003	.000	.298	.538	.260	.001
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.25 Pearson Correlation	.477**	.126	.046	-.205	.000	-.105	.032	.157	-.161	.227	-.145	-.218	.492**	.505**	.635**	.556**	.384*	.443*	.578**	.552**	.121	.201	.352	.343	1	.609**	.337	.322	.299	.354	.388*	.665**
Sig. (2-tailed)	.008	.507	.810	.276	.997	.582	.865	.396	.227	.445	.246	.006	.004	.000	.000	.001	.048	.014	.001	.002	.524	.288	.056	.063		.000	.068	.083	.109	.055	.034	.000
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.26 Pearson Correlation	.170	-.157	.080	-.360	-.107	.062	.173	.066	.004	.333	.227	.056	.428*	.361	.458*	.511**	.353	.205	.503**	.458*	.110	.233	.444*	.346	.609**	1	.358	.478**	-.030	.283	.413*	.626**
Sig. (2-tailed)	.368	.408	.676	.051	.573	.745	.360	.728	.984	.072	.228	.769	.018	.050	.011	.004	.056	.276	.005	.011	.564	.215	.014	.061	.000		.052	.007	.877	.130	.023	.000
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.27 Pearson Correlation	.421*	.061	-.135	.213	-.115	-.166	.249	.190	-.196	.018	.189	-.239	-.015	.162	.294	.291	.507**	.182	.205	.408*	.132	.311	.157	.528**	.337	.358	1	.674**	.301	.186	.180	.465**
Sig. (2-tailed)	.020	.748	.477	.257	.546	.380	.185	.314	.299	.923	.318	.203	.936	.393	.115	.119	.004	.335	.277	.025	.486	.095	.408	.003	.068	.052		.000	.107	.324	.341	.010
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.28 Pearson Correlation	.315	.186	.176	.106	.061	.061	.353	.128	.049	.123	.071	-.118	.202	.343	.491**	.302	.527**	.388*	.290	.522**	.136	.441*	.218	.669**	.322	.478**	.674**	1	.241	.130	.219	.657**
Sig. (2-tailed)	.090	.324	.353	.578	.748	.750	.055	.502	.795	.519	.710	.534	.284	.063	.006	.105	.003	.034	.121	.003	.473	.015	.247	.000	.083	.007	.000		.199	.492	.244	.000
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.29 Pearson Correlation	.556**	.289	-.045	.187	.179	-.187	.317	.324	-.010	.146	.140	-.382*	-.115	.055	.228	.005	.143	.114	-.226	.008	.202	.346	.128	.196	.299	-.030	.301	.241	1	.545**	.244	.340
Sig. (2-tailed)	.001	.121	.813	.323	.345	.322	.088	.081	.960	.443	.461	.037	.544	.773	.226	.979	.449	.548	.230	.968	.283	.061	.500	.298	.109	.877	.107	.199		.002	.194	.066
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.30 Pearson Correlation	.187	.100	.078	-.099	.200	-.076	.300	.462*	.136	.055	.191	-.261	-.067	.146	.272	.005	.068	.220	.143	.118	.175	.214	.272	.117	.354	.283	.186	.130	.545**	1	.158	.399*
Sig. (2-tailed)	.323	.600	.683	.602	.289	.690	.107	.010	.475	.773	.312	.164	.726	.440	.146	.978	.722	.242	.452	.536	.354	.255	.145	.538	.055	.130	.324	.492	.002		.403	.029
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X2.31 Pearson Correlation	.473**	.334	.223	-.113	.317	.195	.311	.355	.211	.517**	-.089	-.261	.014	-.200	.056	.096	.006	.035	.129	-.063	.525**	.354	.553**	.212	.388*	.413*	.180	.219	.244	.158	1	.488**
Sig. (2-tailed)	.008	.071	.236	.552	.088	.303	.094	.054	.262	.003	.639	.163	.940	.289	.771	.614	.974	.856	.495	.740	.003	.055	.002	.260	.034	.023	.341	.244	.194	.403		.006
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
SkorTotalX2 Pearson Correlation	.504**	.431*	.327	.072	.382*	.237	.589**	.484**	.368*	.558**	-.052	.054	.347	.363*	.683**	.474**	.553**	.467**	.426*	.511**	.375*	.447*	.602**	.581**	.665**	.626**	.465**	.657**	.340	.399*	.488**	1
Sig. (2-tailed)	.005	.018	.078	.707	.037	.208	.001	.007	.046	.001	.787	.779	.061	.049	.000	.008	.002	.009	.019	.004	.041	.013	.000	.001	.000	.000	.010	.000	.066	.029	.006	
N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 15 Validity Test Results of Teachers Professional Competence (Research

