

**CORRELATION OF STUDENT LEARNING STYLE AND  
SELF-CONCEPT WITH SELF REGULATED LEARNING  
IN MAN 1 MALANG**

**THESIS**

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MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG**

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**CORRELATION OF STUDENT LEARNING STYLE AND  
SELF-CONCEPT WITH SELF REGULATED LEARNING  
IN MAN 1 MALANG**

**THESIS**

Presented to Tarbiyah and Teacher Training Faculty Maulana Malik Ibrahim State  
Islamic University Malang

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IN MAN 1 MALANG**

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## DEDICATION

***Bismillahirrohmanirrohim... Alhamdulillahirobbil'alamin***

Thanks to Allah SWT who have me his grace and guidance, so I can finish this thesis. Praise and invocation are also given to our prophet Muhammad SAW who brings us from the darkness to the lightness, that is *Diinul islam*.

I dedicated this thesis for my beloved parents, Mr. Shodiq and Mrs. Mualifah you always give me encouragment, motivation and inspiration.

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Big thanks for all of you

***Aamin Yaa Rabbal alamin***



## MOTTO

إِنَّا مَكَّنَّا لَهُ فِي الْأَرْضِ وَآتَيْنَاهُ مِنْ كُلِّ شَيْءٍ سَبِيلًا

We made him strong in the land and gave him unto every thing a road.

(QS. Al kahfi verse .84)

“Intelligence is not the determinant of success, but hard work is the real determinant of your success.”

Aniek Rachmaniah, S.Sos.M.Si.  
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*Assalamu'alaikum Wr.Wb.*

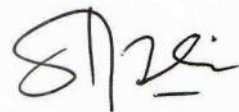
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*Wassamu'alaikum Wr.Wb.*

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## CERTIFICATE OF THESIS AUTHORSIP

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Malang, October 23<sup>rd</sup>, 2019

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## PREFACE

*Bismillahirrahmanirrahim..*

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

Malang, October 2019

Researcher



## GUIDELINES FOR ARABIC-LATIN TRANSLATION

The writing or Arabic –Latin translation in this thesis is complying the guidelines of transliteration base on the shared decision of minister of religious affairs and the minister of Education and Culture Republic of Indonesia No.158 in 1987 and no. 0543 b/U/1987 which generally can be explained as bellow:

### 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. Long Vocal

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

### C. Vocal Diphthong

أو = Aw

أئي = Ay

أو = û

إئي = î

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## ABSTRACT

Hidayati, Iffah.2019. *Correlation between Learning Style and Self Concepts with Self Regulated Learning of Eleven<sup>th</sup> Class of the Social Sciences Department*. Thesis, Department of Social Sciences Education, Faculty of Education and Teacher Training, State Islamic University of Maulana Malik Ibrahim of Malang. Supervisor: Aniek Rachmaniah, S. Sos, M. Si.

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Self Regulated Learning is very important to success learning process. Self regulated learning can be enhanced by knowing the role of individuals in facing and solving problems or referred to as self-concept. In addition to self-concept, learning styles are also very important to shape self regulated learning. By knowing the characteristics of learning, students understand learning material easily.

The research purposes were to: (1) Explain the correlation between learning styles with self regulated learning of eleven<sup>th</sup> class of the social sciences department at State Senior High School of 1 Malang, (2) Explain the correlation between self-concept with self regulated learning of eleven<sup>th</sup> class of the social sciences department at State Senior High School of 1 Malang, (3) Explain the correlation between learning styles and self-concept with self regulated learning of eleven<sup>th</sup> class of the social sciences department at State Senior High School of 1 Malang.

This research used a quantitative approach and its type is correlational research. This research choose cluster sampling in eleven<sup>th</sup> class of the social sciences department at State Senior High School of 1 Malang, which amounted to 48 as research subjects. The research instrument used questionnaires and documents, data collection techniques used were questionnaires and documentation. Data were analyzed by using regression analysis, simple correlation and multiple correlation.

The results showed that, 1) there was a significant positive correlation between learning styles with self regulated learning of eleven<sup>th</sup> class of the social sciences students,  $H_1$  accepted and  $H_0$  rejected, 2) there was a correlation Significantly positive between self-concept and student self regulated learning in eleven<sup>th</sup> class of the social sciences students,  $H_1$  accepted and  $H_0$  rejected 3) there was a significant positive correlation between learning styles and self-concept with Social studies self regulated learning at State Senior High School of 1 Malang,  $H_1$  accepted and  $H_0$  rejected.

**Keywords:** Learning Style, Self Concept, Self Regulated Learning.

## المستخلص

هدايي، عفة. 2019. العلاقة بين أسلوب التعلم والمفهوم الذاتي مع استقلالية التعلم لطلاب الفصل الحادي عشر في قسم العلوم الاجتماعية. الأطروحة، قسم تعليم العلوم الاجتماعية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: أنيك رحمنية، الماجستير

استقلالية التعلم مهم جدًا لدعم النجاح في عملية التعليم والتعلم. يمكن تعزيز استقلالية التعلم من خلال معرفة أدوار الأفراد عند مواجهة المشكلات وحلها أو يسمى بالمفهوم الذاتي. اعتمادا على المفهوم الذاتي، تعتبر أسلوب التعلم مهما جدًا أيضًا لتشكيل استقلالية التعلم. يسهل الطلاب استيعاب المواد التعليمية من معرفة خصائص التعلم.

أهداف البحث منها: (1) شرح العلاقة بين أسلوب التعلم واستقلالية التعلم لطلاب الفصل الحادي عشر المتخصصين في العلوم الاجتماعية في المدرسة الأولى الثانوية الحكومية مالانج، (2) شرح العلاقة بين المفهوم الذاتي واستقلالية طلاب الفصل الحادي عشر المتخصصين في العلوم الاجتماعية في المدرسة الأولى الثانوية الحكومية مالانج، (3) شرح العلاقة بين أسلوب التعلم والمفهوم الذاتي مع استقلالية طلاب الفصل الحادي عشر المتخصصين في العلوم الاجتماعية في المدرسة الأولى الثانوية الحكومية مالانج.

استخدم هذا البحث المنهج الكمي ونوعه المترابطة. يستخدم هذا البحث اخذ العينات العنقودية لطلاب الفصل الحادي عشر المتخصصين في العلوم الاجتماعية كلهم في المدرسة الأولى الثانوية الحكومية مالانج، وعددهم 48 طالبًا. أدوات البحث الاستبانة والوثائق، وأما تقنيات جمع البيانات هي الاستبانة والوثائق. وتحليل البيانات باستخدام تحليل الانحدار، والمترابطة البسيطة والمترابطة المتعددة.

نتائج البحث هي: (1) فيه علاقة إيجابية مهمة بين أسلوب التعلم واستقلالية تعلم طلاب الفصل الحادي عشر المتخصصين في العلوم الاجتماعية، يعني  $H_0$  مرفوض، (2) فيه علاقة إيجابية بين المفهوم الذاتي واستقلالية تعلم الطلاب، يعني  $H_0$  مرفوض، (3) فيه علاقة إيجابية بين أسلوب التعلم والمفهوم الذاتي واستقلالية التعلم في المدرسة الأولى الثانوية الحكومية مالانج، يعني  $H_0$  مرفوض.

الكلمات الرئيسية: أسلوب التعلم، المفهوم الذاتي، استقلالية التعلم.

## ABSTRAK

Hidayati, Iffah. 2019. *Hubungan Gaya Belajar dan Konsep Diri Dengan Kemandirian Belajar Siswa Kelas XI Jurusan IPS*. Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Aniek Rachmaniah, S. Sos, M. Si.

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Kemandirian belajar sangat penting untuk menunjang keberhasilan dalam proses pembelajaran. Kemandirian belajar dapat ditingkatkan dengan mengetahui peran individu dalam menghadapi dan menyelesaikan masalah atau disebut sebagai konsep diri. Selain konsep diri, gaya belajar juga sangat penting untuk membentuk kemandirian belajar. Dengan mengetahui karakteristik belajar bisa membuat siswa mudah menyerap materi pembelajaran.

Tujuan penelitian ini adalah untuk: (1) Menjelaskan hubungan antara gaya belajar dengan kemandirian belajar siswa kelas XI jurusan IPS di MAN 1 Kota Malang, (2) Menjelaskan hubungan konsep diri dengan kemandirian belajar siswa kelas XI jurusan IPS di MAN 1 Kota Malang, (3) Menjelaskan hubungan gaya belajar dan konsep diri dengan kemandirian belajar siswa kelas XI jurusan IPS di MAN 1 Kota Malang.

Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian korelasional. Penelitian ini menggunakan cluster sampling pada siswa kelas XI jurusan IPS di MAN 1 Kota Malang yang berjumlah 48 sebagai subjek penelitian. Instrument penelitian ini menggunakan angket dan dokumen, teknik pengumpulan data yang digunakan adalah kuesioner dan dokumentasi. Data dianalisis dengan menggunakan analisis regresi, korelasi sederhana dan korelasi ganda.

Hasil penelitian menunjukkan bahwa, 1) terdapat hubungan positif yang signifikan antara gaya belajar dengan kemandirian belajar siswa IPS di MAN 1 Kota Malang,  $H_1$  diterima dan  $H_0$  ditolak, 2) terdapat hubungan positif yang signifikan antara konsep diri dengan kemandirian belajar siswa di MAN 1 Kota Malang,  $H_1$  diterima dan  $H_0$  ditolak 3) terdapat hubungan positif yang signifikan antara gaya belajar dan konsep diri dengan kemandirian belajar siswa IPS di MAN 1 Kota Malang,  $H_1$  diterima dan  $H_0$  ditolak.

**Kata kunci:** Gaya Belajar, Konsep Diri, Kemandirian Belajar.

## CHAPTER 1

### INTRODUCTION

#### A. Research Background

Education is important for humans, every human being needs knowledge for themselves and others. Quality formal or non formal education becomes an important role for the process of improving the quality of human resources. To compete with the current era of globalization, requires quality human resources. One of source obtain knowledge is in the school. As the next generation of the nation must have quality education. Schools are formal educational institutions that provide opportunities for students to think smart, think fast, be skilled and have expertise.

Education in schools cannot be separated from learning activities. Learning activities are the main thing in the education process, Achieving educational goals can be influenced by the learning process performed by students. But not all students are actively involved in learning, every human being has a different way of absorbing and process information received. This matter depends on student learning styles and student learning independence, maybe there are some like listening to the teacher lectures or other methods, because each student has different abilities.

Quality or not the learning process is influenced by various factors including student learning styles, teacher's ability, completeness of infrastructure, choosing methods and students' ability to absorb learning

material. Learning style is a combination of ways a person absorbs knowledge and how to organize and process information or knowledge that is obtained.<sup>1</sup>

Student learning style is a person's ability to understand and absorb knowledge differently from other people, each student has a different way to be able to understand an information or the same lesson. Learning styles are the key to developing performance in work, especially students at school. Each student has a different background and his own uniqueness in learning. Every student has different ways to obtain and process information.<sup>2</sup> In forming self regulated learning a teacher must know the student's learning style.

Quality of teachers in the learning process and forming the self regulated learning is very important. The problem of the low self regulated learning will impacts on student learning outcomes that are less than optimal, student not responsible and depend on others, in making decisions, or doing school assignment. Self regulated learning is the main demand of students in learning so that students can complete tasks, trust with their own abilities, and not depend on others. Self regulated learning emphasizes the activities of students in learning that are full of responsibility for success in learning. The form of self regulate in school is that students will take some actions themselves and students are more active in learning and more

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<sup>1</sup> Sukadi, *Progressive Learning* (Bandung: MSQ publishing 2008 ),hal. 93.

<sup>2</sup> Bobbi DePorter dan Mike Hernacki, *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*,trj.,Alwiyah abdurrahman (Bandung: Kaifa, 2010), hlm. 110-112.



confident in expressing their opinions. Self regulated learning is also seen in students' daily learning habits such as the way students plan and doing learning activities.<sup>3</sup>

Besides learning style Self-concept also important to improve the quality self regulated learning. Slameto states that self-concept is an overall perception that someone has about himself. Students have a positive self-concept that is easy to develop themselves compared to students who have a negative self-concept.<sup>4</sup> According to Desmita that if someone's self-concept is good it will be easy to achieve success, with a positive self-concept someone will be optimistic, dare to try new things, dare to succeed and dare to fail, full of confidence, enthusiasm, feeling worthy, daring to set goals, and behave and think positively. If negative self-concept then it is difficult for someone to succeed. Desmita suggests that students who have a positive self-concept, show good achievements in school. therefore self-concept is important in the learning process.<sup>5</sup>

Self regulated learning includes factors that influence learning evaluation score. Self regulated is a learning activity that is driven by self-initiative and responsibility.<sup>6</sup> Forming students confident and able to

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<sup>3</sup> Endang.M, ' *Jurnal Pendidikan dan Kebudayaan* ', Vol. 20, Nomor 4, Desember 2014.hal.6.

<sup>4</sup> Slameto. *Belajar dan factor-faktor yang mempengaruhinya* (Jakarta: Rineka Cipta,2003),hal.182

<sup>5</sup> Desmita *Psikologi Perkembangan Peserta Didik* ( Bandung: PT.Remaja Rosdakarya,2014),hal.164.

<sup>6</sup> Tirtarahardja, *Pengantar Pendidikan* (Jakarta: rineka cipta ,2005),hal. 50.

organize themselves and make their own decisions about when, how and what kind of learning tasks are the main goals.<sup>7</sup>

Based on the results of observations and interviews conducted by researchers in eleven<sup>th</sup> class social science students, researchers found that there were some problems related to student self regulated learning and self concept. During the learning process when teachers not teach in class but give assignments to students to work in class. But there are still some students play with her friend, sleep, not does assignment, cheating on his friend because students are not sure of their abilities. For students' self-concept problems occur when the learning process be held. Some students do not comply with regulation in the school, the students are still playing gadgets and when teacher forming group learning the students still picky friend.

Based on the results of interviews with social science teachers obtained information that some students who live in the dormitory or ma'had and during the learning process sometimes there are students who are sleepy and do not listen the material to the maximum.

Based on the problem of self-concept and self regulated learning found. Researchers assume that the problem of self-concept and self regulated learning is important to study learning styles also need to help students absorb the learning material.

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<sup>7</sup> Laura Lipton, Deborah hubble, *Menumbuhkan Kemandirian Belajar*, (Bandung: Penerbit Nuansa,2005), hlm.15.

Researcher stated that learning styles, self concept and self regulated learning are important to studied. Based on observations, MAN 1 Malang is an advanced school with complete infrastructure and facilities.

Based on the description above, author are interested in conducting research on eleven<sup>th</sup> class of social science students in MAN 1 Malang with the title “ **Correlation of Student Learning Style and Self Concept with Self Regulated Learning in MAN 1 Malang**”

The purpose of this study was to know correlation or effect and characteristic of student learning style, self concept and self regulated learning in MAN 1 Malang.

#### **B. Research Question**

Based on background, research question as follows:

1. How is correlation of student learning style with self regulated learning to social science student in MAN 1 Malang?
2. How is correlation of self concept with self regulated learning to social science student in MAN 1 Malang?
3. How is correlation of student learning style and self concept with self regulated learning to social science student in MAN 1 Malang?

#### **C. Research Objectives**

Based on research question, research objectives as follows:

1. To explain correlation between learning styles with self regulated learning of social science students in MAN 1 malang

2. To explain correlation between self-concept with self regulated learning of social science students in MAN 1 Malang
3. To explain correlation between learning style and self-concept with self regulated learning of social science students in MAN 1 malang.

#### **D. Benefits of Research**

##### 1. Benefit in theory

In theory this research are expected to add to the treasure of social science as follows:

- a. Can add insight and science
- b. Obtain an explanation and description of the relationship between learning styles, self concept and self regulated learning of social science student in MAN 1 malang

##### 2. Benefits in practice

In practice this research are expected has benefits as follows:

- a. For college students the results of this study can be used as additional insights that are used as references during research
- b. For teachers the results of this study can be used as additional information that student learning style and self concept with self regulated learning, especially social studies material, is important to achieve maximum learning outcomes .
- c. For students the results of this study are expected to increase self regulated learning to get maximum learning outcomes.

- d. For researchers the results of this study can be used as an additional insight and knowledge and experience making scientific work.

### **E. Research Hypothesis**

Hypothesis is needed to find out the temporary answers of the research. According to Arikunto hypothesis is temporary answers to research problems until proven through the data collected. hypothesis is divided into two types, namely the null hypothesis ( $H_0$ ) that stated no influence, no correlation or no differential between the variable x and variable Y. alternative hypothesis ( $H_1$ ) showed no influence or no difference or correlation between variables X and Y. Temporary answers that must be proven true and put forward in this research is:

1.  $H_0$  : There is no positive correlation and significant between student learning style with self regulated learning to social science student in MAN 1 Malang
2.  $H_1$  : There is positive correlation and significant between student learning style with self regulated learning to social science student in MAN 1 Malang
3.  $H_0$  : There is no positive correlation and significant between self concept with self regulated learning to social science student in MAN 1 Malang
4.  $H_1$  : There is positive correlation and significant between self concept with self regulated learning to social science student in MAN 1 Malang

5.  $H_0$  : There is no positive correlation and significant between student learning style and self concept with self regulated learning to social science student in MAN 1 Malang
6.  $H_1$  : There is positive correlation and significant between student learning style and self concept with self regulated learning to social science student in MAN 1 Malang.

#### F. Research Scope

This study has three variables, that is: student learning style as independent variable ( $X_1$ ) and self concept as independent variable ( $X_2$ ) and self regulated learning as a dependent variable ( $Y$ ). This research was conducted in MAN 1 Malang with the subject of eleven<sup>th</sup> class of social science students. There is two class XI IPS 1 and XI IPS 2.

**Table 1.1 Description of Variable, indicator and item**

Variable	Indicator	Item
Student learning style ( $X_1$ ) <i>Bobby and Mike</i>	Visual	<ol style="list-style-type: none"> <li>1. Neat and Orderly</li> <li>2. Easy to remember by looking</li> <li>3. Like a symbol, colour and picture</li> <li>4. Prefer paint of the singing</li> <li>5. Fast reader and diligent</li> <li>6. Not easy disturbed by crowd.</li> <li>7. Like to write something</li> <li>8. Careful and detail</li> <li>9. Prefer read by self of the read by other.</li> </ol>
	Auditory	<ol style="list-style-type: none"> <li>1. Easier absorb information with listen</li> <li>2. move lips when read</li> <li>3. have a voice when read</li> <li>4. Like speak and discussion</li> <li>5. Like a music</li> <li>6. can nit silent in a long time</li> <li>7. like when given group task</li> </ol>
	Kinesthetic	<ol style="list-style-type: none"> <li>1. Like physically oriented and lost of motion</li> <li>2. Speak slowly</li> </ol>

		<ol style="list-style-type: none"> <li>3. Approach people when talking</li> <li>4. Memorize with walk and look</li> <li>5. Use a finger as a clue when read</li> <li>6. Can not sit down a long time</li> <li>7. Less neat</li> <li>9. like a game and sport.</li> </ol>
Self concept (X2) <i>R.J Savelshon</i>	Social	<ol style="list-style-type: none"> <li>1. Establish good relations with teachers and parents</li> <li>2. establish good relations with friends</li> </ol>
	Physical	<ol style="list-style-type: none"> <li>1. Understanding physical conditions</li> <li>2. pay attention to appearance</li> </ol>
	Norm or value	<ol style="list-style-type: none"> <li>1. comply with school rules</li> <li>2. abide by the rules of society</li> <li>3. comply with family rules</li> </ol>
	Academic	<ol style="list-style-type: none"> <li>1. have a plan on the future and wishes</li> <li>2. have the desire to develop talents and interests</li> </ol>
Self regulated learning (Y)  <i>Haris Mudjiman and Desmita</i>	Confidence	<ol style="list-style-type: none"> <li>1. Students learn not to depend on others</li> <li>2. Students have courage</li> <li>3. Be confident in yourself</li> </ol>
	Responsible	<ol style="list-style-type: none"> <li>1. Students have self-awareness in learning</li> <li>2. Students work on tasks done by the teacher</li> <li>3. Active and serious students in learning</li> </ol>
	Inisiatif	<ol style="list-style-type: none"> <li>1. Students learn on their own</li> <li>2. students try to find other sources of reference other than those delivered by the teacher</li> </ol>
	Discipline	<ol style="list-style-type: none"> <li>1. Students pay attention to the teacher's explanation</li> <li>2. Students do not delay the assignment given by teacher</li> <li>3. students are not lazy to learn</li> </ol>

## G. Research Originality

The originality of this study presents similarities and differences in the field of study with previous research, it is necessary to avoid repeating the study of the same thing. research originality is presented in the form of descriptions and tables as follows:

1. *Thesis* by prastiya nur aini with the title: “The influence of Learning Independence on Accounting Learning Achievement of Students of Class XI IPS High School 1 Sewon Bantul” This researcher provides the conclusion that there is a positive and significant influence of Learning Independence and Student Learning Environment together towards Accounting Learning Achievement of Students of Class XI IPS in SMA 1 Sewon Bantul Academic Year 2010/201, this study uses a causal-comparative method that is ex post facto, namely research conducted to investigate the possibility of causal relationships based on observing the effects of existing search for factors that might be the cause through certain data. this research is one of the variables about learning independence. The difference in this research is the second variable about the learning environment and using regression analysis.
2. *Thesis* by Eka Vebriana with the title: “The influence of learning resources and learning independence on economic learning achievement of class X MAN 1 pati 2009/2010 academic year” this study provides a conclusion that there is an influence of learning resources and learning independence on economic learning achievement of students of class X



MAN 1 pati on a partial or simultaneous basis. The equation in this study is to examine the self regulated learning differences that is using 2 independent variables namely the source of learning and self regulated learning and using regression analysis.

3. *Thesis* by Desi rahmawati with the title: “The correlation between self regulated learning with student learning outcomes at SDN Purwoyoso Semarang” This study provides the conclusion that there is a relationship between self regulated learning and learning outcomes of students at SDN Purwoyoso Semarang. The equation in this study is to examine the self regulated learning. The difference is the independent variable is self regulated learning and dependent variable is learning outcomes.
4. *Thesis* by Rizky lestarini with the title: “ Correlation between students self-concept with self regulated learning of fourth grade students at SDN in Pakualaman, Yogyakarta” This study concludes that there is positive and significant relationship between students self-concept with self regulated learning of fourth grade students of SDN in Pakualaman, Yogyakarta.
5. *Thesis* by Eki susilowati with the title: “Correlation between learning habits and self regulated learning with social studies learning outcomes of fourth grade students at SDN gugus sunan ampel demak sub-district” This study concludes that there is a significant positive correlation between learning habits and social studies learning outcomes. The

similarities in this study are self regulated learning as variabel and using correlational research. The difference is self regulated learning as an independent variable and learning outcomes as the dependent variable.

6. *Thesis* by Beni Abdul rohman with the title: “Correlation between parents attention with self regulated learning of class VII students at Salatiga Middle School” this study concludes that there is a positive relationship between parental attention and self regulated learning so that the proposed hypothesis can be accepted and proven. the equation of this study is self regulated learning as a dependent variable, differences in parental attention as independent variables.

**Table 1.2**  
**Research Originality**

No	Researcher	Similarity	Difference	Research Originality
1.	Pratistiya Nur aini (2011) “The influence of self regulated learning on Accounting Learning Achievement of Students of Class XI IPS High School 1 Sewon Bantul”	Self regulated learning as an independent variable	Learning environment as an independent variable in accounting learning achievement as a dependent variable	1.The student's learning style as independent variables, the independence of student learning as well as the dependent variable using correlation analysis
2.	Eka Febriana (2010) “The influence of learning resources and self regulated learning on economic learning achievement of	Self regulated learning as an independent variable	Learning resources as independent variables and economic learning achievements as dependent variables	2. The object of study of researchers in the city of Malang and the level of high school.

	class X MAN 1 pati” 2009/2010 academic year”			3. Samples all class XI IPS in MAN 1 malang.
3.	Eki susilowati (2010) “Correlation between self regulated learning with student learning outcomes at SDN Purwoyoso”	Using variable self regulated learning as a variable	Self regulated learning as an independent variable of learning outcomes as a dependent variable	
4.	Desi rahmawati (2016) “Correlation between students 'self-concept and self regulated learning of fourth grade students at SDN in jogja.	Research about self regulated learning	Learning outcomes as dependent variables	
5.	Rizky lestarini (2015) “Correlation between learning habits and independence of learning with social studies learning outcomes of fourth grade students at SDN gugus sunan ampel demak	The dependent variable is self regulated learning	Self-concept as an independent variable	
6.	Beni abdul rohman (2015) “Correlation between parents 'attention with self regulated learning of class VII students at Salatiga Middle School.”	Self regulated learning as a dependent variable	Parents' attention as an independent variable	

## H. Operational Definition

The title of this research is correlation of student learning styles and self concept with self regulated learning to be easily understood researcher describes the following meanings:

### 1. Student Learning Style

Learning style is the way or effort of students in understanding the information or subject matter delivered by the teacher in the learning process or the way students capture knowledge in the learning process. or ways that students use to absorb new and difficult information, so they can concentrate and process information that enters the brain.<sup>8</sup>

### 2. Self Concept

Self-concept is an idea of one self that includes a person's beliefs, views and judgments of himself. self concept is someone's perception of himself which is formed through the experiences gained.

### 3. Self Regulated Learning

Self regulated learning is the ability of students to learn without force and interference from others. Independence of learning comes from motivation in students themselves, driven by self-learning to achieve its goals.

Self regulated learning is a condition of independent learning activities that are not dependent on others, have initiative and responsibility in solving learning problems. Independence of learning is

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<sup>8</sup> Gordon Dryden dan Dr.jeanette Vos, *Revolusi Cara Belajar*, (Bandung: Kaifa,1999), hlm.340.

realized if students actively control everything that is done, evaluate and plan something deeper about learning activities. Indicators of self regulated learning according to Desmita include:

- a. Don't depend on other people
- b. Initiative to study
- c. Responsible
- d. Self confident
- e. work on tasks independently.<sup>9</sup>

### **I. Systematics of Writing**

The systematics of writing this thesis as follows:

1. *The first chapter*, An introductory chapter that contains the background of research, research question, research objectives, benefits of research, research hypothesis, the scope of research, originality of research, operational definitions, and systematic of writing.
2. *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.
3. *The third chapter*, is a research method that contains chapters on the study site, the approach and the type of research, the research variables,

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<sup>9</sup> Desmita, *Psikologi Perkembangan Peserta Didik*. (Bandung: Remaja Rosdakarya, 2009), hal. 22.

population and sample, data and data sources, research instruments, data collection techniques, validity and reliability, analysis the data, the research procedure.

4. *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.
5. *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 fourth chapter .
6. *The sixth chapter*, is the closing chapter of the research report which contains conclusions and suggestions and references.

## CHAPTER II

### LITERATURE REVIEW

#### A. Student Learning Style

##### 1. Definition of learning and student learning styles

Learning is a process or effort made by individuals to get behavior changes, in the form of knowledge, skills, attitudes and positive values as an experience of various material learned.<sup>10</sup>

According to Bobby and Mike student learning style is a combination how the student absorb, organize and process information.<sup>11</sup>

According to Fleming and mills student learning style is the tendency of students to adapt learning strategies as a responsibility to get a learning approach that is in line with the demands of class or school learning and lesson demands.<sup>12</sup>

Keefe define learning style as a way for someone to receive, interact, and view their environment.<sup>13</sup> Learning style is approach how individu study or method travelled every individu or student to concentration on the process, and mastering difficult information. According to Nasution learning style is consistent method for student capture stimulus or information, how to remember how to think and solve

<sup>10</sup> Mulyono Abdurrahman, *Pendidikan Bagi Anak Kesulitan Belajar*, (Jakarta: PT Rineka Cipta, 1999),hal.28.

<sup>11</sup> Bobbi De Porter dan Mike Hernacki, *Quantum Learning Membiasakan Belajar Nyaman dan Menyenangkan*, terj., Alwiyah Abdurrahman. (Bandung: Kaifa, 2010), hlm. 111.

<sup>12</sup> Sarfa Wassahua, *Analisis Gaya Belajar Siswa Terhadap Hasil Belajar Matematika*. Jurnal Matematika dan Pembelajarannya, IAIN Ambon. No.1 Volume 2 th.2016.hal.7.

<sup>13</sup> S. Nasution, *Berbagai Pendekatan Dalam Proses Belajar dan Mengajar*, (PT bina aksara ,2000) hal.94.

problems. And used stimulus received in the learning process. That is: field dependence- field independence, implusif- reflektif, dan sistematis-intuitif.<sup>14</sup>

## 2. Types of student learning style

### a. Visual Learners

Visual learning style is explaining this learning style must see evidence to believe, such as students given stimulus through illustration, and video.

According to Deporter the characteristic of visual learning style is:

- 1) Neat and orderly.
- 2) Talk quickly.
- 3) Attention to appearance.
- 4) More remembering something with look.
- 5) Remember with visual associations.
- 6) Not disturbed by the commotion.
- 7) Readers fast and diligent.
- 8) Prefer reading.<sup>15</sup>

### b. Auditori Learners

Auditorial learning style is learning styles that rely more on hearing to be able to understand and trust. Such as: students enjoy reading aloud

<sup>14</sup> Ibid.,hal.97.

<sup>15</sup> Bobbi De Porter dan Mike Hernacki, *Quantum Learning Membiasakan Belajar Nyaman dan Menyenangkan*, terj., Alwiyah Abdurrahman. (Bandung: Kaifa, 2010), hlm.116.



and voicing, absorbing lessons faster by listening. According to Deporter the characteristic of auditorial learning style is:

- 1) Easily disturbed.
- 2) Move lips and say writing in the book when reading.
- 3) Read with aloud and listen.
- 4) More remembering something eith listening
- 5) Can repeat and imitate tone or sound
- 6) Difficulty writing, but great storytelling.
- 7) Speak in patterned rhythms.
- 8) Fluent speaking
- 9) Prefer music of the art.
- 10) Learning by listening and remembering what is discussed rather than being seen.<sup>16</sup>

Auditive type children, easily learn the material presented in the form of sound (lecture), when the teacher explains quickly capturing the lesson material, and words from friends (discussion) or radio cassette sounds more easily absorb material. The lessons are presented in the form of writing, touch, movements will experience difficulties.

#### c. Kinesthetic Learners

Kinesthetic learning is styles rely more on certain parts of the physical as optimal learning tools. Such as students learn with the game

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<sup>16</sup> Ibid.,hlm.118.

method, this type of learning style is learning by moving, working and touching. According to Bobby the characteristics of kinesthetic learning style is:

- 1) Speak softly.
- 2) Responses to physical attention.
- 3) Touch people to get their attention.
- 4) Approach when talking to people
- 5) Physical oriented and lots of moves.
- 6) Learning through play and practice.
- 7) Memorize by walking and seeing.
- 8) Using the finger as a pointer when reading,
- 9) Like learning process with games.<sup>17</sup>

Kinesthetic learning styles can manifest themselves internally and externally. If the external likes physical touch, prefer learning by trying something by hand and taking notes during the learning process. Internal kinesthetic prefers to feel emotions about the learning process before accepting it. Internal and external types are very interested in the process of conveying matter through the body. Children with kinesthetic learning styles like to move because

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<sup>17</sup> Ibid.,hlm.118.

kinesthetic learning requires an element of physical movement, someone not like learn only silent and sit down.<sup>18</sup>

### 3. Factors affecting students learning style

Rita Dunn is a pioneer in the field of learning styles finding variables that influence learning styles There are four factors that is:

- a. Emotional factor
- b. Physical factors
- c. Sociological factors
- d. Environmental factor

Learning students need concentration well, and an environment that supports student learning. Environmental factors that influence student learning concentration such as:

- 1) Voice, Some students like to study soft, loud music or watch television. some students like to study in a quiet situation and some like to study in a crowded situation.
- 2) Lighting, Lighting needs to be arranged like dark and bright, a place is also needed so students can concentrate on learning.
- 3) Temperature, Every student has different tastes, some want a cool place that wants a warm place.

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<sup>18</sup> Chaterine Syarif, *Menjadi Pintar dengan Otak Tengah: Cara Ampuh Memaksimalkan Kemampuan Otak Anak* (Jogjakarta: Starbooks, 2010), hal.73-74.