Correlations

		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9	X1.10	X1.11	X1.12	X1.13	X1.14	X1.15	X1.16	X1.17	X1.18	X1.19	X1.20	X1.21	X1.22	X1.23	X1.24	X1.25	Skor_Total_X1
X1.1	Pearson Correlation	1	.233	-.040	.183	-.017	1.000**	.057	.413**	.129	.088	.183	-.017	-.002	.155	.020	.169	-.022	.020	.190	.313*	.092	.085	.131	-.035	.115	.493**
	Sig. (2-tailed)		.086	.771	.182	.900	.000	.678	.002	.348	.522	.182	.900	.989	.259	.882	.217	.872	.882	.165	.020	.503	.535	.340	.799	.401	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X1.2	Pearson Correlation	.233	1	.114	.317*	.069	.233	.108	.102	.352**	.132	.317*	.069	.142	.290*	.132	.168	-.102	.132	.015	.141	.052	.095	-.016	.225	.476**	.431**
	Sig. (2-tailed)	.086		.409	.018	.614	.086	.434	.460	.008	.336	.018	.614	.301	.031	.338	.219	.458	.338	.916	.306	.705	.490	.908	.099	.000	.001
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X1.3	Pearson Correlation	-.040	.114	1	.248	.161	-.040	.318*	.196	-.071	.279*	.248	.161	-.039	-.176	.158	.341*	.061	.158	.129	.020	-.021	.035	.084	.061	-.088	.275*
	Sig. (2-tailed)	.771	.409		.068	.240	.771	.018	.152	.606	.039	.068	.240	.775	.199	.248	.011	.661	.248	.347	.884	.879	.802	.544	.660	.522	.042
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X1.4	Pearson Correlation	.183	.317*	.248	1	.276*	.183	.164	.185	.120	.019	1.000**	.276*	-.054	.361**	.322*	.411**	.112	.322*	.196	.082	.076	.153	-.088	.052	-.127	.550**
	Sig. (2-tailed)	.182	.018	.068		.041	.182	.232	.175	.383	.889	.000	.041	.696	.007	.016	.002	.415	.016	.151	.549	.581	.265	.523	.705	.356	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X1.5	Pearson Correlation	-.017	.069	.161	.276*	1	-.017	.365**	-.126	.040	.350**	.276*	1.000**	.000	.484**	.549**	.042	.046	.549**	.342*	.272*	.320*	.312*	.040	-.049	.081	.494**
	Sig. (2-tailed)	.900	.614	.240	.041		.900	.006	.360	.770	.009	.041	.000	1.000	.000	.000	.760	.737	.000	.011	.044	.017	.021	.772	.724	.557	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X1.6	Pearson Correlation	1.000**	.233	-.040	.183	-.017	1	.057	.413**	.129	.088	.183	-.017	-.002	.155	.020	.169	-.022	.020	.190	.313*	.092	.085	.131	-.035	.115	.493**
	Sig. (2-tailed)	.000	.086	.771	.182	.900		.678	.002	.348	.522	.182	.900	.989	.259	.882	.217	.872	.882	.165	.020	.503	.535	.340	.799	.401	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X1.7	Pearson Correlation	.057	.108	.318*	.164	.365**	.057	1	-.051	.039	.574**	.164	.365**	.265	.158	.314*	.562**	.215	.314*	.022	.158	.028	.250	.001	.028	-.055	.376**
	Sig. (2-tailed)	.678	.434	.018	.232	.006	.678		.713	.777	.000	.232	.006	.051	.249	.019	.000	.115	.019	.873	.248	.840	.066	.996	.837	.691	.005
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X1.8	Pearson Correlation	.413**	.102	.196	.185	-.126	.413**	-.051	1	.179	-.044	.185	-.126	-.100	.210	.070	.156	.227	.070	.002	.047	.075	.150	.299*	.174	.301*	.441**
	Sig. (2-tailed)	.002	.460	.152	.175	.360	.002	.713		.191	.749	.175	.360	.611	.123	.611	.255	.096	.611	.990	.735	.588	.273	.027	.203	.025	.001
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X1.9	Pearson Correlation	.129	.352**	-.071	.120	.040	.129	.039	.179	1	.077	.120	.040	.448**	.200	-.027	.066	.193	-.027	.040	.059	.335*	.284*	.287*	.410**	.387**	.455**
	Sig. (2-tailed)	.348	.008	.606	.383	.770	.348	.777	.191		.578	.383	.770	.001	.142	.843	.630	.158	.843	.770	.670	.012	.036	.034	.002	.004	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X1.10	Pearson Correlation	.088	.132	.279*	.019	.350**	.088	.574**	-.044	.077	1	.019	.350**	.264	-.012	.308*	.387**	.396**	.308*	.397**	.324*	-.030	.260	.146	.139	-.154	.400**
	Sig. (2-tailed)	.522	.336	.039	.889	.009	.522	.000	.749	.578		.889	.009	.051	.930	.022	.003	.003	.022	.003	.016	.825	.055	.289	.311	.262	.002
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X1.11	Pearson Correlation	.183	.317*	.248	1.000**	.276*	.183	.164	.185	.120	.019	1	.276*	-.054	.361**	.322*	.411**	.112	.322*	.196	.082	.076	.153	-.088	.052	-.127	.550**
	Sig. (2-tailed)	.182	.018	.068	.000	.041	.182	.232	.175	.383	.889		.041	.696	.007	.016	.002	.415	.016	.151	.549	.581	.265	.523	.705	.356	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X1.12	Pearson Correlation	-.017	.069	.161	.276*	1.000**	-.017	.365**	-.126	.040	.350**	.276*	1	.000	.484**	.549**	.042	.046	.549**	.342*	.272*	.320*	.312*	.040	-.049	.081	.494**
	Sig. (2-tailed)	.900	.614	.240	.041	.000	.900	.006	.360	.770	.009	.041		1.000	.000	.000	.760	.737	.000	.011	.044	.017	.021	.772	.724	.557	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X1.13	Pearson Correlation	-.002	.142	-.039	-.054	.000	-.002	.265	-.100	.448**	.264	-.054	.000	1	-.024	.056	.139	.154	.056	.163	.089	-.008	.057	.319*	.278*	.212	.271*
	Sig. (2-tailed)	.989	.301	.775	.696	1.000	.989	.051	.470	.001	.051	.696	1.000		.859	.682	.311	.262	.682	.235	.517	.953	.678	.018	.040	.120	.045
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X1.14	Pearson Correlation	.155	.290*	-.176	.361**	.484**	.155	.158	.210	.200	-.012	.361**	.484**	-.024	1	.564**	-.072	-.136	.564**	.301*	.097	.241	.469**	-.197	-.015	.558**	.592**
	Sig. (2-tailed)	.259	.031	.199	.007	.000	.259	.249	.123	.142	.930	.007	.000	.859		.000	.600	.320	.000	.026	.479	.076	.000	.148	.913	.000	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X1.15	Pearson Correlation	.020	.132	.158	.322*	.549**	.020	.314*	.070	-.027	.308*	.322*	.549**	.056	.564**	1	-.016	.056	1.000**	.409**	.219	.028	.360**	-.065	.089	.219	.545**
	Sig. (2-tailed)	.882	.338	.248	.016	.000	.882	.019	.611	.843	.022	.016	.000	.682	.000		.907	.682	.000	.002	.108	.838	.007	.638	.517	.108	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X1.16	Pearson Correlation	.169	.168	.341*	.411**	.042	.169	.562**	.156	.066	.387**	.411**	.042	.139	-.072	-.016	1	.435**	-.016	.029	.175	.037	.182	-.011	.038	-.131	.361**
	Sig. (2-tailed)	.217	.219	.011	.002	.760	.217	.000	.255	.630	.003	.002	.760	.311	.600	.907		.001	.907	.831	.201	.787	.183	.937	.784	.341	.007
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X1.17	Pearson Correlation	-.022	-.102	.061	.112	.046	-.022	.215	.227	.193	.396**	.112	.046	.154	-.136	.056	.435**	1	.056	.189	.137	.104	.290*	.296*	.346*	-.129	.318*
	Sig. (2-tailed)	.872	.458	.661	.415	.737	.872	.115	.096	.158	.003	.415	.737	.262	.320	.682	.001		.682	.166	.318	.448	.032	.028	.010	.347	.018
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X1.18	Pearson Correlation	.020	.132	.158	.322*	.549**	.020	.314*	.070	-.027	.308*	.322*	.549**	.056	.564**	1.000**	-.016	.056	1	.409**	.219	.028	.360**	-.065	.089	.219	.545**
	Sig. (2-tailed)	.882	.338	.248	.016	.000	.882	.019	.611	.843	.022	.016	.000	.682	.000	.000	.907	.682		.002	.108	.838	.007	.638	.517	.108	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X1.19	Pearson Correlation	.190	.015	.129	.196	.342*	.190	.022	.002	.040	.397**	.196	.342*	.163	.301*	.409**	.029	.189	.409**	1	.434**	.193	.302*	.182	.102	.051	.520**
	Sig. (2-tailed)	.165	.916	.347	.151	.011	.165	.873	.990	.771	.003	.151	.011	.235	.026	.002	.831	.166	.002		.001	.158	.025	.184	.457	.712	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X1.20	Pearson Correlation	.313*	.141	.020	.082	.272*	.313*	.158	.047	.059	.324*	.082	.272*	.089	.097	.219	.175	.137	.219	.434**	1	.243	.042	.097	.002	.016	.442**
	Sig. (2-tailed)	.020	.306	.884	.549	.044	.020	.248	.735	.670	.016	.549	.044	.517	.479	.108	.201	.318	.108	.001		.074	.760	.481	.987	.905	.001
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X1.21	Pearson Correlation	.092	.052	-.021	.076	.320*	.092	.028	.075	.335*	-.030	.076	.320*	-.008	.241	.028	.037	.104	.028	.193	.243	1	.313*	.311*	.058	.143	.401**
	Sig. (2-tailed)	.503	.705	.879	.581	.017	.503	.840	.588	.012	.825	.581	.017	.953	.076	.838	.787	.448	.838	.158	.074		.020	.021	.673	.297	.002
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X1.22	Pearson Correlation	.085	.095	.035	.153	.312*	.085	.250	.150	.284*	.260	.153	.312*	.057	.469**	.360**	.182	.290*	.360**	.302*	.042	.313*	1	.053	.143	.332*	.525**
	Sig. (2-tailed)	.535	.490	.802	.265	.021	.535	.066	.273	.036	.055	.265	.021	.678	.000	.007	.183	.032	.007	.025	.760	.020		.699	.297	.013	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X1.23	Pearson Correlation	.131	-.016	.084	-.088	.040	.131	.001	.299*	.287*	.146	-.088	.040	.319*	-.197	-.065	-.011	.296*	-.065	.182	.097	.311*	.053	1	.480**	-.069	.314*
	Sig. (2-tailed)	.340	.908	.544	.523	.772	.340	.996	.027	.034	.289	.523	.772	.018	.148	.638	.937	.028	.638	.184	.481	.021	.699		.000	.614	.020
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X1.24	Pearson Correlation	-.035	.225	.061	.052	-.049	-.035	.028	.174	.410**	.139	.052	-.049	.278*	-.015	.089	.038	.346*	.089	.102	.002	.058	.143	.480**	1	.185	.326*
	Sig. (2-tailed)	.799	.099	.660	.705	.724	.799	.837	.203	.002	.311	.705	.724	.040	.913	.517	.784	.010	.517	.457	.987	.673	.297	.000		.175	.015
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X1.25	Pearson Correlation	.115	.476**	-.088	-.127	.081	.115	-.055	.301*	.387**	-.154	-.127	.081	.212	.558**	.219	-.131	-.129	.219	.051	.016	.143	.332*	-.069	.185	1	.431**
	Sig. (2-tailed)	.401	.000	.522	.356	.557	.401	.691	.025	.004	.262	.356	.557	.120	.000	.108	.341	.347	.108	.712	.905	.297	.013	.614	.175		.001
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
Skor_Total_X1	Pearson Correlation	.493**	.431**	.275*	.550**	.494**	.493**	.376**	.441**	.455**	.400**	.550**	.494**	.271*	.592**	.545**	.361**	.318*	.545**	.520**	.442**	.401**	.525**	.314*	.326*	.431**	1
	Sig. (2-tailed)	.000	.001	.042	.000	.000	.000	.005	.001	.000	.002	.000	.000	.045	.000	.000	.007	.018	.000	.000	.001	.002	.000	.020	.015	.001	
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55