- 4) Learning Design, There are two types of learning design, namely formal learning design and informal learning design. For example, the formal design of learning at the study table is complete with tools, and the informal design of learning is relaxed, sitting on the floor.<sup>19</sup>

#### 4. Student Learning Style of Islamic Perspective

Explained in the (QS An-Nahl, verse 78) speaks of components in human beings that must be used in learning and learning activities:

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ  
وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

*The meaning: "And Allah has extracted you from the wombs of your mothers not knowing a thing, and He made for you hearing and vision and intellect that perhaps you would be grateful".*

And explained in the (QS Al-isra' verse 36)

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَئِكَ كَانَ  
عَنْهُ مَسْئُولًا

*The meaning: "And do not pursue that of which you have no knowledge. Indeed, the hearing, the sight and the heart-about all those (one) will be questioned."*

<sup>19</sup> Anonim, 'faktor-faktor yang mempengaruhi Gaya belajar'. (<http://faktor-faktor> yang mempengaruhi gaya belajar\_wawasan pendidikan diakses 24 februari 2019 jam 20.00 wib)

## **B. Self Concept**

### **1. Definition of self concept**

Self concept is a person's perception of him or herself. These perceptions are formed through one's experience with and interpretations of one's environment. And are influenced especially by reinforcements, evaluations of significant others, and one's attributions for one's own behaviour.<sup>20</sup>

The construct self concept can be further defined by seven critical features:

- a. It is organized or structured in that people categorize the vast information they have about themselves and relate these categories to one another.
- b. It is multifaceted and the particular facets reflect the category system adopted by a particular individual and shared by a group.
- c. It is hierarchical with perceptions of behaviour at the base moving to inferences about self in subareas academic and non academic areas, and then to general self concept.
- d. General self concept is stable but, as one descends the hierarchy, self concept becomes increasingly situation specific and as a consequence less stable.

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<sup>20</sup> R.J Shaveson and R.Bolus, *Self - Concept: The interplay of theory and methods*. Journal of Educational Psychology, No.1 vol 74 th.1982.hlm.1.

- e. Self concept becomes increasingly multi-faceted as the individual develops from infancy to adulthood.
- f. It has both a descriptive and an evaluative dimension such that individuals may describe themselves (I am happy) and evaluate themselves ( I do well in school )
- g. It can be differentiated from other constructs such as academic achievement.

According to Deaux, dane and wrightstman self concept is someone's beliefs and feelings about him. Beliefs are related to talent, interests, abilities, physical appearance.<sup>21</sup>

According to Hurlock self concept is someone's description of themselves and a combination of physical, psychological, social, emotional beliefs, aspirations, and achievements.<sup>22</sup>

According to Hutagalung self concept is individual views about who am i, individual position, and something that can be doing and can not be doing.<sup>23</sup>

According to Desmita self concept is idea about him self includes beliefs, views, and evaluation someone about him self.<sup>24</sup>

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<sup>21</sup> Deaux, Dane and Wrightsman, *Social Psychology*, sebagaimana dikutip oleh Sarwono, S.W, Meinarno, *Psikologi Sosial* (Jakarta: Salemba Humanika,2009),hlm.53.

<sup>22</sup> Hurlock, E.B, *Perkembangan Anak* ,edisi ke-5 (Jakarta:Erlangga,2013)

<sup>23</sup> Inge Hutagalung, *Pengembangan Kepribadian Tinjauan Praktis Menuju Pribadi Positif*,(Jakarta: PT indeks,2007) ,hal.5

<sup>24</sup> Ibid., hal 164.

Can be concluded self-concept is an individual's view of himself, including an image of himself and his desired personality, derived from experience and interaction with others.

## **2. Factors that influence self-concept**

According to William H fitts, a person's self concept is influenced by several factors, as follows:

- 1) Experience, especially interpersonal experiences that give rise to positive and valuable feelings.
- 2) Valuable competence
- 3) Self-actualization.

Other factors that influence self-concept include:

### **1) Parenting Parents**

The positive attitude of parents will foster positive concepts and thoughts and self respect. Negative attitudes will lead to the assumption that children are less valuable to loved.

- 2) Failure Continuous failure makes a person weak and feels useless.
- 3) Depression Depressed people have negative thoughts in responding to everything.

## **3. Aspects of self-concept**

Calhoun and acocella say self concept consists of three aspects as follows:

- 1) Knowledge, which is known to others about him such as physical strengths and weaknesses, age, gender, occupation, religion.
- 2) Expectation. Individuals have hopes for themselves to be better.
- 3) Assessment. The individual as an appraiser about himself. Does it conflict with individual expectations and standards for individuals.

Hurlock said self-concept has two aspects as follows:

- a) Physical aspects are concepts that individuals have about appearance, conformity with gender
- b) Psychological aspects are individual assessments of his condition, such as self-esteem, self-esteem, and ability.<sup>25</sup>

#### 4. Types of self-concept

According to Calhoun and Acocella self concept is divided into two, as follows:

##### 1) Positive self-concept

Positive self-concepts are stable and varied. Individuals have a positive self-concept can understand and accept facts about themselves so that an evaluation of him becomes positive and can receive.

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<sup>25</sup> Coulhun, JF, Acocela, JR; *Psikologi Tentang Penyesuaian dan Hubungan Kemanusiaan*, terj., Prof. Dr. Ny.R.S Satmoko. (Semarang: IKIP Semarang Press, 1995), hlm. 67-71.



## 2) Negative self concept

The first The individual view of him is irregular, has no feelings, stability. The second view of him is too stable and orderly. Because individuals are educated in a hard way.<sup>26</sup>

According to Inge Hutagalung aspect of self concept is:

- 1) Physical aspect is the concept that an individual has about appearance.
- 2) Psychological aspects is individual concepts of abilities and weaknesses, self-esteem and relationships with others.<sup>27</sup>

According to Coopersmith and Shalveson general of self concept are:

- 1) Social aspects consists of peer self concept and family self concept
- 2) Presentation of self consists of confidence self concept and physical self concept
- 3) Aspects of norms or values
- 4) Academic self concept consists of classroom self concept, ability self concept and achievement self concept.<sup>28</sup>

<sup>26</sup> Indra Yohanes Killing, *Tinjauan Konsep Diri dan Dimensinya Pada Anak Dalam Masa Kanak-Kanak Akhir*. **Jurnal Psikologi Pendidikan dan Konseling Vol. 1 No.2 Desember 2015**.

<sup>27</sup> Inge Hutagalung, *Pengembangan Kepribadian Tinjauan Praktis Menuju Pribadi Positif* (Jakarta: PT Indeks,2007),hal.22.

<sup>28</sup> Shalveson, R.J and Bolus,R. *Self Concept: The interplay of theory and methods* ( *Journal of Educational Psychology*, 1982),Vol.74, No.1.

## 5. Dimension of Self Concept

According to William H Fitts quoted by Hendriati Agustiani dividing the dimensions of self-concept into two, as follows:

### a. Internal Dimension

Internal dimension is the judgment that an individual makes on him based on the world in him. This dimension consists of three forms. Such as:

- 1) Identity Self, this dimension referring to question “ Who am I” in the question covered symbol-symbol given to themselves by individuals to describe themselves and build identity.
- 2) Behavior Self, this dimension is individual perception about behaviour and awareness of what is doing.
- 3) Judging Self, function observing, set the standar and evaluation.

### b. External Dimension

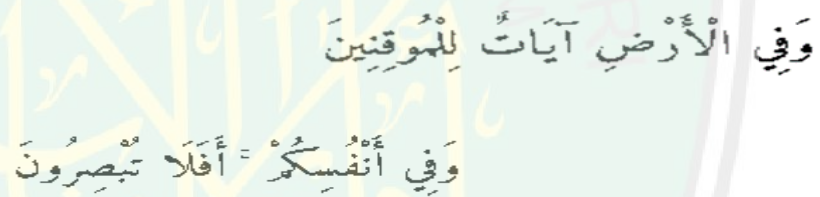
External dimension is individuals assess themselves through relationships and social activities, values outside themselves such as school, organization, religion. This dimension is divided into five forms. Such as:

- 1) Physical self is individual’s perception of his physical state as health, appearance.
- 2) Moral-ethical self is individual’s perception toward state of self seen from moral standard and attitudes.

- 3) Personal self is individual's perception about personal situation
- 4) Family self is individual's perception related position as a family member.
- 5) Social self is individual's perception toward self interaction with other and surrounding environment.

#### 6. Self concept of Islamic perspective

The Qur'an has encouraged humans attention to themselves, the privileges of other beings and the process of human creation. In (QS adz-dzariyat verse 20-21) as follows:



*The meaning: And on the earth are signs for the certain in faith  
And in yourselves. Then will you not see.*

Positive thinking and having a positive self-concept must begin with positive thinking to Allah SWT. Convinced that whatever Allah puts upon us is positive for us. We must have faith that nothing is created in vain.

(QS. Ali Imran verse: 191)

الَّذِينَ يَذْكُرُونَ اللَّهَ قِيَامًا وَقُعُودًا وَعَلَىٰ جُنُوبِهِمْ وَيَتَفَكَّرُونَ فِي خَلْقِ  
السَّمَاوَاتِ وَالْأَرْضِ رَبَّنَا مَا خَلَقْتَ هَذَا بَاطِلًا سُبْحَانَكَ فَقِنَا عَذَابَ النَّارِ

*The meaning: Such as remember Allah, standing, sitting, and reclining, and consider the creation of the heavens and the earth, (and say): Our Lord! Thou createdst not this in vain. Glory be to Thee! Preserve us from the doom of Fire.*

### C. Self Regulated Learning

#### 1. Definition of Self Regulated Learning

In Indonesian dictionary, self regulated means “stand alone” self regulated is learning does not depend on others, students have their own activeness and initiative in learning.

According to Tirtahardja Self regulated is "learning activities driven by own initiative, own choice and own responsibility of learning"<sup>29</sup> According to Haris Mudjiman self regulated is "the motive or intention to master competence and have motivation in learning intensively, directed and creative"<sup>30</sup>

Herman Holstein states "Self Regulated always helps the learning process by activating knowledge, stabilization and security learned, or providing motivation in connection with willingness to learn"<sup>31</sup> Some indicators are used to measure self regulated learning , namely:

<sup>29</sup> Tritahardja, Umar, *Pengantar Pendidikan*, (Jakarta: Rineka Cipta,2005), hlm.50.

<sup>30</sup> Haris, Mudjiman, *Manajemen Pelatihan Berbasis Belajar Mandiri*, (Yogyakarta: Pustaka Pelajar, 2011),hal. 4.

<sup>31</sup> Holstein, Herman. *Murid Belajar Mandiri: Situasi Belajar Mandiri dalam Pelajaran Sekolah*. (Bandung: Remaja Karya,2000), hlm 26.

- a. Learning initiative
- b. Diagnose learning needs
- c. Set targets and learning goals
- d. Monitor, regulate and control the progress of learning,
- e. Seeing difficulty as a challenge
- f. Select and implement learning strategies,
- g. Evaluate learning processes and results and
- h. Have self –concept.

The goal of self regulated learning is to encourage students to have responsibility in regulating and maintaining discipline. in developing their own learning abilities and willingness, these attitudes must be possessed by students because they are characteristic of a student's maturity. conclusions about self regulated is the ability of a person to carry out learning activities with full confidence and responsibility.<sup>32</sup>

## **2. Factors that Influence Self Regulated Learning**

According to Hasan Basri self regulated learning is influenced by several factors, namely factors of self (internal) and factors outside of themselves (external).

- a. Internal factor

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<sup>32</sup> Sumarmo, U *Kemandirian Belajar Apa, Mengapa dan Bagaimana Dikembangkan pada Peserta Didik*. Makalah disajikan pada Seminar Pendidikan Matematika di Jurusan Pendidikan Matematika FMIPA Universitas Negeri Yogyakarta, 8 Juli 2011.

Internal factor is all influences come from within themselves. Everything that is brought from birth is the basic provision for the next individual growth and development.

b. Eksternal factor

Eksternal factor is All situation or influences from outside oneself or environmental factors. The environment greatly influences a person's personality development in negative or positive terms. The family and community environment that is good in the field of values and habits of life will shape personality and Self regulated.<sup>33</sup>

### 3. Characteristic of Self Regulated Learning

According to Chabib Toha Characteristic of Self Regulated Learning such as:

- a. Able to think critically, creatively, and innovatively.
- b. Not easily influenced by opinions of other.
- c. Not avoid of problems.
- d. Solve problem with thinking deeply.
- e. Not feel inferior when different from other.
- f. Try and work diligently and discipline.
- g. Responsible for own action.<sup>34</sup>

<sup>33</sup> Subliyanto, *Kemandirian Belajar* (<http://www.subliyanto.id/2011/05/kemandirian-belajar.html>, diakses 6 september jam 15.42 wib)

<sup>34</sup> Rokim, *Efektivitas Pola Asuh Orang Tua Terhadap Kemandirian Belajar Anak*. **Jurnal Akademika**, Volume 6, No.1.th.1 Juni 2012.

#### 4. Efforts to Develop Self Regulated Learning

According to Desmita efforts made by the teacher in developing Self regulated learning as follows:

- a. The teaching and learning process must be democratic, intend all children to feel valued .
- b. Involve children's active participation in every decision making
- c. Give freedom to children to explore the environment
- d. Fair to all students
- e. Establish good relations with children.<sup>35</sup>

#### 5. Principles for Increasing Self Regulated Learning to Students

- a. Engaging students actively
- b. Give students freedom to make their own choices
- c. Give students the opportunity to decide
- d. Giving enthusiasm and motivation to students
- e. Encourage students to reflect.

#### 6. Indicator of student self regulated learning

According to Haris mudjiman Some indicators of self regulated learning become a benchmark in measuring the level of self regulated learning. Every individual has different self regulated learning such as: Tenacious in Learning, Diligent learning and discipline, Have a plan for learning activities, Progressive and focus on goals in learning.

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<sup>35</sup> Desmita, *Psikologi Perkembangan Peserta Didik*, (Bandung: PT. Remaja Rosdakarya 2009).hal.185-190.

- a. Initiative is the ability to decide and do the right thing without being told, being able to find what to do. Indicator of inisiatif is:
- 1) Creative looking for other reference sources besides teacher information
  - 2) Critical in finding a solution
  - 3) Learning on your own .
- b. Self Confidence is a person's belief in all aspects of strengths that are owned. Indicator of self confidence is:
- 1) Make your own decisions in problems solving
  - 2) Develop skills without the influence of others
  - 3) Improve ability without relying on others
  - 4) Able to overcome learning problems without the influence of others
- c. Responsible is the ability of someone to perform an obligation as a boost of self. Or deed ready to bear everything due to perform these activities Indicator of responsible is:
- 1) Always trying to complete the task
  - 2) Aware of learning obligation
  - 3) Study diligently
  - 4) Obey school rules.<sup>36</sup>

According to Desmita indicator of self regulated learning as follows:

<sup>36</sup> Haris Mudjiman, *Belajar Mandiri* ( Jawa Tengah:LPP dan UNS Press, 2007),hal.14



- 1) have a strong desire to learn
- 2) Able to take decisions and initiatives to solve problems
- 3) Responsibility for what is done
- 4) Confident and do what needs to be done .<sup>37</sup>

## 7. Self Regulated Learning of Islamic Perspective

Rasulullah paying attention to the growth of children's potential, he builds confidence and independence in children, so he can get along with various elements of society that are in harmony with his personality. The Prophet took advantage of his experience, added confidence in him, so that his life became excited and his courage increased. He is not spoiled, and maturity is his trademark.<sup>38</sup> Firman Allah in the Qs Al-Mudassir, verse 38 and Qs. Al-Mukminun verse 62.

كُلُّ نَفْسٍ بِمَا كَسَبَتْ رَهِينَةٌ

*The meaning: " Every soul, for what it has earned, will be retained"*

وَلَا نُكَلِّفُ نَفْسًا إِلَّا وُسْعَهَا ۗ وَلَدَيْنَا كِتَابٌ يَنْطِقُ بِالْحَقِّ ۗ وَهُمْ لَا يُظْلَمُونَ

*The meaning: " And We charge no soul except (with that within) its capacity, and with Us is a record which speaks with truth; and they will not be wronged" From the verse explains that God does not give human burdens beyond their limits. Allah asked humans to be independent in solving their problems and work without depending on others.*

<sup>37</sup> Desmita, *Psikologi Perkembangan Peserta Didik*. ( Bandung: Remaja Rosdakarya, 2009), hal. 22.

<sup>38</sup> Jamal Abdurrahman, *Cara Nabi Menyiapkan Generasi* ( Surabaya: CV Fitrah Mandiri Sejahtera. 2006), Hal. 212.

#### **D. Correlation of Student Learning Style with Self Regulated Learning.**

Learning styles are a combination of absorb, managing and processing information. Learning styles influence the learning outcomes and self regulated learning. Everyone has and develops their own learning style that is influenced by personality types or habits. Student learning styles consist of three types, namely visual, auditory and kinesthetic which will encourage self regulated learning. Student Self regulated learning is an attitude of wanting to learn on their own without the help of others. With a learning style that is liked by students, they are able to find learning reference sources in addition to what is conveyed by the teacher in the learning process and has responsibility for what is done.

#### **E. Correlation of Self Concept with Self Regulated Learning**

Self regulated learning is important for students to achieve self regulated learning. Students must have a self-concept. Self-concept is an idea of oneself that includes a person's beliefs, views and judgments of himself. Self-concept is one of the decisive variables in the process of education and learning. The more positive a person's self-concept will be to achieve success. with a good or positive self-concept, someone will be optimistic about daring to try new things, be full of confidence, be enthusiastic, feel valuable, dare to set goals in life and behave and think positively. and the more negative the self-concept, it will be difficult for someone to succeed.

## **F. Correlation of Student Learning Style and Self Concept with Self Regulated Learning**

Each student has a different way to be able to understand the same information or material. Learning styles that are comfortable or in accordance with the characteristics of students will feel that every learning effort gives positive and satisfying results. The knowledge learned can be mastered and students will be more independent in completing their assignments.

Students having positive self-concepts can more easily understand themselves well. Positive self-concept possessed by students makes students have good self regulated learning, like students can make plans in learning. Have an initiative in finding sources of learning and confidence in their abilities. the higher it is student learning style and self concept so self regulated learning is high.

## **G. Critical Framework**

Success or not learning in schools is influenced by several factors, namely the teacher and students who are the most important factors in the learning process in schools. One of the goals of teaching and learning is to achieve student success in obtaining good achievements

There are several factors determining the success of the students in the learning process include: student's learning style, self-concept and self-regulated learning students.

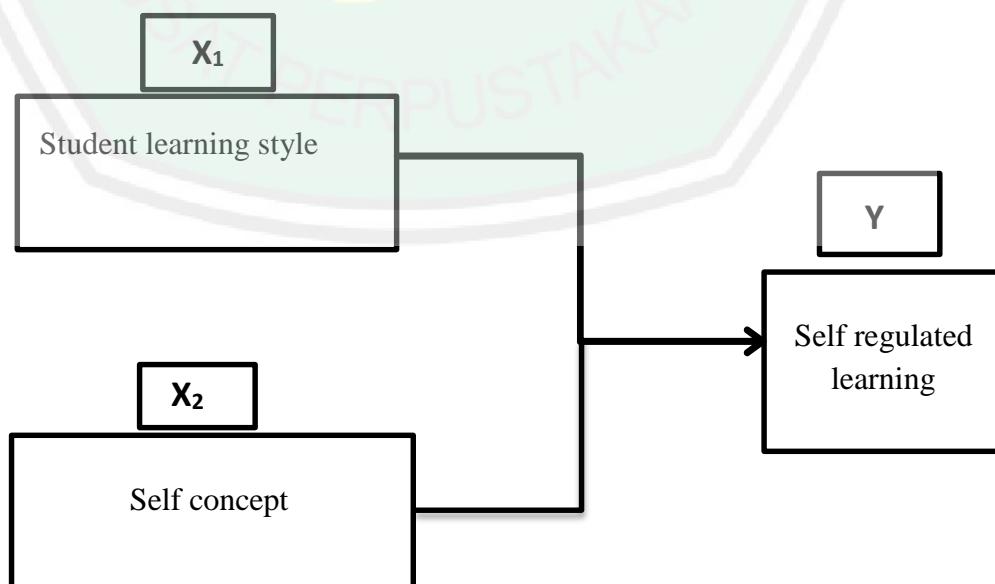
Learning style is a way of learning that is applied students to absorb the material weeks to achieve the desired. Learning style is an aspect that can

affect the self regulated learning. Students who have the self regulated in learning, supported by a good learning style that makes students feel comfortable while studying. Material being studied can be controlled properly and independently in completing the task.

Self concept is an individual's perception of himself. Students who have a positive self-concept is easier to understand him well. In the process of student learning achievement are encouraged to learn well one of them had a good self regulated learning.

To examine the correlation between learning styles and learning self-concept and self regulated learning, researcher propose learning styles and self concept as the independent variable and self regulated learning as dependent variables. As the chart below:

**Picture 1.1 Critical Framework**



## CHAPTER III

### RESEARCH METHODS

#### A. Location of Research

Location of research is place of researchers obtain information with the concept of research. Researcher took place at MAN 1 Malang, located in Baiduri Bulan street No.40, Tlogomas, Lowokwaru, East Java (65144). Researcher choose this location to know how characteristic of student learning styles and self concept and self regulated learning of eleven<sup>th</sup> class social science students at MAN 1 Malang. This location meets the criteria and researchers easily conduct research and obtain data effectively and efficient.

#### B. Approach and Type of Research

This research use kuantitatif method, that is something that is deductive-inductive by drawing conclusions from something that is general to something special, from theories, ideas or understanding of research based on experience and developed into a problem along with pemecahan to obtain justification data in the form of empirical support in the field.<sup>39</sup>

This study uses a correlational method. The purpose of the correlation technique is to analyze three variables, namely student learning style as an independent variable ( $X_1$ ) and self concept as an independent variable ( $X_2$ ) self regulated learning as the dependent

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<sup>39</sup> Limas Dodi, *Metodologi Penelitian* (Yogyakarta: Pustaka Ilmu, 2015), hal.60.

variable (Y). this variable will be examined whether there is a significant correlation between these variables.

### C. Research Variable

Variables that are something that can distinguish or change values, have the characteristics of the object of study (concept) variations in values, such as events, situations, behaviors and individual characteristics. From the title and type of this study it can be seen that there are two variables in this correlation study, as follows:

#### 1. Independent Variabel (X)

The independent variable is a variable that might cause, influence, or have an effect on the dependent variable, the independent variable in this study is the student's learning style and self concept.<sup>40</sup>

#### 2. Dependent Variabel (Y)

Dependent variables are variables that are influenced or become a result of independent variables. the dependent variable in this study is self regulated learning of Eleven<sup>th</sup> class social science students in MAN 1 Malang <sup>41</sup>.

This research was conducted to determine the extent to which correlation of learning styles and self-concept with self regulated learning in MAN 1 Malang. Operational variables in this

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<sup>40</sup> Sugiyono, *Statistik untuk Penelitian* (Bandung: Alfabeta, cetakan XII, 2007), hal.3.

<sup>41</sup> Ibid., hlm 3-4.

study consists of a variable, sub-variables and indicators used item questionnaire.

**Table 1.3 Description of Variable, Indicator and Item**

Variable	Sub variable	Indicator	Instrument	No Item
Student learning style (X1) (Bobby deporter)	Visual	1. Neat and Orderly 2. Easy to remember by looking 3. Like a symbol, colour and picture 4. Prefer paint of the singing 5. Fast reader and diligent 6. Not easy disturbed by crowd. 7. Like to write something 8. Careful and detail 9. Prefer read by self of the read by other.	Questionnaire	1.2.3.4.5.6. 7.8.9.13.15
	Auditory	1. Easier absorb information with listen 2. move lips when read 3. have a voice when read 4. Like speak and discussion 5. Like a music 6. can nit silent in a long time 7. like when given group task.	Questionnaire	12. 16.17.18.19.20. 21
	Kinesthetic	1. Like physically oriented and lost of motion 2. Speak with slowly 3. Approach people when talking	Questionnaire	

		4. Memorize with walk and look 5. Use a finger as a clue when read 6. Can not sit down a long time 7. Less neat 9. like a game and sport.		22.23.24.25.26 27.28.29.30.31. 32
Self concept (X2) (R.J. shavelson)	Social	1. Establish good relations with teachers and parents 2. establish good relations with friends	Questionnaire	1.2.3.4.5.6.7.11 .17
	Physical	1. Understanding physical conditions	Questionnaire	8.
	Norm or value	1. comply with school rules 2. abide by the rules of society 3. comply with family rules	Questionnaire	14.18.19.21.22 .9.10.12.20
	Academic	1. have a plan on the future and wishes 2. have the desire to develop talents and interests	Questionnaire	13.15.16.
Self regulated learning (Y) (Haris mudjiman 2017)	Confidence	1. Students learn not to depend on others 2. Students have courage 3. Be confident in yourself	Questionnaire	10.15.16.19.23
	Responsible	1. Students have self-awareness in learning 2. Students work on tasks done by the teacher 3. Active and serious students in learning	Questionnaire	7.8.12.14.20.21
	Inisiatif	1. Students learn on their own		



		2. students try to find other sources of reference other than those delivered by the teacher	Questionnaire	1.2.3.4.5.6.9.13
	Discipline	1.Students pay attention to the teacher's explanation 2.Students do not delay the assignment given by teacher 3.students are not lazy to learn	Questionnaire	11. 17.18.22.

#### D. Population and Sample

Population is all objects to be studied. Members of the population can be living things or inanimate objects, humans and traits that exist in humans can be measured or observed. The population comes from the English population, which means the population, in the research method, the word population is often used to refer to a group of objects that are subject to research.<sup>42</sup> The population used in this study was Eleven<sup>th</sup> class social science students in MAN 1 Malang

The population in this study were all students of eleven<sup>th</sup> class majoring in Social Sciences in MAN 1 Malang which consisted of two classes, that is XI IPS1 and XI IPS 2, total 62 students.

No	Class	Total
1.	XI IPS 1	30 students
2.	XI IPS 2	32 students

<sup>42</sup> John W.Creswell, *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed* (Yogyakarta: pustaka belajar, 2013), hal. 77.

Samples are part of the number and characteristics of the population (part of the population). If a large population and researchers are not likely to learn all that exists in the population, such as limited funds, energy and time, researchers can use samples taken from the population. samples taken from the population must be (representative).<sup>43</sup>

Techniques for calculating the amount of sample members, researcher use Arikunto theory, if the subject is less than 100 people should take it all, if the subject is great or more than 100 people can be taken 10-15% or 20-25%. In this study, the number of subjects is less than 100 then the researchers took all the population that is Eleven<sup>th</sup> class social science students in MAN 1 Malang.

Sampling technique in this research is cluster sampling with simple random sampling. This type of sampling is done based on certain groups. In this research there is 14 students stay in ma'had and 48 students not stay in ma'had. But researcher take students not stay in ma'had to be used as a research sample.

No	Class	Information	Total
1.	XI IPS 1	Stay at home	26
2.	XI IPS 2	Stay at home	22
Total of Sampel			48

<sup>43</sup> Sugiyono, *Metodologi Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2009), hal.118.

## **E. Data and Data Source**

### **1. Data**

Data is all information to strengthen the research conducted. Data is the discovery of facts or number. Thus, the data in this study is a variety of information related to the research conducted. Disis data used are quantitative data that are explained with figures that are calculated directly.

### **2. Data Source**

Based on the source, the research data are grouped into two namely primary data and secondary data.

#### **a. Primary Data**

Primary data is data obtained or collected by researchers directly from the object of research. This means that the data obtained directly from the field either came from respondents or parties involved in the research. to obtain primary data researchers must collect it directly. The method used by researchers to find primary data is the distribution of questionnaires to students as respondents in this study, then the data is collected and processed.

Based on the description above the primary data obtained through a questionnaire distributed to students, a learning style questionnaire there is 32 item, self-concept questionnaire there is 22 items and self regulated learning there is 23 items.

## b. Secondary Data

According to Hasan Secondary data is data obtained from the study. Secondary data can be documentation in the form of collecting data and information in this case is about the profile of the school, the history of the madrasah.<sup>44</sup> In this research secondary data used are profiles, history and data of the teacher in school.

**Table 1.4 Data and Source Data**

No.	Data	Data Source
1.	Student learning style	Student (respondent)
2.	Self concept	Student (respondent)
3.	Self regulated learning	Student (respondent)

## F. Research Instrument

As a supporter in the process of collecting data and obtaining the data desired by researchers use an instrument in the form of a questionnaire that is the question items or statements in a questionnaire developed based on the theory relevant to each research variable.

Research instrument is a tool or a research facility that researchers used in the study to collect data in order to more easily and the results were good, complete and systematic. Based on these variables researchers used a questionnaire with a Likert Scale. Questionnaire is a

<sup>44</sup> Iqbal Hasan, *Analisis Data Penelitian dengan Statistik*, (Jakarta: Bumi Aksara,2006),hal.19.

data collection technique by making and giving written statements to respondents to answer. Likert scale is a scale used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena.

According to Sumadi the research instrument is a tool for researchers in collecting data. The quality of the instrument determines the quality of data collected.<sup>45</sup> The instrument used in this research was a questionnaire. for student perceptions of variable learning styles (X<sub>1</sub>) and variable self concept (X<sub>2</sub>) self regulated learning (Y). Questionnaires are questions that are developed on theories that are relevant to each research variable. the statement in the questionnaire was measured using a *Likert scale*, a scale used for social phenomena.<sup>46</sup> To obtain data, this study uses two types of instruments, as follows :

1. Instrumen in the form of Questionnaire

This instrument is used to determine student learning style, self concept and self regulated learning The research data was processed using the Likert theory scale. The instrument's answers have levels from very positive to very negative, such as: always, often, sometimes, rarely, never. From this instrument respondents were asked to express their opinions by choosing one of the alternative answers on a scale of one to five. The instrument of self regulated

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<sup>45</sup> Ibid.,hlm 52

<sup>46</sup> M.Burhan Bungin, *Metodologi Penelitian kuantitatif, komunikasi, Ekonomi, dan Kebijakan Publik Serta Ilmu-Ilmu Sosial Lainnya*, (Jakarta: Kencana,2006), hal.72.

learning in this study refers to aspects of self regulated learning according to mudjiman. Questionnaires for diagnosing self regulated learning are four sub-aspects: confidence, initiative, responsibility and discipline. The instrument of self concept in this study refers to aspects of self concept according to Coopersmith and Savelshon to diagnose self concept there are four sub-variable that is: social, physical, norm or value and academic. And to diagnose learning styles, there are three sub-variables, that is: visual, auditory and kinesthetic learning styles. The instrument of learning style in this study refers to aspects of learning style according to the Bobby. 32 statements are used to quantify student learning styles and 22 statements are used to quantify self concept and 23 statements are used to quantify self regulated learning. Questionnaire statements use positive and negative statements. The details of the questionnaire can be seen in table 1.1. Alternative answers to the questionnaire statement as follows:

**Table 1.5**  
**Level description scale students learning style and self regulated learning**

No	Scale	Information	Score	
			Favorabel	Unfavorabel
1.	SL	Always	4	1
2.	SR	Often	3	2
3.	KD	Sometimes	2	3
4.	TP	Never	1	4

**Table 1.6**  
**Level description scale self concept**

No	Scale	Information	Score	
			Favorabel	Unfavorabel
1.	SS	Very agree	4	1
2.	S	Agree	3	2
3.	TS	Disagree	2	3
4.	STS	Very disagree	1	4

2. Instrument in the form of a Documents

Documentation is a method of collecting data by taking an existing document. In this study the documentation taken by researchers is documentation of respondents, identity of respondents and school profiles.

**G. Data Collection**

Connection with this research with quantitative methods, this study uses data collection techniques by distributing questionnaires to students selected as samples. To get relevant data, researchers used several methods as follows:

1. Scale method (Questionnaire)

A questionnaire is a technique of collecting data by giving a set of questions or written statements to the respondent to answer.<sup>47</sup> In preparing a good questionnaire must follow the requirements set out

<sup>47</sup> Sugiyono, op.cit., hal. 199

in the study. Uma mentioned a number of principles in the questionnaire writing, as follows: <sup>48</sup>

- a. Determine the content and purpose and use the language that is easily answered by the respondent
- b. Determine the type and form of questions, and the questions used are double-barreled.
- c. Attention to the sequence of questions and avoid long questions.
- d. Attention to the principle of measurement that can help researchers to obtain valid and reliable data about measured variables.
- e. Attention to the physical appearance of the questionnaire. This questionnaire technique is used to obtain data about student learning styles and student learning independence.

After the researcher made observations to the field, the researcher make three questionnaire the first about learning styles and the second about self concept and self regulated learning. The author to the field to spread questionnaires in the form of paper to students selected to be sampled and considered able to represent the answers to the overall object of research. Researcher take all of

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<sup>48</sup> Ibid., hlm.200.



eleven<sup>th</sup> class students of social science. Researcher gives the respondent or student time to answer the questionnaire.

The questionnaire used in this research is a closed questionnaire meaning the available questionnaire answers start a positive score to a negative score respondents can answer directly. Respondents can provide answers to the checklist (√) on each question according to individual situation. This questionnaire technique is used to obtain data about student learning styles, self concept and self regulated learning. After all questionnaires were completed, the data collected was processed, tested, then analyzed using the SPSS program.

## 2. Documentation Method

Documentation is intended to obtain data directly from the research site. The researcher used this documentation technique to obtain some data that could be taken from MAN 1 Malang, such as documents that corroborated this research and picture school conditions, students' conditions when filling out the questionnaire, and the school's vision and mission.