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

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

Appendix 16 Validity Test Results of Student Learning Intensity (Research)

Correlations

		X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7	X2.8	X2.9	X2.10	X2.11	X2.12	X2.13	X2.14	X2.15	X2.16	X2.17	X2.18	X2.19	X2.20	X2.21	X2.22	X2.23	X2.24	X2.25	Skor_Total_X2
X2.1	Pearson Correlation	1	-.041	.273*	.064	.225	-.088	.048	.273*	.364**	.236	.218	.417**	-.092	.037	.179	.192	.364**	1.000**	.268*	.251	.218	.265	.417**	.050	.328*	.499**
	Sig. (2-tailed)		.768	.044	.643	.098	.521	.727	.044	.006	.082	.110	.002	.505	.790	.190	.160	.006	.000	.048	.065	.110	.050	.002	.715	.015	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X2.2	Pearson Correlation	-.041	1	.137	.340*	.221	.280*	-.026	.137	.285*	.113	.129	.308*	.047	.182	.167	.310*	.285*	-.041	.293*	.026	.129	.025	.308*	.186	.326*	.385**
	Sig. (2-tailed)	.768		.320	.011	.105	.038	.850	.320	.035	.412	.348	.022	.735	.184	.222	.021	.035	.768	.030	.851	.348	.854	.022	.173	.015	.004
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X2.3	Pearson Correlation	.273*	.137	1	.330*	.320*	.024	.336*	1.000**	.427**	.436**	.240	.390**	.062	-.044	.362**	.083	.427**	.273*	.222	.100	.240	.277*	.390**	.248	.334*	.607**
	Sig. (2-tailed)	.044	.320		.014	.017	.861	.012	.000	.001	.001	.077	.003	.653	.750	.007	.549	.001	.044	.103	.469	.077	.041	.003	.068	.013	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X2.4	Pearson Correlation	.064	.340*	.330*	1	.342*	.116	-.053	.330*	.329*	.180	.220	.169	.005	.168	.069	.135	.329*	.064	.174	-.053	.220	.479**	.169	.118	.245	.391**
	Sig. (2-tailed)	.643	.011	.014		.011	.398	.698	.014	.014	.189	.107	.216	.971	.219	.616	.324	.014	.643	.204	.700	.107	.000	.216	.391	.071	.003
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X2.5	Pearson Correlation	.225	.221	.320*	.342*	1	.276*	.068	.320*	.321*	.382**	.261	.245	.234	.327*	.349**	.286*	.321*	.225	.241	.074	.261	.308*	.245	-.022	.378**	.534**
	Sig. (2-tailed)	.098	.105	.017	.011		.042	.620	.017	.017	.004	.055	.072	.085	.015	.009	.034	.017	.098	.076	.594	.055	.022	.072	.876	.004	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X2.6	Pearson Correlation	-.088	.280*	.024	.116	.276*	1	.026	.024	.240	.292*	.009	.188	.325*	-.123	-.406**	.298*	.240	-.088	.236	.196	.009	.077	.188	.132	.212	.365**
	Sig. (2-tailed)	.521	.038	.861	.398	.042		.850	.861	.078	.031	.948	.169	.015	.370	.002	.027	.078	.521	.083	.152	.948	.579	.169	.335	.120	.006
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X2.7	Pearson Correlation	.048	-.026	.336*	-.053	.068	.026	1	.336*	.158	.260	.344*	.159	.256	.033	.273*	.167	.158	.048	.217	.206	.344*	-.082	.159	.081	.333*	.376**
	Sig. (2-tailed)	.727	.850	.012	.698	.620	.850		.012	.250	.056	.010	.246	.059	.809	.044	.222	.250	.727	.112	.131	.010	.550	.246	.555	.013	.005
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X2.8	Pearson Correlation	.273*	.137	1.000**	.330*	.320*	.024	.336*	1	.427**	.436**	.240	.390**	.062	-.044	.362**	.083	.427**	.273*	.222	.100	.240	.277*	.390**	.248	.334*	.607**
	Sig. (2-tailed)	.044	.320	.000	.014	.017	.861	.012		.001	.001	.077	.003	.653	.750	.007	.549	.001	.044	.103	.469	.077	.041	.003	.068	.013	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X2.9	Pearson Correlation	.364**	.285*	.427**	.329*	.321*	.240	.158	.427**	1	.382**	.326*	.495**	.149	.208	.574**	.341*	1.000**	.364**	.235	.321*	.326*	.341*	.495**	.313*	.457**	.759**
	Sig. (2-tailed)	.006	.035	.001	.014	.017	.078	.250	.001		.004	.015	.000	.276	.127	.000	.011	.000	.006	.084	.017	.015	.011	.000	.020	.000	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X2.10	Pearson Correlation	.236	.113	.436**	.180	.382**	.292*	.260	.436**	.382**	1	.334*	.318*	.073	.267*	.375**	.369**	.382**	.236	.125	.119	.334*	.261	.318*	.143	.235	.579**
	Sig. (2-tailed)	.082	.412	.001	.189	.004	.031	.056	.001	.004		.013	.018	.598	.049	.005	.006	.004	.082	.362	.387	.013	.054	.018	.298	.084	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X2.11	Pearson Correlation	.218	.129	.240	.220	.261	.009	.344*	.240	.326*	.334*	1	.218	.332*	.169	.159	.187	.326*	.218	.193	.051	1.000**	.334*	.218	.197	.307*	.531**
	Sig. (2-tailed)	.110	.348	.077	.107	.055	.948	.010	.077	.015	.013		.110	.013	.218	.248	.172	.015	.110	.158	.711	.000	.013	.110	.149	.023	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X2.12	Pearson Correlation	.417**	.308*	.390**	.169	.245	.188	.159	.390**	.495**	.318*	.218	1	.032	.222	.385**	.426**	.495**	.417**	.497**	.239	.218	.218	1.000**	.288*	.494**	.717**
	Sig. (2-tailed)	.002	.022	.003	.216	.072	.169	.246	.003	.000	.018	.110		.816	.103	.004	.001	.000	.002	.000	.079	.110	.110	.000	.033	.000	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X2.13	Pearson Correlation	-.092	.047	.062	.005	.234	.325*	.256	.062	.149	.073	.332*	.032	1	.191	.261	.240	.149	-.092	.137	.123	.332*	.168	.032	-.035	.113	.320*