## H. Testing of Research Instruments

### 1. Validity Test

Validity is a measure indicates instrument data valid level. An instrument to be valid if have high validity level. High and low of

validity from an instrument indicates, data have collect not deviate from determine validity instrument.<sup>49</sup>

The correlation technique used is the Pearson product moment correlation. The formulation used to validity test is correlation product moment Pearson as follows :

$$r_{xy} = \frac{n(\sum XY) - (\sum X \sum Y)}{\sqrt{a^2 + b^2(n(\sum X^2) - (\sum X)^2)(n(\sum Y^2) - (\sum Y)^2)}}$$

Information :

$R_{xy}$  : Product moment correlation

$N$  : Number of subjects

$\sum X$  : Number of items

$\sum Y$  : Total number

$\sum XY$  : Number of multiple items and total

$X^2$  : Jumlah kuadrat skor item

$Y^2$  : Jumlah kuadrat skor total.

Table correlation  $r$  value, if the calculated  $r_{count}$  is greater than  $r_{table}$  then the item is valid. Conversely, if  $r_{count}$  is smaller than  $r_{table}$  then the item is invalid. said to be valid if the error <5% or 0.05%. According to suharismi, an item questionnaire called high validity if have high

<sup>49</sup> Suharismi arikunto, op.cit,hal.212.

correlation coefficient. Interpretation to determine correlation coefficient such as:

**Table 2.1 Product Moment Correlation Value**

Value	Meaning
0,00 – 0,20	Very low
0,20 – 0,40	low
0,40 – 0,60	medium
0,60 – 0,80	high
0,80 – 1,00	Very high

The validity test uses the Pearson formula that is product moment correlation. Correlation figures obtained must be compared with the correlation table  $r_{\text{count}}$ , if the  $r_{\text{count}}$  is greater than  $r_{\text{table}}$  then the item is valid. if the value of  $r_{\text{count}}$  is smaller than  $r_{\text{table}}$  then the item is invalid. Make it easier to analyse the data, can use SPSS 16.0 for windows.

## 2. Reliability Test

Reliability Test is to show the measurement results there are similarities in the data at different times. If the instrument used several times to measure the same object, will produce the same data. the questionnaire can be said to be reliable if someone's answer to the question is always consistent or stable from time to time. Item reliability was tested by looking at alpha coefficients, namely by performing Reliability Analysis using the *SPSS 16.0 for Windows*

*program*. The value of alpha cronbach will be seen as reliability with all items in a variable. If using SPSS, then it can be seen from the Coreected Item Total Correlation column, or the data is said to be variable if the Cronbach Alpha value is  $\geq 0.06$  so the data is reliable.

**Table 2.2**  
**Interpretation Reliability**

Correlation Coefficient	Criteria Reliability
$0,81 < r \leq 1,00$	Very high
$0,61 < r \leq 0,80$	High
$0,41 < r \leq 0,60$	Medium
$0,21 < r \leq 0,40$	Low
$0,00 < r \leq 0,21$	Very low

**Table 2.3**

**Frequency distribution of Test Results Validity and Reliability Learning Styles**

Item	$r_{hitung}$	Sig.	Information	Koefisien Alpha Cronbach	Iinformation
1	0,437	0,014	Valid	0,918	Reliable
2	0,532	0,002	Valid		
3	0,541	0,002	Valid		
4	0,405	0,024	Valid		
5	0,533	0,002	Valid		
6	0,517	0,003	Valid		
7	0,429	0,016	Valid		
8	0,575	0,001	Valid		
9	0,426	0,017	Valid		
10	0,631	0,000	Valid		
11	0,467	0,008	Valid		
12	0,724	0,000	Valid		
13	0,561	0,001	Valid		
14	0,534	0,002	Valid		
15	0,728	0,000	Valid		

16	0,410	0,022	Valid
17	0,652	0,000	Valid
18	0,558	0,001	Valid
19	0,451	0,011	Valid
20	0,418	0,019	Valid
21	0,575	0,001	Valid
22	0,751	0,000	Valid
23	0,443	0,013	Valid
24	0,571	0,001	Valid
25	0,521	0,003	Valid
26	0,412	0,021	Valid
27	0,486	0,006	Valid
28	0,633	0,000	Valid
29	0,633	0,000	Valid
30	0,606	0,000	Valid
31	0,491	0,005	Valid
32	0,489	0,005	Valid

Based on the table above, all question items have a value of  $r_{count} > r_{table}$  (0.355) or a significance value smaller than the 5% real level or 0.05 so that it is concluded that the question items are valid. Instrument said to be reliable, if cronbach alpha value equal to or above 0.6. Based on the above table it is known that the alpha value is above 0.6 cronbach thus concluded that the variable is reliable.

**Table 2.4**  
**Frequency Distribution of Validity Test Results and Self Concept Reliability**

Item	$r_{hitung}$	Sig.	Information	Alpha Cronbach	Information
1	0,464	0,009	Valid	0,842	Reliable
2	0,495	0,005	Valid		
3	0,465	0,008	Valid		
4	0,495	0,005	Valid		
5	0,401	0,026	Valid		
6	0,475	0,007	Valid		

7	0,483	0,006	Valid
8	0,518	0,003	Valid
9	0,641	0,000	Valid
10	0,445	0,012	Valid
11	0,427	0,016	Valid
12	0,499	0,004	Valid
13	0,507	0,004	Valid
14	0,527	0,002	Valid
15	0,531	0,002	Valid
16	0,513	0,003	Valid
17	0,487	0,006	Valid
18	0,465	0,008	Valid
19	0,457	0,010	Valid
20	0,504	0,004	Valid
21	0,425	0,017	Valid
22	0,438	0,014	Valid

Based on the table above, all question items have a value of  $r_{count} > r_{table}$  (0.355) or a significance value smaller than the 5% real level or 0.05 so that it is concluded that the question items are valid. Instrument said to be reliable, if crobach alpha value equal to or above 0.6. Based on the above table it is known that the alpha value is above 0.6 crobach thus concluded that the variable is reliable.

**Table 2.5**

**Frequency distribution of Test Results Validity and reliability Self Regulated Learning**

Item	$r_{hitung}$	Sig.	Information	Alpha Cronbach	Information
1	0,492	0,005	Valid	0,905	Reliable
2	0,619	0,000	Valid		
3	0,629	0,000	Valid		

4	0,529	0,002	Valid
5	0,662	0,000	Valid
6	0,598	0,000	Valid
7	0,638	0,000	Valid
8	0,462	0,009	Valid
9	0,444	0,012	Valid
10	0,505	0,004	Valid
11	0,635	0,000	Valid
12	0,490	0,005	Valid
13	0,526	0,002	Valid
14	0,706	0,000	Valid
15	0,436	0,014	Valid
16	0,471	0,007	Valid
17	0,597	0,000	Valid
18	0,578	0,001	Valid
19	0,584	0,001	Valid
20	0,583	0,001	Valid
21	0,777	0,000	Valid
22	0,611	0,000	Valid
23	0,686	0,000	Valid

Based on the above table, all question items have a value of  $r_{count} > r_{table}$  (0.355) or a significance value smaller than the 5% significance level so that the inference items are valid. Instrument said to be reliable, if cronbach alpha value equal to or above 0.6. Based on the above table it is known that the alpha value is above 0.6 cronbach thus concluded that the variable is reliable.

### 3. Data Analysis

Data analysis was performed after all data was collected. The process of data analysis is an attempt to obtain research answers.

This study analyzes using SPSS and data analysis techniques that researchers used multiple correlation analysis. In multiple correlation analysis prerequisite test needs to be done first is the classical assumption test.<sup>50</sup>

#### a. Classic Assumption Test

This classic assumption test is used as a tool to maintain the accuracy of the regression results obtained. The classic assumption test is used to determine whether or not a regression model will be used as an explanatory model for the effect between variables.

##### 1) Normality Test

The normality test aims to assess whether in the regression model, the dependent variable and the independent variable have a normal distribution or not, a good regression model is a regression model that has a normal or near normal distribution.

To determine the shape of data distribution can use the distribution graph and statistical analysis. Normality test is done using a statistical test approach with the approach of the Kolmogorov-Smirnov test, with significance level of 5%.

Normal distribution of data if it has a significance level above 5%.

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<sup>50</sup> R.Gunawan, *Analisis Regresi Linier Ganda dalam spss*, (Yogyakarta, Graha Ilmu, 2005),hal.124.



## 2) Linearity Test

Linearity test is a procedure used to determine the linear or non-linear distribution of research data. Linear relationship showing changes in the independent variables will tend to be followed by the dependent variable to form a linear line. Linearity test is done to find out whether the variables of student learning styles and self-concept with self regulated learning are linearly related or not.

## 3) Multicollinearity Test

Multicollinearity test is to determine whether the regression model found a correlation between the independent variables. If there is a correlation between independent variable, have a problem multicollinearity. good regression model should have not correlation between independent variables.

### **b. Hypothesis Test**

#### a. Simple Correlation Analysis

Bivariate analysis is used to test the first hypothesis and the second hypothesis, namely to test the coefficient between the independent variable and the dependent variable. The formula used is the product moment correlation.

- 1) If the correlation coefficient is positive, then correlation between the independent variable and the dependent

variable has a direct correlation. Or if the independent variable increases, the dependent variable also increases.

- 2) If the correlation coefficient is negative, then there is an opposite relationship between the independent variable and the dependent variable or if the independent variable increases, the dependent variable decreases. Value of  $r_{hitung}$  was consulted with  $r_{tabel}$  to know significant level. If the calculated value is greater than  $r_{tabel}$  at a significance level of 5% or 0.05 with  $N = 62$ , then the correlation coefficient tested is significant. If the  $r$  count is smaller than  $r_{tabel}$  then the correlation coefficient tested is not significant. The formula used is the product moment correlation.

#### b. Multiple Correlation Analysis

This analysis is used to test the third hypothesis which is to find the correlation coefficient between the independent variables simultaneously with the dependent variable. This analysis will obtain the value of the coefficient  $determinan$  ( $R^2$ ) the correlation between two independent variables simultaneously with the dependent variable.<sup>51</sup>

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<sup>51</sup> Sugiono dan Evi Wibowo, *Statistik Untuk Penelitian dan Aplikasinya dengan SPSS 10.0 For Windows* (Bandung: Alfabeta, 2004) hlm. 205.

Based on this research, there are two independent variables that is learning style ( $X_1$ ) and self-concept ( $X_2$ ) and the dependent variable that is self regulated learning ( $Y$ ), so in this study using multiple regression analysis. Then the regression equation is as follows:

$$Y = \alpha + B_1X_1 + B_2X_2$$

Information:

$X_1$  : Student Learning Style

$X_2$  : Self Concept

$Y$  : Self Regulated Learning

$\alpha$  : Constanta

$b$  : Coefficient of regression direction.

## I. Research Procedure

The procedures in this study are as follows:

1. Preparation, Based on the title of the research and the formulation of the problems mentioned earlier, the preparation for conducting this research is make a research plan and prepare data collection tools related to research.
2. Implementation of research, In the implementation of the researcher collecting the required data using several methods:
  - a. Questionnaire, to find out student responses statement about student learning style, self concept and self regulated learning all of is use questionnaire.
  - b. Interviews, to find out more information about learning styles, self concept and self regulated learning.
  - c. Documentation, to obtain data about identity of responden, profil school, teacher and picture.
3. Completion, After the research is completed, the researchers begin to compile the steps of the next study. The framework of the research report by analyzing the data that has been obtained, then consult with the Supervisor to examine matters that need to be revised, so that they can be improved so that optimal results are obtained. The report is completed and then accounted to the Lecturer Examiner.

## CHAPTER IV

### DATA FINDINGS AND ANALYSIS

#### A. Research Site

##### 1. School Profile

Name of school : MAN 1 Malang

NPSN : 20580089

Address : Jl. Baiduri Bulan 2 No.40, Tlogomas, Kec.lowokwaru,  
Malang City, East Java.

Phone Number/ Fax : (0341)551752

Email : [man1mlg@yahoo.co.id](mailto:man1mlg@yahoo.co.id)

Website : <http://man1kotamalang.sch.id>

Head master : Drs. Mohammad Husnan, M.Pd

Accreditation : A

Curriculum : 2013

##### 2. History of School

MAN 1 Malang was established since 1978, was established by decree in 1978. 17 ministers of religion are over the function of the unfortunate daughter PGAN 6 years. Switchers fungsian PGAN 6 years old daughter into two madrasas, namely MTsN Malang II and MAN 1 Malang. MAN 1 Malang since still a PGAN 6 years old daughter in a building belonging to educational institutions MT.Haryono 139 Maarif Street unfortunate with the right to lease until the end of December 1988. On 2 January 1989 MAN 1 Malang moved to a new location in

Tlogomas premise and MAN 1 Malang developed until now. MAN 1 Malang have qualified academic personnel in mind, has a strong management and develop academic creativity. Since officially have a name MAN 1 Malang, this madrasah 8 past leadership experience, as follows:

- a. Raimi, BA ( 1978 – 1986)
- b. Drs. H. Kusnan A ( 1986 – 1993)
- c. Drs. H. Toras Gultom (1993-2004)
- d. Drs. H. Tonem Hadi ( 2004-2006)
- e. Drs. H. Zainal mahmudi, M.Ag (2006-2013)
- f. Drs. Samsudin, M.Pd (2013-2014)
- g. Drs. Achmad Barik Marzuq, M.Pd (2014-2016)
- h. Drs. Mohammad Husnan, M.pd (2016 - Now)

### **3. Vision and Mission of School**

#### **a. Vision**

The realization of high-quality human beings in science and technology that religious and humanist

#### **b. Mission**

- 1) Cultivate the spirit of learning to the development of science and technology and IMTAQ
- 2) Developing research to find new ideas of future-oriented
- 3) Create learning activities that are fun, creative and innovative

- 4) Developing the spirit of appreciation and practice of Islamic teachings in everyday life
- 5) Realizing school residents who have a high concern for themselves, the environment and aesthetics.

### **c. Objectives of School**

The expected objectives of organizing education in MAN 1 Malang are:

- 1) Increase students' knowledge and competitiveness
- 2) Improve the scientific thinking insight of madrassas through research activities
- 3) Creating a learning process that is fun, interest, and smart
- 4) Improving students' knowledge to develop themselves in line with the development of science, technology, and art that has the soul of Islamic teachings.
- 5) Improving the ability of students as members of the community in holding reciprocal relationships in the social, cultural, and natural environment that is imbued with Islamic teachings.

## B. Analysis and Data Interpretation

### 1. Frequency Distribution of Respondents

Based on the results of a questionnaire distributed to 48 respondents, eleven<sup>th</sup> class of social science students in MAN 1 Malang consisting of two classes of XI IPS 1 and XI IPS 2. Respondents were grouped by gender, it can be obtained as follows:

**Table 3.1**  
**Characteristic Respondents Based Gender and Age**

Gender	Frequency	Percentage
Male	26	53%
Female	22	47%
<b>Total</b>	<b>48</b>	<b>100%</b>

Age	Frequency	Percentage
15 years old	6	14%
16 years old	34	68%
17 years old	8	18%
<b>Total</b>	<b>48</b>	<b>100%</b>

The analysis of respondents by gender in the table above shows that male have greater interest to major in social sciences in MAN 1 Malang by 53% compared to the male students is 47%, and by age for eleven<sup>th</sup> class the Social Sciences average 16-year-old is as much as 68%.



**Table 3.2**  
**Classification of Eleven<sup>th</sup> Class Social Science Students**

No	Stay at Ma'had	No	Stay at Home	No	Stay at Home
1.	Adrian Rafiansyah	1.	Achmad Fardaniel F	20.	Ony Anugrah Prasetyo
2.	Amalia Nisrina S	2.	Achmad Huda A	21.	Putri Ayu Lestari
3.	M. Ariq Fahri E.P	3.	Ana Hanifah M	22.	Didya Ilyas Musthafa
4.	M. Ismail Alfarizi	4.	Bintang Novandy	23.	Radja Kusuma M A
5.	Nabila Cahya P	5.	Dimas Setyawan P	24.	Siti Defani Rahmawati
6.	Novia Aisatul O	6.	Ely Dwi Lukireza	25.	Nabilla Maharani
7.	Nurul Izzah S	7.	Firza Waliyulhaq	26.	M. Wildan Alfadhil
8.	Sabrina Ayu C	8.	Fitriana Dwi Aunillah	27.	Mia Nur Aida
9.	Syarifah Nadiatuz	9.	Friska Putri A S	28.	Lukman Hakim
10.	Nadia Aulia Haq	10.	Himnia Putri Cittanisi	29.	Irlan Tsalis
11.	Hasna Nur Aini	11.	Hison Naji Arrahman	30.	Husnul Mufidaty Lutfiyah
12.	Fiyya Katsrotul M	12.	Irsyad Dafa A	31.	Bintang Pradipta
13.	Amelia Wahyu C	13.	Julia Pande Prinanda	32.	Astried Vanessa Akhzani
14.	Siti Rosidatul Abida	14.	Kevian Revian S	33.	Aprianda Khrisna Putra W
		15.	Moch Hamdy A N	34.	Alanda Nuvida
		16.	Moh Mumtaza F	35.	Adib Zhulian AMR
		17.	M. Nabil Rafif	36.	Abiyyu Hidayat
		18.	M. Rizki Annuri	37.	Putri Kusuma Kusdewanti
		19.	M. Firstqi Wira A	38.	Nur Inayah

39.	Nadia Ariba	43.	Shandika Rizki Putra I
40.	Nadira Raihannah	44.	Nailla Hurriyah
41.	Fina Melika Firdausi	45.	Nurul Izzah
42.	Nor Cahyo Hadi K	46.	Rani Kharsima Nisa
47.	Noni Adlinayomi K	48.	Zulfan Zubair A

## 2. Description of Research Variable Level

This section explains about the questionnaire answers to the research variables of respondents, that is eleven<sup>th</sup> class of social science students in MAN 1 Malang as much 48. The data is presented as follows:

### a. Frequency Distribution of Student Learning Styles ( $X_1$ )

Learning style variables can be measured using 9 indicators for visual learning styles, 7 indicators for auditory learning styles and 9 indicators for kinesthetic learning styles. All statements in this learning style variable 32 item statement. Each item statement was given a score of 1-4. This item was given to 48 respondents. From the statements given obtained the highest score and lowest score.

- 1) Visual learning style statement consists of 10 items and obtained the highest score 39 and the lowest score 10. Thus the interval grade calculation is as follows:

According to Hasan frequency distribution is a way to compile data complete or incomplete include in the interval class aims to be easily understood analysed and concluded.<sup>52</sup> Formula of long interval is:

$$\text{Long Interval} = \frac{\text{scor maximal} - \text{scor minimal} + 1}{3} = \frac{(39 - 10) + 1}{3} = 10$$

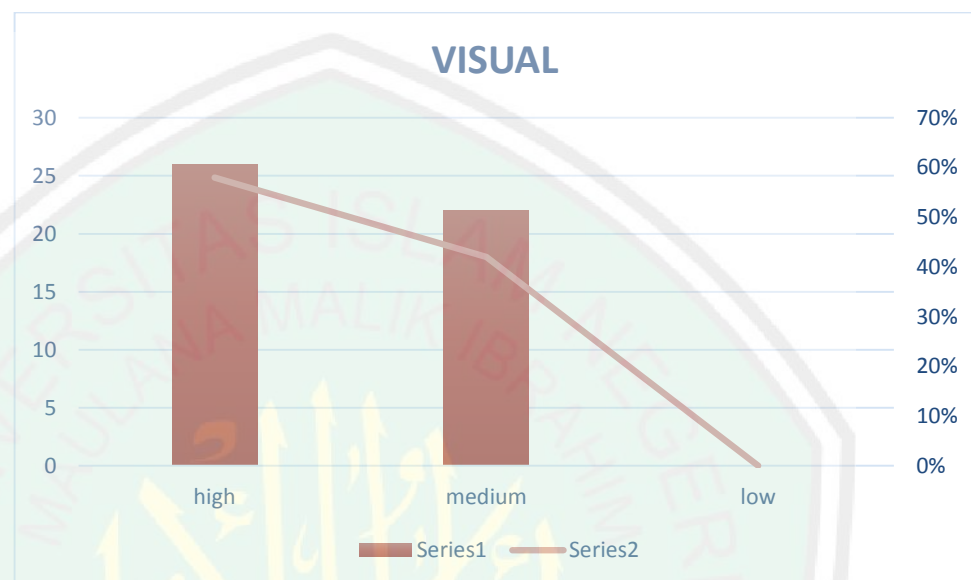
**Table 3.3**  
**Frequency Distribution of Visual Learning Style**

No	Interval	F	Percentage	Criteria
1	30 - 39	26	60 %	High
2	20- 29	22	40 %	Medium
3	10 - 19	0	0 %	Low
Total		48	100 %	

From the table of frequency distribution of visual learning styles above obtained a total frequency of 26 or 60% with high criteria, frequency 22 or 40% with medium criteria, and 0% frequency with low criteria. From these explanations it can be concluded that eleven<sup>th</sup> class of social science student in MAN 1 Malang most have a visual learning style with the highest frequency which is 26 or 60%. Visual form can be seen the diagram below:

<sup>52</sup> M.Iqbal Hasan. *Pokok-Pokok Materi Statistik /Statistik Deskriptif* ( Jakarta: Bumi Aksara,2001)

**Picture 1.1**  
**Visual learning style diagram for Eleven<sup>th</sup> Class**  
**Social Science in MAN 1 Malang**



- 2) Auditory learning style statement consists of 11 items obtained the highest score of 44 and the lowest score 11. Thus the interval grade calculation is as follows:

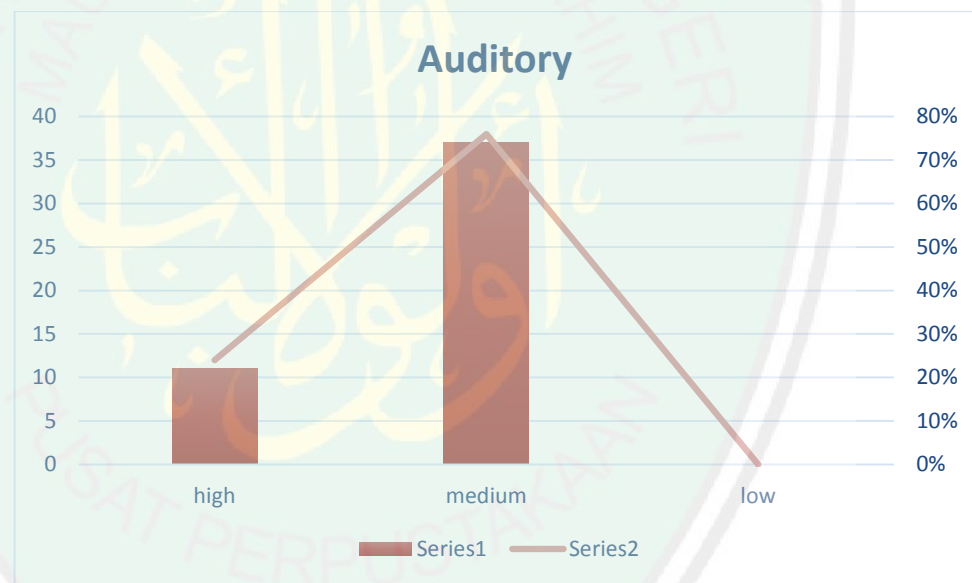
$$\text{Long Interval} = \frac{\text{scor maximal} - \text{scor minimal} + 1}{3} = \frac{(44 - 11) + 1}{3} = 11$$

**Table 3.4**  
**Frequency Distribution of Auditory Learning Style**

No	Interval	F	Percentage	Criteria
1	33 - 45	11	25 %	High
2	22 - 32	37	75 %	Medium
3	11 - 21	0	0 %	Low
<b>Total</b>		<b>48</b>	<b>100 %</b>	

From the table of auditory learning style frequency distribution above, a total frequency of 11 or 25% with high criteria is obtained, 37 or 75% frequency with medium criteria, and 0% frequency with low criteria. From this explanation it can be concluded that the eleven<sup>th</sup> grade students majoring in social studies in MAN 1 Malang city mostly have an auditory learning style with a medium frequency of 47 or 75%.

**Picture 1.2**  
**Auditory Learning Style of Eleven<sup>th</sup> Class**  
**Social Science in MAN 1 Malang**



- 3) Kinesthetic learning style statement consists of 11 items and 44 obtained the highest score and the lowest score 11. Thus the interval grade calculation is as follows:

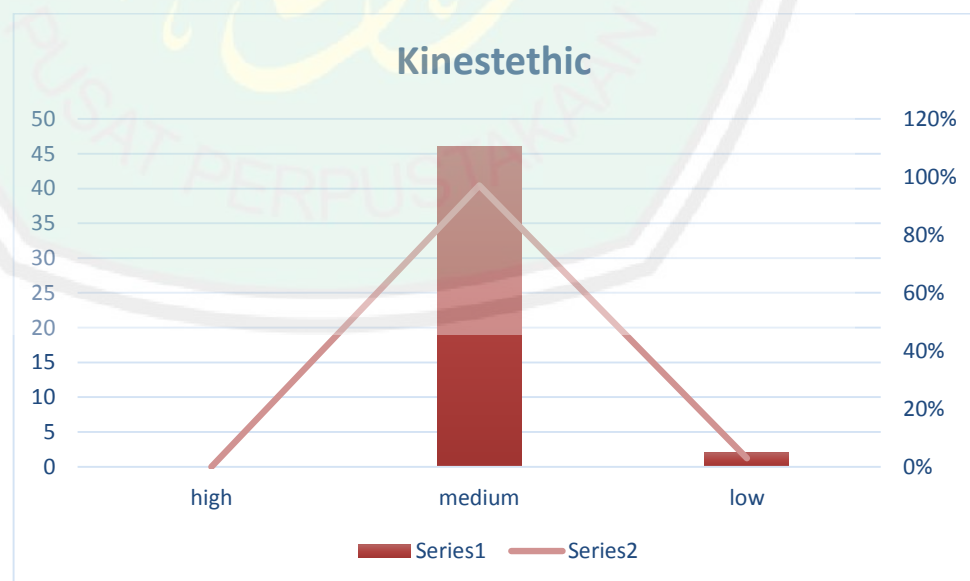
$$\text{Long Interval} = \frac{\text{scor maximal} - \text{scor minimal} + 1}{3} = \frac{(44 - 11) + 1}{3} = 11$$

**Tabel 3.5**  
**Frequency Distribution of Kinesthetic Learning Style**

No	Interval	F	Percentage	Criteria
1	33 - 45	0	0 %	High
2	22 - 32	46	97 %	Medium
3	11 - 21	2	3 %	Low
Total		48	100 %	

From the kinesthetic learning style frequency distribution table above, the total frequency is 0 or 0% with high criteria, frequency 46 or 97% with medium criteria, and frequency 2 or 3% with low criteria. From these explanations it can be concluded that the eleven<sup>th</sup> grade students majoring in social studies in MAN 1 Malang city mostly have kinesthetic learning styles with medium frequency of 46 or 97%.

**Picture 1.3**  
**Diagram of Kinesthetic Learning Style Eleven<sup>th</sup> Class Social Science in MAN 1 Malang**



b. Self Concept Variable ( $X_2$ )

Variable self-concept can be measured using 4 indicators exist in this study. The statement items in this study were 22 items. Each item is given a score of 1-4. Thus the interval grade calculation is as follows:

$$\text{Long Interval} = \frac{\text{scor maximal} - \text{scor minimal} + 1}{5} = \frac{(88 - 22) + 1}{5} = 13$$

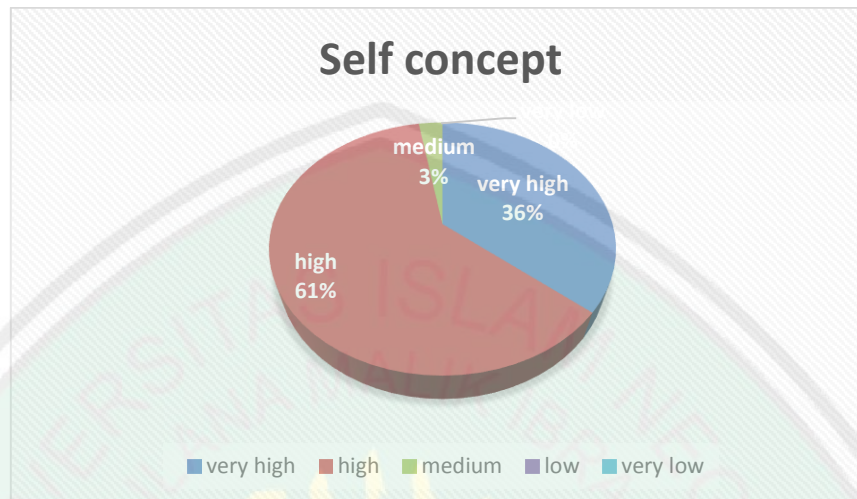
Student data collected from respondents as many as 48 students. In kuantitatif shows the highest total score is 88 and the lowest total score is 22. The results of the analysis are presented in tabular form as follows:

**Table4.1**  
**Frequency Distribution Self Concept of Eleven<sup>th</sup> Class**  
**Social Science Student ( $X_2$ )**

No	Class Interval	F	Percentage	Criteria
1	74 - 88	27	36 %	Very High
2	61 - 73	20	61 %	High
3	48 - 60	1	1.6 %	Medium
4	35 - 47	0	0 %	Low
5	22 - 34	0	0 %	Very Low
Total		48	100%	

Based on the table above it is known that the level of self-concept students have very high criteria of 36%, high criteria of 61% medium criteria of 1.6% low criteria of 0% and very low criteria of 0% of the total sample. Based on the table above, it can be concluded that the self-concept of social studies students in MAN 1 Malang is in the very high category. The visual form of the table above can be seen in the pie chart below:

**Picture 1.4**  
**Diagram of Self Concept Eleven<sup>th</sup> Class**  
**Social Science in MAN 1 Malang**



c. Self Regulated Learning Variable(Y)

Self Regulated Learning variable can be measured using 11 indicators contained in this study. The statement items in this study were 23 items. Each item is given a score of 1-4. with the class calculation as follows:

$$\text{Long Interval} = \frac{\text{scor maximal} - \text{scor minimal} + 1}{5} = \frac{(92 - 23) + 1}{5} = 14$$

Student data collected from respondents as many as 48 students. In kuanatitatif shows the highest total score is 92 and the lowest total score is 23. The results of the analysis are presented in tabular form as follows:

**Table 4.2**  
**Frequency Distribution Self Regulated Learning of Eleven<sup>th</sup>**  
**Class Social Science Student (Y)**

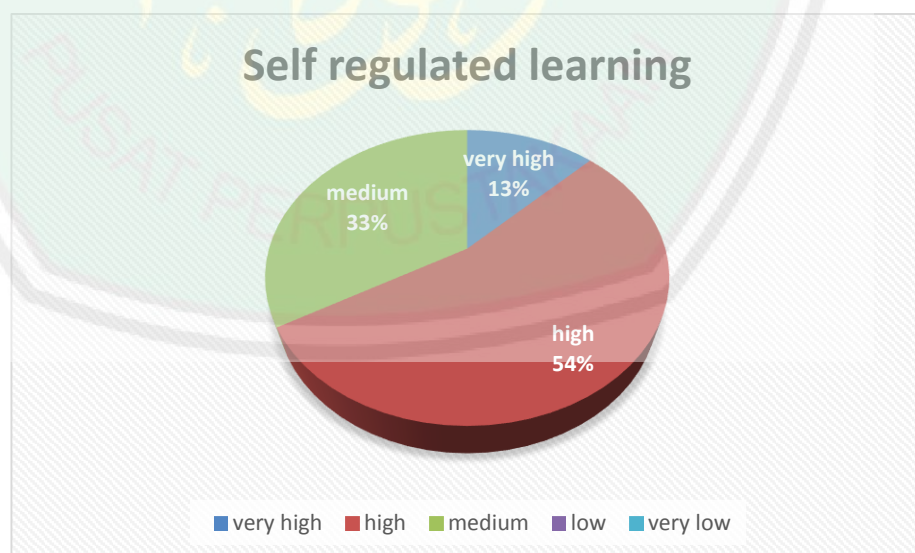
No	Class Interval	F	Percentage	Criteria
1	79 - 92	6	13 %	Very High
2	65 - 78	26	54 %	High



3	51 - 64	16	33%	Medium
4	37 - 50	0	0 %	Low
5	23 - 36	0	0 %	Very Low
Total		48	100 %	

Based on the table above, known that the level of self regulated learning has a very high criteria of 13%, a high criteria of 54% a medium criteria of 33% a low criteria of 0% and a very low criteria of 0% of the total all of sample. Based on the table above, it can be concluded that the level of self regulated learning of Social Sciences students in MAN 1 Malang is in the high category. The picture form of the table above can be seen in the pie chart below:

**Picture 1.5**  
**Diagram of Self Regulated Learning Eleven<sup>th</sup> Class**  
**Social Science in MAN 1 Malang**



### **C. Classic Assumption Test**

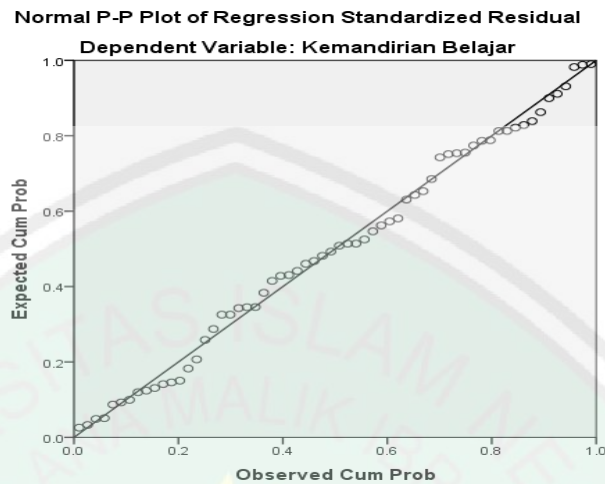
Classic assumption test aims to determine fulfilled or not the conditions required the data to be analyzed. In the classical assumption test consisting of normality test, multicollinearity, autocorrelation and heteroscedasticity test. The classic assumption test is obtained from the data results of each variable. The following is a classic assumption test results of the linear regression model between that Learning Styles and Self-Concept of the self regulated learning.