	Sig. (2-tailed)	.505	.735	.653	.971	.085	.015	.059	.653	.276	.598	.013	.816		.163	.054	.077	.276	.505	.319	.371	.013	.220	.816	.800	.411	.017
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X2.14	Pearson Correlation	.037	.182	-.044	.168	.327*	.123	.033	-.044	.208	.267*	.169	.222	.191	1	.324*	.359**	.208	.037	.403**	.037	.169	-.073	.222	-.067	.197	.362**
	Sig. (2-tailed)	.790	.184	.750	.219	.015	.370	.809	.750	.127	.049	.218	.103	.163		.016	.007	.127	.790	.002	.790	.218	.596	.103	.625	.150	.007
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X2.15	Pearson Correlation	.179	.167	.362**	.069	.349**	.406**	.273*	.362**	.574**	.375**	.159	.385**	.261	.324*	1	.334*	.574**	.179	.335*	.351**	.159	.090	.385**	.244	.507**	.658**
	Sig. (2-tailed)	.190	.222	.007	.616	.009	.002	.044	.007	.000	.005	.248	.004	.054	.016		.013	.000	.190	.013	.009	.248	.513	.004	.073	.000	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X2.16	Pearson Correlation	.192	.310*	.083	.135	.286*	.298*	.167	.083	.341*	.369**	.187	.426**	.240	.359**	.334*	1	.341*	.192	.438**	.053	.187	-.054	.426**	-.030	.193	.513**
	Sig. (2-tailed)	.160	.021	.549	.324	.034	.027	.222	.549	.011	.006	.172	.001	.077	.007	.013		.011	.160	.001	.702	.172	.696	.001	.826	.159	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X2.17	Pearson Correlation	.364**	.285*	.427**	.329*	.321*	.240	.158	.427**	1.000**	.382**	.326*	.495**	.149	.208	.574**	.341*	1	.364**	.235	.321*	.326*	.341*	.495**	.313*	.457**	.759**
	Sig. (2-tailed)	.006	.035	.001	.014	.017	.078	.250	.001	.000	.004	.015	.000	.276	.127	.000	.011		.006	.084	.017	.015	.011	.000	.020	.000	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X2.18	Pearson Correlation	1.000**	-.041	.273*	.064	.225	-.088	.048	.273*	.364**	.236	.218	.417**	-.092	.037	.179	.192	.364**	1	.268*	.251	.218	.265	.417**	.050	.328*	.499**
	Sig. (2-tailed)	.000	.768	.044	.643	.098	.521	.727	.044	.006	.082	.110	.002	.505	.790	.190	.160	.006		.048	.065	.110	.050	.002	.715	.015	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X2.19	Pearson Correlation	.268*	.293*	.222	.174	.241	.236	.217	.222	.235	.125	.193	.497**	.137	.403**	.335*	.438**	.235	.268*	1	.278*	.193	.062	.497**	.022	.324*	.550**
	Sig. (2-tailed)	.048	.030	.103	.204	.076	.083	.112	.103	.084	.362	.158	.000	.319	.002	.013	.001	.084	.048		.040	.158	.652	.000	.871	.016	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X2.20	Pearson Correlation	.251	.026	.100	-.053	.074	.196	.206	.100	.321*	.119	.051	.239	.123	.037	.351**	.053	.321*	.251	.278*	1	.051	-.018	.239	.160	.194	.371**
	Sig. (2-tailed)	.065	.851	.469	.700	.594	.152	.131	.469	.017	.387	.711	.079	.371	.790	.009	.702	.017	.065	.040		.711	.899	.079	.244	.157	.005
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X2.21	Pearson Correlation	.218	.129	.240	.220	.261	.009	.344*	.240	.326*	.334*	1.000**	.218	.332*	.169	.159	.187	.326*	.218	.193	.051	1	.334*	.218	.197	.307*	.531**
	Sig. (2-tailed)	.110	.348	.077	.107	.055	.948	.010	.077	.015	.013	.000	.110	.013	.218	.248	.172	.015	.110	.158	.711		.013	.110	.149	.023	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X2.22	Pearson Correlation	.265	.025	.277*	.479**	.308*	.077	-.082	.277*	.341*	.261	.334*	.218	.168	-.073	.090	-.054	.341*	.265	.062	-.018	.334*	1	.218	.428**	.308*	.416**
	Sig. (2-tailed)	.050	.854	.041	.000	.022	.579	.550	.041	.011	.054	.013	.110	.220	.596	.513	.696	.011	.050	.652	.899	.013		.110	.001	.022	.002
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X2.23	Pearson Correlation	.417**	.308*	.390**	.169	.245	.188	.159	.390**	.495**	.318*	.218	1.000**	.032	.222	.385**	.426**	.495**	.417**	.497**	.239	.218	.218	1	.288*	.494**	.717**
	Sig. (2-tailed)	.002	.022	.003	.216	.072	.169	.246	.003	.000	.018	.110	.000	.816	.103	.004	.001	.000	.002	.000	.079	.110	.110		.033	.000	.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X2.24	Pearson Correlation	.050	.186	.248	.118	-.022	.132	.081	.248	.313*	.143	.197	.288*	-.035	-.067	.244	-.030	.313*	.050	.022	.160	.197	.428**	.288*	1	.299*	.357**
	Sig. (2-tailed)	.715	.173	.068	.391	.876	.335	.555	.068	.020	.298	.149	.033	.800	.625	.073	.826	.020	.715	.871	.244	.149	.001	.033		.027	.007
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
X2.25	Pearson Correlation	.328*	.326*	.334*	.245	.378**	.212	.333*	.334*	.457**	.235	.307*	.494**	.113	.197	.507**	.193	.457**	.328*	.324*	.194	.307*	.308*	.494**	.299*	1	.665**
	Sig. (2-tailed)	.015	.013	.013	.071	.004	.120	.013	.013	.000	.084	.023	.000	.411	.150	.000	.159	.000	.015	.016	.157	.023	.022	.000	.027		.000
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
Skor_Total_X2	Pearson Correlation	.499**	.385**	.607**	.391**	.534**	.365**	.376**	.607**	.759**	.579**	.531**	.717**	.320*	.362**	.658**	.513**	.759**	.499**	.550**	.371**	.531**	.416**	.717**	.357**	.665**	1
	Sig. (2-tailed)	.000	.004	.000	.003	.000	.006	.005	.000	.000	.000	.000	.000	.017	.007	.000	.000	.000	.000	.000	.005	.000	.002	.000	.007	.000	
	N	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55