#### **1. Normality Test**

Normality test used to determine whether residual correlation model of normal distribution or not. In this study the normality test is used to determine the distribution is normal or not variable score learning styles and self-concept. The method used to test the normality of this research is to test kolmogrof smornov with SPSS.

The following presents the results of the normality test for the linear regression model between Learning Styles and Self Concepts of self regulated learning using the Normal P-P plot graph.

**Picture 1.6**  
**Normality Test**



Sourcer: Research Data Process (2019)

Residual normality test results using the Normal P-P plot to the linear regression model between Learning Style and Self Concept of self regulated learning obtained plot points coincide with a diagonal line so that the residual follows the normal distribution and the assumption of normality is fulfilled.

**Table 4.3**  
**Kolmogorov-Smirnov Normality Test Results**

		Unstandardized Residual
N		48
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	2.50567595
	Absolute	.063
Most Extreme Differences	Positive	.063
	Negative	-.053
Kolmogorov-Smirnov Z		.499
Asymp. Sig. (2-tailed)		.965

Residual normality test results using the Kolmogorov-Smirnov test to a linear regression model between Learning Styles and Self-Concept of the self regulated learning obtained significance value of 0.965 ( $p > 0.05$ ) so that the residuals follow a normal distribution and the assumption of normality is met.

From the table above are known asymp. Sig (2-tailed) from unstandardized residuals is 0.965. The significance value is greater than 0.005 so it can be concluded that the data of this study are normally distributed.

## 2. Linearity Test

Linearity test aims to determine whether the model used in this study is linear or not between the independent variables with the dependent variable:

**Table 4.4**  
**Linearity Test Learning Style (X<sub>1</sub>) with Self Regulated Learning (Y)**

**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
kemandirianbelajar * gayabelajar	Between Groups	(Combined) Linearity	1588.764	19	83.619	1.720	.071
		Linearity	706.240	1	706.240	14.529	.000
		Deviation from Linearity	882.523	18	49.029	1.009	.470
		Within Groups	2041.575	42	48.609		
Total			3630.339	61			

From the table above it can be seen that the linearity test results show the significance of the deviation from linearity of 0.470. this means that this value is greater than 0.05 ( $0.470 > 0.05$ ). This means that learning styles with self regulated learning show a linear correlation or the linear test is fulfilled.

**Tabel 4.5**  
**Linearity Test Self Concept (X<sub>2</sub>) with Self Regulated Learning (Y)**

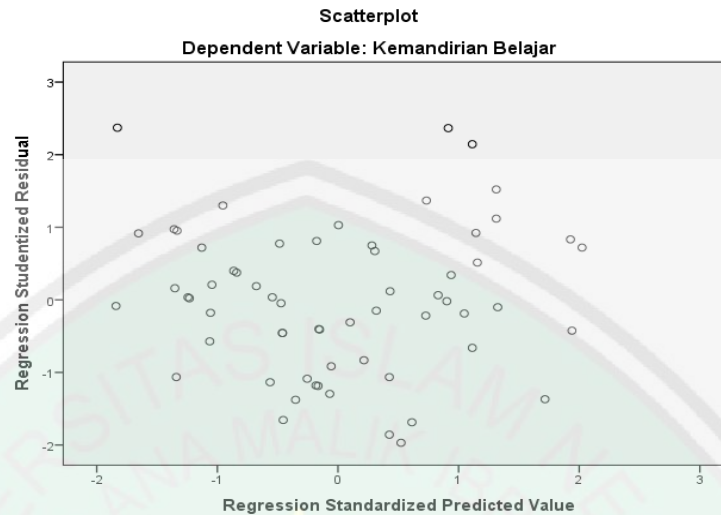
			ANOVA				
			Sum of Squares	df	Mean Square	F	Sig.
kema ndiria nbela jar * kons epdiri	Between	(Combined)	3113.572	23	135.373	9.955	.000
	Groups	Linearity	2876.931	1	2876.931	211.553	.000
		Deviation from Linearity	236.641	22	10.756	.791	.717
		Within Groups	516.767	38	13.599		
		Total	3630.339	61			

From the table above it can be seen that the linearity test results show the significance of the deviation from linearity of 0.717. meaning that this value is greater than 0:05 ( $0.717 > 0.05$ ). it means that self-concept with self regulated learning shows a linear correlation or linear test is fulfilled.

### 3. Heteroscedasticity Test

The following are the results of the heteroscedasticity test on the linear regression model between Learning Styles and Self Concepts on self regulated learning using Scatter plot graphs.

**Picture 1.7**  
**Heteroscedasticity Test**



Heteroscedasticity test results of the linear regression model between Learning Styles and Self Concepts of self regulated learning using Scatter plot graphs are known to plot points scattered randomly and do not form certain patterns so that the assumption of heteroscedasticity is fulfilled.

**Picture 5.1**  
**Glejser Heteroscedasticity Test Results**

Model	t	Sig.
(Constant)	.079	.937
1		
Gaya Belajar	-.311	.757
Konsep Diri	1.140	.259

Source: Research data processed (2019)

Heteroscedasticity test results of the linear regression model between Learning Styles and Self Concepts of self regulated learning using the Glejser

test obtained significance value of each independent variable is more than 0.05 so that the assumption of heteroscedasticity is fulfilled.

#### 4. Multikolinearity Test

Multicollinearity test aims to test whether there is a correlation between independent variables in the regression model. Multikolinieritas good test is that not happen multikolinieritas. Multicollinearity can be seen from the value of tolerance and variance inflation factor or VIF.

With the decision if the value of tolerance  $< 0.10$  or  $VIF > 10.00$  then there multikolinieritas and if the value of tolerance  $> 0.10$  or  $VIF < 10,00$  then there is no multicollinearity. Following are the results of the multicollinearity test for the linear regression model between Learning Styles and Self Concepts of self regulated learning using the SPSS VIF test.

**Table 5.2**  
**Multicollinearity Test Results**

Model	Collinearity Statistics		
	Tolerance	VIF	
1			
	Gaya Belajar	.674	1.484
	Konsep Diri	.674	1.484

Source: Research data processed (2019)

The results of the multicollinearity test on the linear regression model between Learning Styles and Self Concepts of self regulated learning using the VIF test obtained the value of VIF for each independent variable is less than 10.00 so that no multicollinearity problem was found.

#### D. Multiple Linear Regression

This multiple linear regression analysis was conducted analysis data of learning style variable and self concept variables with self regulated

learning. The following are the results of the multiple linear regression between learning styles and self concepts of self regulated learning.

**Table 5.3**  
**Multiple Linear Regression Results**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	27.656	5.949		4.649	.000
1 Gaya Belajar	.293	.082	.372	3.557	.001
Konsep Diri	.276	.061	.475	4.541	.000

Source: Research data processed (2019)

The results of the multiple linear regression equation between learning style variables and self concepts on self regulated learning are presented as follows.

$$Y = a + b_1 X_1 + b_2 X_2 + e$$

$$Y = 27,656 + 0,293 x_1 + 0,276 X_2 + e$$

Information :

Y = Dependent Variable (self regulated learning)

a = Constanta

b<sub>1</sub> = Coefficient Regression to X<sub>1</sub>

b<sub>2</sub> = Coeffiscent Regression to X<sub>2</sub>

X<sub>1</sub> = Independent variable (Learning style)

X<sub>2</sub> = Independent variable (Self concept)

From this equation can be described as follows:



1. “a” is constant value of 27,656 shows that without the influence of learning style ( $X_1$ ) and self concept( $X_2$ ), Than value of self regulated learning is 27,656.
2. The coefficient value of Learning Style ( $X_1$ ) of 0.293 show that each increase in the value of learning style of 1 unit will affect the value of self regulated learning of 0.293. Then better learning style will be better self regulated learning.
3. The coefficient value of self concept ( $X_2$ ) of 0.276 show that each increase in self-concept value of 1 unit will affect the value of self regulated laerning of 0.276. then better self concept will be better self regulated learning.

#### **E. Regression Test**

The following are the results of testing the hypothesis between variables Learning Style and Self Concepts on Self Regulated Learning using simultaneous tests (F test), coefficient of determination ( $R^2$ ), and partial tests (t test).

##### **1. Simultaneous Test ( F-Test)**

F-test aims to know there is or no simultaneous influence (together) of the independent variables of learning styles ( $X_1$ ) and self-concept ( $X_2$ ) with self regulated learning (Y) as the dependent variable.

Following are the results of testing the influence of Learning Styles and Self Concepts on self regulated learning simultaneously using F- test.

**Table 5.4**  
**Simultaneous Test Results**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	498.452	2	249.226	38.394	.000 <sup>b</sup>
	Residual	382.983	59	6.491		
	Total	881.435	61			

Source: Research data processed (2019)

The results of simultaneous testing with F- test found that the  $F_{\text{count}}$  value (38,394) was more than  $F_{\text{table}}$  (3,153) or the significance value (0,000) was less than alpha (0.050) indicating there was a significant effect between Learning Style and Self Concepts on Self Regulated Learning simultaneously.

## 2. Coefficient of Determination ( $R^2$ )

Following are the results of the coefficient of determination between the variables Learning Style and Self Concepts of Self Regulated Learning using  $R^2$ .

**Table 5.5**  
**Determination Coefficient Results**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.752 <sup>a</sup>	.566	.551	2.54779

Source: Research data processed (2019)

The result of coefficient of determination obtained R Square value of 0.566 means that big effect on the Self Regulated Learning variable caused by the variable Learning Style and Self Concept is 56.6 percent,

while the big effect on the Self Regulated Learning variable caused by other factors is 43.4 percent.

### 3. Partial Test (t-Test)

T-Test aims to know there or not the effect partial (own) in independent variable (X) to dependent variable (Y). Following are the results of testing the influence of the variable Learning Style and Self Concepts on Self Regulated Learning partially by using the t test.

**Table 6.1**  
**Result of T Test**

Model	t	Sig.
(Constant)	4.649	.000
1 Gaya Belajar	3.557	.001
Konsep Diri	4.541	.000

Source: Research data processed (2019)

- a. Partial test between Learning Style variables to Self Regulated Learning variable obtained  $t_{\text{count}}$  (3.557) more than  $t_{\text{table}}$  (2.001) or significance value (0.001) less than alpha (0.050) so that there is a significant influence between Learning Style variables on the Self Regulated Learning variable.
- b. Partial Test between Self Concept variable to Self Regulated Learning obtained  $t_{\text{count}}$  (4.541) more than  $t_{\text{table}}$  (2,001) or the significance value (0.000) is less than alpha (0.050) so that there is significant influence between Self Concept variable to Self Regulated Learning variable.

## F. Hypothesis Test

Hypothesis analysis is done to know there or not correlation between the independent variable and the dependent variable. Testing this hypothesis uses a significance level of 5% or 0.05. values obtained from statistical calculations are consulted with table values. If the probability value of 0.05 is greater or equal to the probability value of significance of  $0.05 > \text{sig}$ , then  $H_0$  is rejected and  $H_1$  is accepted meaning is significant.

The first and second hypotheses using Pearson correlation analysis with SPSS. While the third hypothesis using multiple correlation analysis.

### 1. The first hypothesis test

According to sugiyono Pearson correlation test aims to determine the level of the correlation between variables were expressed by the correlation coefficient as follows :

**Tablel 6.2**  
**Interpretation Koefisien Correlation<sup>53</sup>**

Interval koefisien	Level Correlation
0.01 – 0.20	Very Low
0.21 - 0.40	Low
0.41 – 0.60	Medium
0.61 – 0.80	High
0.81 – 1.00	Very High

<sup>53</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung: Alfabeta, 2014), hlm. 233

**Table 6.3**  
**Correlation of learning style (X<sub>1</sub>) with self regulated learning (Y)**

		learningstyle	selfregulated
learningstyle	Pearson Correlation	1	.522**
	Sig. (2-tailed)		.000
	N	48	48
selfregulated	Pearson Correlation	.522**	1
	Sig. (2-tailed)	.000	
	N	48	48

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

From the table above was obtained the test results using Pearson product moment correlation as follows:

**Table 6.4**  
**The results of the calculation of correlation X<sub>1</sub> and Y**

No	Hypothesis	Value	Information
1.	Learning style variables have a significant positive correlation with student self regulated learning	Sig = 0.000 Pearson = 522 r tabel = 0.284	H <sub>0</sub> Rejected and H <sub>1</sub> Accepted

H<sub>0</sub> : There is no positive correlation and significant between student learning style with self regulated learning to social science student in MAN 1 Malang

H<sub>1</sub>: There is positive correlation and significant between student learning style with self regulated learning to social science student in MAN 1 Malang

The first hypothesis in this study based on the above table indicated there is a correlation between learning styles with self regulated learning. The results of analysis using product moment correlation show a significance value of 0,000.

Decision-making if the significance value  $<0.05$  then correlated If the significance value  $> 0.05$  then it does not correlate. Value of coefficient correlation between learning styles with self regulated learning is 0.522 which means it has a positive correlation with correlation level medium.

## 2. The Second Hypothesis Test

**Table 6.5**  
**Correlation of Self Concept (X<sub>2</sub>) with Self Regulated Learning (Y)**

		Correlations	
		selfconcept	selfregulated
selfconcept	Pearson Correlation	1	.883**
	Sig. (2-tailed)		.000
	N	48	48
selfregulated	Pearson Correlation	.883**	1
	Sig. (2-tailed)	.000	
	N	48	48

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

From the table above was obtained the test results using the product moment correlation in the table below:

**Table 7.1**  
**Correlation Calculation Results for Variables X<sub>2</sub> and Y**

No	Hypothesis	Value	Information
1	The students' self-concept variables are significantly positively correlated with self regulated learning	Sig = 0.000 r table = 0.284 Pearson = 0.883	H <sub>1</sub> Accepted and H <sub>0</sub> Rejected

H<sub>0</sub>: There is no positive correlation and significant between self concept with self regulated learning to social science student in MAN 1 Malang.

H<sub>1</sub>: There is positive correlation and significant between self concept with self regulated learning to social science student in MAN 1 Malang.

The second hypothesis in this study based on the table above indicated there is a correlation between self-concept and self regulated learning. The results of the analysis using product moment correlation show a significance value of 0,000.

Decision-making if the significance value < 0.05 then correlated If the significance value > 0.05 then uncorrelated. Value of coefficient correlation between self-concept and self regulated learning is 0.883, which means positively correlated with correlation level very high.

### 3. Third Hypothesis Test

Multiple correlation test is to find out the level of closeness of correlation (simultaneous) between two or more independent and dependent variables.

**Table 7.2**  
**Correlation of Learning Style (X<sub>1</sub>) and Self Concept (X<sub>2</sub>)**  
**With Self Regulated Learning (Y)**

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.891 <sup>a</sup>	.793	.784	3.58797	.793	86.385	2	45	.000

a. Predictors: (Constant), selfconcept, learningstyle

From the above table, the test results are obtained simultaneously (together) in the table below:

**Table 7.3**  
**The results of the calculation of the correlation variables X<sub>1</sub>, X<sub>2</sub> and Y**

No	Hypothesis	Value	Information
1	Learning style variables and self-concepts simultaneously have a significant positive correlation with Self regulated learning	Sig = 0.000 r tabel = 0.284 R = 0.891	H <sub>0</sub> Rejected and H <sub>1</sub> Accepted

H<sub>0</sub> : There is no positive correlation and significant between student learning style and self concept with self regulated learning to social science student in MAN 1 Malang.

H<sub>1</sub> : There is positive correlation and significant between student learning style and self concept with self regulated learning to social science student in MAN 1 Malang.