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

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

Appendix 17 Reliability Test Result of Teachers Professional Competence (Trial)

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excludedᵃ	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.864	34

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	130.10	197.334	.184	.863
X1.2	130.10	201.472	-.055	.867
X1.3	130.73	189.513	.342	.861
X1.4	130.80	195.200	.173	.865
X1.5	130.30	190.286	.320	.861
X1.6	130.43	189.702	.411	.859
X1.7	130.23	192.254	.350	.860
X1.8	131.07	183.375	.667	.853
X1.9	130.77	187.289	.461	.858
X1.10	130.57	191.840	.325	.861
X1.11	130.67	187.747	.496	.857
X1.12	130.30	201.252	-.045	.868
X1.13	130.47	199.223	.048	.866
X1.14	131.10	180.507	.650	.852
X1.15	130.83	191.730	.284	.862
X1.16	130.73	191.168	.354	.860
X1.17	131.27	178.961	.679	.851
X1.18	130.87	192.740	.280	.862
X1.19	130.97	184.378	.527	.856
X1.20	131.10	189.886	.302	.862
X1.21	130.90	186.852	.506	.857
X1.22	131.27	183.720	.460	.857
X1.23	130.80	190.648	.249	.864
X1.24	130.73	189.030	.403	.859
X1.25	131.13	183.844	.483	.857
X1.26	131.03	183.482	.701	.853
X1.27	130.93	192.271	.303	.861
X1.28	130.50	193.776	.352	.861
X1.29	130.70	196.424	.157	.864
X1.30	130.87	187.568	.485	.857
X1.31	131.17	190.351	.330	.861
X1.32	130.80	189.338	.393	.859
X1.33	131.23	188.047	.383	.860
X1.34	130.73	189.857	.372	.860

Appendix 18 Reliability Test Result of Student Learning Intensity (Trial)

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.852	31

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	117.67	227.471	.455	.846
X2.2	117.93	230.685	.383	.848
X2.3	118.00	232.000	.263	.850
X2.4	118.13	240.533	.000	.857
X2.5	118.57	228.737	.312	.849
X2.6	118.47	233.913	.156	.854
X2.7	118.60	218.731	.528	.842
X2.8	118.07	227.099	.430	.846
X2.9	119.00	227.448	.284	.851
X2.10	118.53	218.326	.488	.844
X2.11	118.37	244.999	-.126	.861
X2.12	117.77	241.151	-.017	.858
X2.13	118.33	229.264	.268	.851
X2.14	118.13	229.154	.289	.850
X2.15	118.53	216.809	.637	.839
X2.16	118.53	223.361	.400	.847
X2.17	118.20	225.338	.506	.844
X2.18	118.30	223.803	.394	.847
X2.19	118.40	225.076	.347	.849
X2.20	118.23	222.185	.442	.845
X2.21	117.93	231.857	.322	.849
X2.22	117.80	231.269	.404	.847
X2.23	118.13	222.671	.555	.843
X2.24	117.90	225.748	.539	.844
X2.25	118.37	215.551	.612	.840
X2.26	118.43	218.323	.571	.841
X2.27	118.07	228.133	.411	.847
X2.28	117.83	224.626	.623	.842
X2.29	118.03	232.240	.282	.850
X2.30	117.70	231.045	.347	.848
X2.31	118.03	226.378	.431	.846

Appendix 19 Reliability Test Result of Teachers Professional Competence (Research)

Case Processing Summary

		N	%
Cases	Valid	55	100.0
	Excluded[a]	0	.0
	Total	55	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.817	25

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	97.07	79.809	.388	.809
X1.2	96.27	85.758	.387	.811
X1.3	96.62	86.314	.201	.816
X1.4	96.76	79.888	.467	.805
X1.5	96.13	84.928	.450	.809
X1.6	97.07	79.809	.388	.809
X1.7	95.95	86.312	.330	.813
X1.8	96.76	81.925	.345	.811
X1.9	96.82	82.892	.378	.809
X1.10	95.93	85.698	.349	.812
X1.11	96.76	79.888	.467	.805
X1.12	96.13	84.928	.450	.809
X1.13	96.36	86.310	.195	.816
X1.14	96.67	78.521	.509	.802
X1.15	96.31	82.773	.488	.806
X1.16	96.02	86.463	.314	.813
X1.17	96.36	85.643	.243	.815
X1.18	96.31	82.773	.488	.806
X1.19	97.18	81.411	.443	.806
X1.20	97.36	82.088	.348	.811
X1.21	98.91	82.529	.297	.814
X1.22	96.56	82.806	.465	.807
X1.23	97.31	84.477	.209	.818
X1.24	96.18	85.707	.256	.814
X1.25	97.64	80.717	.310	.815

Appendix 20 Reliability Test Result of Student Learning Intensity (Research)

Case Processing Summary

		N	%
Cases	Valid	55	100.0
	Excluded[a]	0	.0
	Total	55	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.889	25

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	87.58	137.470	.437	.886
X2.2	86.22	140.989	.323	.889
X2.3	87.05	133.830	.548	.883
X2.4	86.31	141.921	.340	.888
X2.5	87.42	140.211	.494	.885
X2.6	86.98	140.833	.296	.889
X2.7	87.16	141.288	.315	.889
X2.8	87.05	133.830	.548	.883
X2.9	86.69	131.440	.722	.879
X2.10	87.29	136.062	.525	.884
X2.11	87.20	138.422	.481	.885
X2.12	86.95	131.756	.674	.880
X2.13	86.45	140.771	.234	.892
X2.14	86.60	140.244	.285	.890
X2.15	87.84	133.028	.607	.882
X2.16	87.29	136.358	.446	.886
X2.17	86.69	131.440	.722	.879
X2.18	87.58	137.470	.437	.886
X2.19	87.20	137.274	.497	.885
X2.20	86.67	140.150	.297	.890
X2.21	87.20	138.422	.481	.885
X2.22	86.84	141.769	.368	.888
X2.23	86.95	131.756	.674	.880
X2.24	86.65	141.971	.299	.889
X2.25	86.96	132.480	.613	.881

Appendix 21 Frequency Distribution of Teacher Professional Competencies of the Eighth Grade at SMP Negeri 2 Peterongan

Statistics

Kompetensi Profesional

N	Valid	55
	Missing	0
Mean		100.73
Median		101.00
Minimum		84
Maximum		116
Sum		5540

Kompetensi Profesional

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	84	1	1.8	1.8	1.8
	85	1	1.8	1.8	3.6
	87	1	1.8	1.8	5.5
	88	4	7.3	7.3	12.7
	89	2	3.6	3.6	16.4
	90	2	3.6	3.6	20.0
	91	4	7.3	7.3	27.3
	92	2	3.6	3.6	30.9
	96	1	1.8	1.8	32.7
	97	6	10.9	10.9	43.6
	99	1	1.8	1.8	45.5
	100	1	1.8	1.8	47.3
	101	2	3.6	3.6	50.9
	102	1	1.8	1.8	52.7
	103	3	5.5	5.5	58.2
	104	1	1.8	1.8	60.0
	105	1	1.8	1.8	61.8
	107	2	3.6	3.6	65.5
	108	3	5.5	5.5	70.9
	109	4	7.3	7.3	78.2
	110	2	3.6	3.6	81.8
	111	1	1.8	1.8	83.6
	112	2	3.6	3.6	87.3
	113	3	5.5	5.5	92.7
	114	2	3.6	3.6	96.4
	115	1	1.8	1.8	98.2
	116	1	1.8	1.8	100.0
	Total	55	100.0	100.0	

Appendix 22 Frequency Distribution of Student Learning Intensity of the Eighth SMP Negeri 2 Peterongan

Statistics

Intensitas Belajar

N	Valid	55
	Missing	0
Mean		90.62
Median		91.00
Minimum		65
Maximum		114
Sum		4984

Intensitas Belajar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	1	1.8	1.8	1.8
	68	2	3.6	3.6	5.5
	72	1	1.8	1.8	7.3
	73	1	1.8	1.8	9.1
	75	1	1.8	1.8	10.9
	76	1	1.8	1.8	12.7
	77	3	5.5	5.5	18.2
	80	1	1.8	1.8	20.0
	82	1	1.8	1.8	21.8
	83	1	1.8	1.8	23.6
	84	6	10.9	10.9	34.5
	85	2	3.6	3.6	38.2
	86	2	3.6	3.6	41.8
	87	2	3.6	3.6	45.5
	89	2	3.6	3.6	49.1
	91	1	1.8	1.8	50.9
	92	4	7.3	7.3	58.2
	93	1	1.8	1.8	60.0
	94	2	3.6	3.6	63.6
	97	2	3.6	3.6	67.3
	98	3	5.5	5.5	72.7
	99	1	1.8	1.8	74.5
	100	2	3.6	3.6	78.2
	101	1	1.8	1.8	80.0
	102	1	1.8	1.8	81.8
	104	2	3.6	3.6	85.5
	105	1	1.8	1.8	87.3
	106	1	1.8	1.8	89.1
	107	1	1.8	1.8	90.9
	110	3	5.5	5.5	96.4
	113	1	1.8	1.8	98.2
	114	1	1.8	1.8	100.0
	Total	55	100.0	100.0	

Appendix 23 Frequency Distribution of Student Learning Intensity of the Eighth Grade at SMP Negeri 2 Peterongan

Statistics

Hasil Belajar

N	Valid	55
	Missing	0
Mean		82.95
Median		80.00
Minimum		70
Maximum		100
Sum		4562

Hasil Belajar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	1	1.8	1.8	1.8
	73	1	1.8	1.8	3.6
	74	2	3.6	3.6	7.3
	75	12	21.8	21.8	29.1
	76	1	1.8	1.8	30.9
	78	2	3.6	3.6	34.5
	79	1	1.8	1.8	36.4
	80	10	18.2	18.2	54.5
	83	3	5.5	5.5	60.0
	85	1	1.8	1.8	61.8
	87	1	1.8	1.8	63.6
	88	3	5.5	5.5	69.1
	90	12	21.8	21.8	90.9
	95	1	1.8	1.8	92.7
	100	4	7.3	7.3	100.0
	Total	55	100.0	100.0	

Appendix 24

r_{tabel} Distribution Value

Significance 5% and 1%

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

Appendix 25

$F_{Table\ 0,05}$ Distribution Value
Degrees of freedom for Nominator

	1	2	3	4	5	6	7	8	9	10	12	15	20	24	30	40	60	120	∞
1	161	200	216	225	230	234	237	239	241	242	244	246	248	249	250	251	252	253	254
2	18,5	19,0	19,2	19,2	19,3	19,3	19,4	19,4	19,4	19,4	19,4	19,4	19,4	19,5	19,5	19,5	19,5	19,5	19,5
3	10,1	9,55	9,28	9,12	9,01	8,94	8,89	8,85	8,81	8,79	8,74	8,70	8,66	8,64	8,62	8,59	8,57	8,55	8,53
4	7,71	6,94	6,59	6,39	6,26	6,16	6,09	6,04	6,00	5,96	5,91	5,86	5,80	5,77	5,75	5,72	5,69	5,66	5,63
5	6,61	5,79	5,41	5,19	5,05	4,95	4,88	4,82	4,77	4,74	4,68	4,62	4,56	4,53	4,50	4,46	4,43	4,40	4,37
6	5,99	5,14	4,76	4,53	4,39	4,28	4,21	4,15	4,10	4,06	4,00	3,94	3,87	3,84	3,81	3,77	3,74	3,70	3,67
7	5,59	4,74	4,35	4,12	3,97	3,87	3,79	3,73	3,68	3,64	3,57	3,51	3,44	3,41	3,38	3,34	3,30	3,27	3,23
8	5,32	4,46	4,07	3,84	4,69	3,58	3,50	3,44	3,39	3,35	3,28	3,22	3,15	3,12	3,08	3,04	3,01	2,97	2,93
9	5,12	4,26	3,86	3,63	3,48	3,37	3,29	3,23	3,18	3,14	3,07	3,01	2,94	2,90	2,86	2,83	2,79	2,75	2,71
10	4,96	4,10	3,71	3,48	3,33	3,22	3,14	3,07	3,02	2,98	2,91	2,85	2,77	2,74	2,70	2,66	2,62	2,58	2,54
11	4,84	3,98	3,59	3,36	3,20	3,09	3,01	2,95	2,90	2,85	2,79	2,72	2,65	2,61	2,57	2,53	2,49	2,45	2,40
12	4,75	3,89	3,49	3,26	3,11	3,00	2,91	2,85	2,80	2,75	2,69	2,62	2,54	2,51	2,47	2,43	2,38	2,34	2,30
13	4,67	3,81	3,41	3,13	3,03	2,92	2,83	2,77	2,71	2,67	2,60	2,53	2,46	2,42	2,38	2,34	2,30	2,25	2,21
14	4,60	3,74	3,34	3,11	2,96	2,85	2,76	2,70	2,65	2,60	2,53	2,46	2,39	2,35	2,31	2,27	2,22	2,18	2,13
15	4,54	3,68	3,29	3,06	2,90	2,79	2,71	2,64	6,59	2,54	2,48	2,40	2,33	2,29	2,25	2,20	2,16	2,11	2,07
16	4,49	3,63	3,24	3,01	2,85	2,74	2,66	2,59	2,54	2,49	2,42	2,35	2,28	2,24	2,19	2,15	2,11	2,06	2,01
17	4,45	3,59	3,20	2,96	2,81	2,70	2,61	2,55	2,49	2,45	2,38	2,31	2,23	2,19	2,15	2,10	2,06	2,01	1,96
18	4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,51	2,46	2,41	2,34	2,27	2,19	2,15	2,11	2,06	2,02	1,97	1,92
19	4,38	3,52	3,13	2,90	2,74	2,63	2,54	2,48	2,42	2,38	2,31	2,23	2,16	2,11	2,07	2,03	1,98	1,93	1,88
20	4,35	3,49	3,10	2,87	2,71	2,60	2,51	2,45	2,39	2,35	2,28	2,20	2,12	2,08	2,04	1,99	1,95	1,90	1,84
21	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,37	2,32	2,25	2,18	2,10	2,05	2,01	1,96	1,92	1,87	1,81
22	4,30	3,44	3,05	2,82	2,66	2,55	2,46	2,40	2,34	2,30	2,23	2,15	2,07	2,03	1,98	1,94	1,89	1,84	1,78
23	4,28	3,42	3,03	2,80	2,64	2,53	2,44	2,37	2,32	2,27	2,20	2,13	2,05	2,01	1,96	1,91	1,86	1,81	1,76
24	4,26	3,40	3,01	2,78	2,62	2,51	2,42	2,36	2,30	2,25	2,18	2,11	2,03	1,98	1,94	1,89	1,84	1,79	1,73
25	4,24	3,39	2,99	2,76	2,60	2,49	2,40	2,34	2,28	2,24	2,16	2,09	2,01	1,96	1,92	1,87	1,82	1,77	1,71
30	4,17	3,32	2,92	2,69	2,53	2,42	2,33	2,27	2,21	2,16	2,09	2,01	1,93	1,89	1,84	1,79	1,74	1,68	1,62
40	4,08	3,23	2,84	2,61	2,45	2,34	2,25	2,18	2,12	2,08	2,00	1,92	1,84	1,79	1,74	1,69	1,64	1,58	1,51
50	4,08	3,18	2,79	2,56	2,40	2,29	2,20	2,13	2,07	2,02	1,95	1,87	1,78	1,74	1,69	1,63	1,56	1,50	1,41
60	4,00	3,15	2,76	2,53	2,37	2,25	2,17	2,10	2,04	1,99	1,92	1,84	1,75	1,70	1,65	1,59	1,53	1,47	1,39
100	3,94	3,09	2,70	2,46	2,30	2,19	2,10	2,03	1,97	1,92	1,85	1,80	1,68	1,63	1,57	1,51	1,46	1,40	1,28
120	3,92	3,07	2,68	2,45	2,29	2,18	2,09	2,02	1,96	1,91	1,83	1,75	1,66	1,61	1,55	1,50	1,43	1,35	1,22
∞	3,84	3,00	2,60	2,37	2,21	2,10	2,01	1,94	1,88	1,83	1,75	1,67	1,57	1,52	1,46	1,39	1,32	1,22	1,00

Degrees of freedom for Denominator

Appendix 26

t~table~ Distribution Value

d.f	t_{0.10}	t_{0.05}	t_{0.025}	t_{0.01}	t_{0.005}	d.f	t_{0.10}	t_{0.05}	t_{0.025}	t_{0.01}	t_{0.005}
1	3.078	6.314	12.71	31.82	63.66	61	1.296	1.671	2.000	2.390	2.659
2	1.886	2.920	4.303	6.965	9.925	62	1.296	1.671	1.999	2.389	2.659
3	1.638	2.353	3.182	4.541	5.841	63	1.296	1.670	1.999	2.389	2.658
4	1.533	2.132	2.776	3.747	4.604	64	1.296	1.670	1.999	2.388	2.657
5	1.476	2.015	2.571	3.365	4.032	65	1.296	1.670	1.998	2.388	2.657
6	1.440	1.943	2.447	3.143	3.707	66	1.295	1.670	1.998	2.387	2.656
7	1.415	1.895	2.365	2.998	3.499	67	1.295	1.670	1.998	2.387	2.655
8	1.397	1.860	2.306	2.896	3.355	68	1.295	1.670	1.997	2.386	2.655
9	1.383	1.833	2.262	2.821	3.250	69	1.295	1.669	1.997	2.386	2.654
10	1.372	1.812	2.228	2.764	3.169	70	1.295	1.669	1.997	2.385	2.653
11	1.363	1.796	2.201	2.718	3.106	71	1.295	1.669	1.996	2.385	2.653
12	1.356	1.782	2.179	2.681	3.055	72	1.295	1.669	1.996	2.384	2.652
13	1.350	1.771	2.160	2.650	3.012	73	1.295	1.669	1.996	2.384	2.651
14	1.345	1.761	2.145	2.624	2.977	74	1.295	1.668	1.995	2.383	2.651
15	1.341	1.753	2.131	2.602	2.947	75	1.295	1.668	1.995	2.383	2.650
16	1.337	1.746	2.120	2.583	2.921	76	1.294	1.668	1.995	2.382	2.649
17	1.333	1.740	2.110	2.567	2.898	77	1.294	1.668	1.994	2.382	2.649
18	1.330	1.734	2.101	2.552	2.878	78	1.294	1.668	1.994	2.381	2.648
19	1.328	1.729	2.093	2.539	2.861	79	1.294	1.668	1.994	2.381	2.647
20	1.325	1.725	2.086	2.528	2.845	80	1.294	1.667	1.993	2.380	2.647
21	1.323	1.721	2.080	2.518	2.831	81	1.294	1.667	1.993	2.380	2.646
22	1.321	1.717	2.074	2.508	2.819	82	1.294	1.667	1.993	2.379	2.645
23	1.319	1.714	2.069	2.500	2.807	83	1.294	1.667	1.992	2.379	2.645
24	1.318	1.711	2.064	2.492	2.797	84	1.294	1.667	1.992	2.378	2.644
25	1.316	1.708	2.060	2.485	2.787	85	1.294	1.666	1.992	2.378	2.643
26	1.315	1.706	2.056	2.479	2.779	86	1.293	1.666	1.991	2.377	2.643
27	1.314	1.703	2.052	2.473	2.771	87	1.293	1.666	1.991	2.377	2.642
28	1.313	1.701	2.048	2.467	2.763	88	1.293	1.666	1.991	2.376	2.641
29	1.311	1.699	2.045	2.462	2.756	89	1.293	1.666	1.990	2.376	2.641
30	1.310	1.697	2.042	2.457	2.750	90	1.293	1.666	1.990	2.375	2.640

31	1.309	1.696	2.040	2.453	2.744	91	1.293	1.665	1.990	2.374	2.639
32	1.309	1.694	2.037	2.449	2.738	92	1.293	1.665	1.989	2.374	2.639
33	1.308	1.692	2.035	2.445	2.733	93	1.293	1.665	1.989	2.373	2.638
34	1.307	1.691	2.032	2.441	2.728	94	1.293	1.665	1.989	2.373	2.637
35	1.306	1.690	2.030	2.438	2.724	95	1.293	1.665	1.988	2.372	2.637
36	1.306	1.688	2.028	2.434	2.719	96	1.292	1.664	1.988	2.372	2.636
37	1.305	1.687	2.026	2.431	2.715	97	1.292	1.664	1.988	2.371	2.635
38	1.304	1.686	2.024	2.429	2.712	98	1.292	1.664	1.987	2.371	2.635
39	1.304	1.685	2.023	2.426	2.708	99	1.292	1.664	1.987	2.370	2.634
40	1.303	1.684	2.021	2.423	2.704	100	1.292	1.664	1.987	2.370	2.633
41	1.303	1.683	2.020	2.421	2.701	101	1.292	1.663	1.986	2.369	2.633
42	1.302	1.682	2.018	2.418	2.698	102	1.292	1.663	1.986	2.369	2.632
43	1.302	1.681	2.017	2.416	2.695	103	1.292	1.663	1.986	2.368	2.631
44	1.301	1.680	2.015	2.414	2.692	104	1.292	1.663	1.985	2.368	2.631
45	1.301	1.679	2.014	2.412	2.690	105	1.292	1.663	1.985	2.367	2.630
46	1.300	1.679	2.013	2.410	2.687	106	1.291	1.663	1.985	2.367	2.629
47	1.300	1.678	2.012	2.408	2.685	107	1.291	1.662	1.984	2.366	2.629
48	1.299	1.677	2.011	2.407	2.682	108	1.291	1.662	1.984	2.366	2.628
49	1.299	1.677	2.010	2.405	2.680	109	1.291	1.662	1.984	2.365	2.627
50	1.299	1.676	2.009	2.403	2.678	110	1.291	1.662	1.983	2.365	2.627
51	1.298	1.675	2.008	2.402	2.676	111	1.291	1.662	1.983	2.364	2.626
52	1.298	1.675	2.007	2.400	2.674	112	1.291	1.661	1.983	2.364	2.625
53	1.298	1.674	2.006	2.399	2.672	113	1.291	1.661	1.982	2.363	2.625
54	1.297	1.674	2.005	2.397	2.670	114	1.291	1.661	1.982	2.363	2.624
55	1.297	1.673	2.004	2.396	2.668	115	1.291	1.661	1.982	2.362	2.623
56	1.297	1.673	2.003	2.395	2.667	116	1.290	1.661	1.981	2.362	2.623
57	1.297	1.672	2.002	2.394	2.665	117	1.290	1.661	1.981	2.361	2.622
58	1.296	1.672	2.002	2.392	2.663	118	1.290	1.660	1.981	2.361	2.621
59	1.296	1.671	2.001	2.391	2.662	119	1.290	1.660	1.980	2.360	2.621
60	1.296	1.671	2.000	2.390	2.660	120	1.290	1.660	1.980	2.360	2.620

Dari "Table of Percentage Points of the t-Distribution." Biometrika, Vol. 32. (1941), p. 300. Reproduced by permission of the Biometrika Trustess.

Appendix 27

Durbin Watson Table Value Distribution

Level of Significance α = 0,05

n	k'=1		k'= 2		k'= 3		k'= 4		k'= 5	
	d_L	d_U	d_L	d_U	d_L	d_U	d_L	d_U	d_L	d_U
15	1.077	1.361	0.946	1.543	0.814	1.750	0.685	1.977	0.562	2.21
16	1.106	1.371	0.982	1.539	0.857	1.728	0.734	1.935	0.615	2.15
17	1.133	1.381	1.015	1.536	0.897	1.710	0.779	1.900	0.664	2.10
18	1.158	1.391	1.046	1.535	0.933	1.696	0.820	1.872	0.710	2.06
19	1.180	1.401	1.074	1.536	0.967	1.685	0.859	1.848	0.752	2.02
20	1.201	1.411	1.100	1.537	0.998	1.676	0.894	1.828	0.792	1.99
21	1.221	1.420	1.125	1.538	1.026	1.669	0.927	1.812	0.829	1.96
22	1.239	1.429	1.147	1.541	1.053	1.664	0.958	1.797	0.863	1.94
23	1.257	1.437	1.168	1.543	1.078	1.660	0.986	1.785	0.895	1.92
24	1.273	1.446	1.188	1.546	1.101	1.656	1.013	1.775	0.925	1.90
25	1.288	1.454	1.206	1.550	1.123	1.654	1.038	1.767	0.953	1.89
26	1.320	1.461	1.224	1.553	1.143	1.652	1.062	1.759	0.979	1.88
27	1.316	1.469	1.240	1.556	1.162	1.651	1.084	1.753	1.004	1.86
28	1.328	1.476	1.255	1.560	1.181	1.650	1.104	1.747	1.028	1.85
29	1.341	1.483	1.270	1.563	1.198	1.650	1.124	1.743	1.050	1.84
30	1.352	1.489	1.284	1.567	1.214	1.650	1.143	1.739	1.071	1.83
31	1.363	1.496	1.297	1.570	1.229	1.650	1.160	1.735	1.090	1.83
32	1.373	1.502	1.309	1.574	1.244	1.650	1.177	1.732	1.109	1.82
33	1.383	1.508	1.321	1.577	1.258	1.651	1.193	1.730	1.127	1.81
34	1.393	1.514	1.333	1.580	1.271	1.652	1.208	1.728	1.144	1.81
35	1.402	1.519	1.343	1.584	1.283	1.653	1.222	1.726	1.160	1.80
36	1.411	1.525	1.354	1.587	1.295	1.654	1.236	1.724	1.175	1.80
37	1.419	1.530	1.364	1.590	1.307	1.655	1.249	1.723	1.190	1.80
38	1.427	1.535	1.373	1.594	1.318	1.656	1.261	1.722	1.204	1.79
39	1.435	1.540	1.382	1.597	1.328	1.658	1.273	1.722	1.218	1.79
40	1.442	1.544	1.391	1.600	1.338	1.659	1.285	1.721	1.230	1.79
45	1.475	1.566	1.430	1.615	1.383	1.666	1.336	1.720	1.287	1.78
50	1.503	1.585	1.462	1.628	1.421	1.674	1.378	1.721	1.335	1.77
55	1.528	1.601	1.490	1.641	1.452	1.681	1.414	1.724	1.374	1.77
60	1.549	1.616	1.514	1.652	1.480	1.689	1.444	1.727	1.408	1.77
65	1.567	1.629	1.536	1.662	1.503	1.696	1.471	1.731	1.438	1.77
70	1.583	1.641	1.554	1.672	1.525	1.703	1.494	1.735	1.464	1.77
75	1.598	1.652	1.571	1.680	1.543	1.709	1.515	1.739	1.487	1.77
80	1.611	1.662	1.586	1.688	1.560	1.715	1.534	1.743	1.507	1.77
85	1.624	1.671	1.600	1.696	1.575	1.721	1.550	1.747	1.525	1.77
90	1.635	1.679	1.612	1.703	1.589	1.726	1.566	1.751	1.542	1.78
95	1.645	1.687	1.623	1.709	1.602	1.732	1.579	1.755	1.557	1.78
100	1.654	1.694	1.634	1.715	1.613	1.736	1.592	1.758	1.571	1.78

k = Number of independent variables

Appendix 28 Documentation

Picture 28.1 Researchers spread questionnaires to students

Picture 28.2 Students work on questionnaires

Picture 28.3 Photo with Social Sciences Teacher in Class

Appendix 29 Curriculum Vitae

CURRICULUM VITAE

Name : Khusnul Khotimah

ID Number : 15130093

Date and Place of Birth : Jombang, 30th May 1997

Faculty/Departement : Tarbiyah and Teacher Training Faculty/ Social Science Education

Entrance Year : 2015

Address : Dsn. Senden RT. 001 RW. 001 Ds. Senden Kec. Peterongan Kab. Jombang

E-mail : khusnulwon@gmail.com

Education

1. 2000 – 2002 in RA Perwanida Senden
2. 2003 – 2009 in MI Sabilul Huda Senden
3. 2009 – 2012 in SMP Negeri 2 Peterongan
4. 2012 – 2015 in MAN Rejoso Darul 'Ulum Peterongan
5. 2015 – now in UIN Maulana Malik Ibrahim Malang