The basis for decision making if the probability value of 0.05 is greater or equal to the significance value of 0.05 > sig (0.000). Based on the analysis



of the table above there is a correlation coefficient of 0.891 which means positively correlated learning style and self concept with self regulated learning, correlation level is very high.



## CHAPTER V

### DISCUSSION

#### A. Correlation of Student Learning Style with Self Regulated Learning

The first variable is about student learning styles, according to Bobby and Mike modalities in learning styles are divided into three parts that is: learning by seeing (visual learning) learning by listening (auditory learning) and learning by doing (kinesthetic learning).<sup>54</sup> It is known that each person has a different learning style to understand and absorb information. In this study, student learning styles instrument consists of three indicators: visual, auditory and kinesthetic.

Total item for visual learning style consists of 10 items, auditory learning style consists of 11 items and kinesthetic learning style consists of 11 item, total variable learning style consists of 32 items. the number of respondents was 48 students. Questionnaire is arranged based on Likert scale with answers that is: very agree, agree, disagree, very disagree. Assessment was given score of 1 to 4. Then to know the percentage of each learning style using descriptive analysis. Based on the descriptive analysis showed that eleven<sup>th</sup> class of social science students in MAN 1 Malang tend to use visual learning style.

Based on the data obtained for the first variable is the student's learning style is the most dominant visual learning style with a percentage of 60% in the high category, 40% medium category, 0% lower category. As for auditory learning styles at the high category is 25%, the medium category is 75%, lower category 0%. and

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<sup>54</sup> Bobbi De Porter dan Mike Hernacki, *Quantum Learning Membiasakan Belajar Nyaman dan Menyenangkan* trj., Alwiyah abdurrahman (Bandung: Kaifa, 2010), hlm. 110-112.

kinesthetic learning styles are in the high category 0%, the medium category is 97%, the low category is 3%. By doing research on learning styles of students, it can be seen the character of students' learning styles, and provide insight into how to take advantage of optimal learning style so that the learning process can be more effective and efficient. Self regulated learning can be improved by knowing the students' learning styles that are comfortable, easy to absorb the information so as to obtain optimal results.

Learning styles have great frequency in the high criteria in this study is a visual learning style means students are more focused on the view, it is easier to remember than what is seen rather than heard, the students easily understand the information with a direct witness resources, and likes to read on their own. Facilities used to form modul, handout, worksheets, textbooks. Each student has different abilities to receive and absorb information. One of the differences in learning styles that are owned by the students is when teachers make the learning process using ceramah method with instructional media such as pictures or tables is more profitable to students have visual and auditory learning styles.

Self regulated learning has an important role for the success of the students in this study to measure the degree of self regulated learning using a questionnaire distributed to respondents. Questionnaire of self regulated learning consists of four indicators: Self-confidence, Responsibility, Initiative and Discipline. All of items consist of 23 items with 48 student respondents. Questionnaires are arranged on a Likert scale with answers always, often, sometimes, never. Assessment was given

score of 1 to 4. Then the analysis uses descriptive analysis to determine the percentage.

Based on the correlation test between learning styles with self regulated learning using a simple correlation test obtained sig: 0,000,  $r_{\text{count}}$  of 0.522. while  $r_{\text{table}}$  at the 5% significance level with N: (48) is 0.284. The analysis shows that the calculated  $r_{\text{count}}$  more than value of  $r_{\text{table}}$  ( $0.522 > 0.284$ ). So it can be seen that there is positive and significant correlation between student learning styles with self regulated learning in MAN 1 Malang. If interpreted, the correlation coefficient is 0.441 in the medium category because it is in the range between 0.41-0.60. (See in the table 3.7).

Kusyono said that the characteristics of self regulated learning of each student were seen if the students had shown positive changes in learning. Students learn to be responsible with school assignments, not dependent on others.<sup>55</sup>

According to Nasution, learning style is the way students react and use the stimulus received in the learning process. By knowing and understanding learning styles, changes in learning occur so that learning can be more optimal.<sup>56</sup> The change in this study shows self regulated learning, so that it can be said there is a correlation between learning style with students' self regulated learning.

Supported by Walneg's theory which states that being independent in thinking is independent in doing everything with all the ability to think accurately and optimally. Independence in thinking needed for students to not always depend

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<sup>55</sup> Kusyono, *Kemandirian Belajar Siswa Kelas X Program Keahlian Teknik Ketenagalistrikan SMKN* (Yogyakarta, FT UNY, 2011), hal.27.

<sup>56</sup> Nasution, *Berbagai Pendekatan Dalam Proses Belajar Mengajar* ( Jakarta: Bumi Aksara, , 2011), hal.93.

on others in accomplishing tasks and problems.<sup>57</sup> Learning style has an important role in the process of teaching and learning activities, well learning comes from oneself and self-motivation, not coercion from others. Learning styles are the key to developing performance in work, especially at school, by knowing different learning styles the teacher can approach and present the material in different ways.

Equivalent to the results of research conducted by Datuk Eka to class X students of SMK Piri 1 Yogyakarta which states that there is a significant influence between student learning styles with student self regulated learning of 19.1%.<sup>58</sup>

The results of this study indicate that learning styles have a significant positive correlation with self regulated learning of known significance value of 0.000 less than 0.05. The degree of correlation for learning styles with learning independence is to find out the degree level obtained from Pearson's value of 0.522. This value has a medium level of correlation.

## **B. Correlation of Self Concept with Self Regulated Learning**

The second variable is about students' self-concept according to Shavelson in the journal of Educational Psychology argues that indicators of self-concept generally consist of academic self-concept, social self-concept, physical self-concept and self-confidence.<sup>59</sup> This indicator was developed into 22 items with respondents 48 students. This questionnaire is based on a Likert scale with answers always, often, sometimes, never. Assessment was given score of 1 - 4. And to find

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<sup>57</sup> Jas Walneg, *Wawasan Kemandirian Calon Sarjana* ( Jakarta: PT Grafindo,2010).hal.31.

<sup>58</sup> Datuk Eka, "Pengaruh Gaya Belajar, Kreativitas dan kecerdasan Emosi Terhadap Kemandirian Siswa kelas X", *Skripsi*, Fakultas Teknik UNY, 2014.

<sup>59</sup> R.J Shaveson and R.Bolus, Self - Concept: *The interplay of theory and methods. Journal of Educational Psychology*, No.1 vol 74 th.1982.hlm.3.

out the percentage of each self-concept that is using descriptive analysis with the help of SPSS.

Based on the descriptive analysis showed that the level of self-concept and criteria of a very high 51.7%, higher by 46.7% criteria, the criteria was 1.6%, lower criteria 0%. It was concluded that eleven<sup>th</sup> class of social science student in MAN 1 Malang has a level of self-concept category is as high as 51.7%.

One internal factor is self-concept. The self-concept also determine how we will act to do something, if we can think it will succeed but if we think can not then it will probably fail. Students who have a positive self-concept has hopes and goals that seek achieved with diligent study did not wait for other people.

MAN 1 Malang has a dormitory for students and there are students living in a dormitory of 14 students and not in a dormitory of 48 students for eleven<sup>th</sup> class social science students. In this study, researchers only took samples to be used as a study that is students who are not in the dormitory because the self-concept of students in the dormitory and are not in dormitory different and self regulated learning is also different.

Students who are not in the dorms can be more focus on achievement in school but students living in dormitories would have activities specific activities that must be done as required to recite a predetermined time, sholat berjamaah and other activities. It certainly affects the self-concept of students that not only maximized performance at school but the tasks to be students should also be maximized. And there may be some students who are more concerned with religion.

And educational characters such as good manners, and is responsible of course are concerned.

Based on the correlation test between students' self concepts and self regulated learning using a simple correlation test with the help of SPSS. Obtained  $r_{\text{count}}$  0.883 and  $r_{\text{table}}$  at a significance level of 5% with  $N = (48)$  obtained at 0.284. The analysis shows that the calculated  $r_{\text{count}}$  is more than value of  $r_{\text{table}}$  ( $0.883 > 0.284$ ). Known that there is a positive and significant correlation between students' self concepts with self regulated learning eleven<sup>th</sup> class social science students in MAN 1 Malang. If interpreted, the correlation coefficient of 0.883 is very high because it is in the range 0.81-1.00 (seen in table 3.7).

Equivalent to the results of research conducted by Rizky Lestarini to fourth grade students of SDN in the Pakualaman district of Yogyakarta which stated there was a positive and significant correlation between self-concept and self regulated learning This is indicated by  $r_{\text{count}}$  0.854 greater than  $r_{\text{table}}$  0.213.<sup>60</sup>

Research findings that self-concept has a correlation with self regulated learning according to Hurlock's opinion that the success of a person independently in learning must have a positive self-concept that encourages themselves to increase independence and self-confidence. The concept of self is a mirror image, determined by the roles and relationships with others and other people's reactions to themselves.<sup>61</sup> According to William Brooks was quoted by Jalaluddin Rachmat

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<sup>60</sup> Rizky Lestarini, Hubungan Konsep Diri Dengan Kemandirian Belajar Siswa Kelas IV SDN se kecamatan Pakualaman Yogyakarta, *Skrpisi*, Fakultas Ilmu Pendidikan UNY, 2015, hal.68.

<sup>61</sup> Elizabet B. Hurlock, *Developmental Psychology*, (Suatu Pendekatan Sepanjang Rentang Kehidupan) Edisi ke 6: Jilid 2 (Jakarta: Erlangga, 2010), hlm.237

stated that the concept of self is the perception of psychological, social and physical against self gained from experience and interaction with others. Emotional assessment of the students influence to self regulated learning.<sup>62</sup>

Supported by Rusman's opinion that self regulated learning is a form of learning based on one's own awareness. Students who have low self-concept are not interested and feel unable to carry out learning activities. This causes less aware of the obligations of student learning so that learning on the encouragement and coercion of others.<sup>63</sup>

Shovia Lintina said positive self-concept encourages to do positive things that can shape self regulated learning. Negative self-concepts cannot regulate themselves for the better and like to depend on others.<sup>64</sup>

Supported by Coopersmith's opinion that virtue influences one's self-concept. Students who feel valued by other people grow positive self-concepts and can shape children to become independent, creative and confident. With a positive self-concept makes students aware of the obligations in learning so that students learn on their own initiative without coercion or encouragement from others.<sup>65</sup>

The results of this study support Cooley's theory quoted by Indra Yohannes stating that self-concept makes humans learn. Self-concept in the view of psychology is formed based on the process of learning about values, attitudes, roles,

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<sup>62</sup> Jalaludin Rahmat, *Psikologi Komunikasi Edisi Revisi* (Bandung: PT Remaja Rosdakarya,2003),hal. 99-100.

<sup>63</sup> Rusman, *Model-Model Pembelajaran Mengembangkan Profesional Guru* (Jakarta: Rajawali Press,2014), hal.357.

<sup>64</sup> Shovia Lintina, ‘Pengaruh Konsep Diri dan Pola Asuh Orang Tua Terhadap Kemandirian Belajar mahasiswa, UIN Jakarta’, *Skripsi*, Fakultas Psikologi UIN Jakarta, 2015.

<sup>65</sup> Coopersmith, dikutip oleh Tim Pustaka Familia, *Konsep Diri Positif: Menentukan Prestasi Anak* (Yogyakarta: Kanisius,2010),hal.34-35.



and identity in a symbolic interaction relationship between himself and various groups such as friends or family. Self-concept in view of psychology teach self regulated which is related with think, teaching for critical thinking, creative and innovative something that doing.<sup>66</sup>

According Desmita self-concept has an important role in fostering self regulated learning. There are three-dimensional self-concept and term-dimensional picture (self-image), dimensions of evaluation (self-evaluation) and the dimensions of the ideals of self (self-ideal). Someone who has a positive self-concept, students will develop traits such as self-confidence, self-esteem and the ability to see themselves in reality, will foster good social adjustment. If the self-concept is negative then it will feel inadequate and lack confidence. The concept of self is very important as the development of self regulated learning and student success in the learning process.<sup>67</sup>

The results showed that self-concept has a significant positive correlation with student self regulated learning. It is known that the significance value of 0.000 is smaller than 0.05. Self concept is a person's perception of himself. Students who have a positive self-concept more easily understand themselves, this as a student will better understand themselves in the learning process, with a good self-concept will encourage to be self regulated learning. like looking for other learning resources, Knowing the task of being a student. Then the higher it is student self concept then better self regulated learning.

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<sup>66</sup> Indra Yohanes Kiling, *Tinjauan Konsep Diri dan Dimensinya Pada Anak Dalam Masa Kanak-Kanak Akhir*. **Jurnal Psikologi Pendidikan dan Konseling Vol. 1 No.2 Desember 2015.hal.5**

<sup>67</sup> Desmita, *Psikologi Perkembangan Peserta Didik* (Bandung:PT Remaja Rosdakarya,2014), hal.171.

### **C. Correlation of Student Learning Style and Self Concept with Self Regulated Learning**

Based on data from the student's learning style variable scale, self-concept and self-learning students, were analyzed to find the mean of each indicator to determine the average point statement which has the highest value and lowest value with SPSS. Based on the calculation known that scale of learning style the highest mean is in item number 7 at 3.65 and the lowest item in item 30 is 1.84. Statement items that have the highest mean value, that is "I like material with pictures and symbols ". This item is included in the visual learning style indicator. The items have a low value is " when reading I use a finger to point the words ". The items contained in the kinaesthetic learning style. Results obtained descriptions of learning style is the answer the majority of respondents agree with the average item between 1.84 to 3.65. This shows that the respondents give a high enough response to the item.

Calculation of students' self-concept scale the highest mean value in statement item number 1 with value 3.84 and the lowest mean value in statement item number 10 with value 2.47. The item with the highest mean is "I am politeness with the teachers. There is a social indicator that is good relations with parents and teachers. Statement items that have the lowest mean value, that is "I don't like cheating friends when doing repetition tasks". Included in the norm and value indicators are obeying school rules.

Calculation of self regulated learning scale, the highest mean value on statement item 13 with value 3.79 and the lowest mean value on statement item number 6 with value 2.61. Statement items that have the highest mean value that is:

“To add knowledge then learn from other sources such as the internet, other books”. Included in the initiative indicators are students looking for other sources to add knowledge or references. Statement items that have the lowest mean value that is “When class time is empty I fill time by studying or doing assignments”. Included in the initiative indicators are students learning of their own free will.

Correlation test between independent variables with the dependent variable has been explained in the first and second hypotheses. The third hypothesis is use simultaneous multiple correlation test of learning style variables and self-concept with students' self regulated learning . With the results of the sig F change value: 0.000, the value of  $r_{table}$  0.284 is smaller of R square: 0.891. This means that there is a correlation between learning styles and learning self-concept with self regulated learning students to social science students in MAN 1 Malang.

The results showed that learning styles and self-concept has a significant positive correlation with self regulated learning. It is known that a significance value of 0,000 is smaller of 0.05. The level of correlation for learning styles and self-concepts with self regulated learning is very high. To determine the level of degrees obtained from Pearson value is 0.891. As the formula shows, the value has a very high correlation.

Successful learning in school is influenced by several factors that is: School policy, teacher, and student, are the main components that play the most important role in the learning process. To achieve the success of the learning process there are several factors owned by students including knowing students' learning styles, because ability to absorb information each person is different and form a well self-concept to achieve self regulated learning. Have a good self regulated learning

students will get success in learning. Learning styles that have not been well identified will affect to self regulated learning and learning success.

Students who do not know their characteristics will find it difficult to absorb material. Less effective learning style make it difficult to absorb and process the material . To achieve optimal learning students have to find a comfortable learning styles and regularly while studying. Positive self-concept is also very important to form self regulated learning and to form a student who does not expect help from others in the learning process or doing assignments. Students who have low self regulated learning cause learning to be less effective, always dependent on others and undisciplined.



## CHAPTER VI

### SUMMARY

#### A. Conclusion

Based on research problems can formulated and the research already implemented the author can draw conclusions as follows:

1. Variable of student's learning style with self regulated learning in this research indicate correlation with medium level. The higher it is students understand the characteristics of a preferred learning style, then self regulated learning also high.
2. Variable of self-concept and self regulated learning, in this research indicate correlation with high level. The higher it is positive self concept of student then self regulated learning also high.
3. Variable of learning style and self-concept with self regulated learning in this research Indicate correlation with high level. The higher it is student learning style and student self-concept then self regulated learning also high.

#### B. Suggestion

Based on the conclusions of the study. There are some suggestions that would be useful to improve student learning styles and student self-concept and self-regulated learning.

1. For the Teacher

Teachers are expected to know the characteristics of student learning styles so that the material can be delivered more effectively and optimally. Teachers can form study groups are varied both in terms of

academic ability and gender so that students can know each other's differences. And teachers are expected to attention students' self regulated learning when the clock is in progress, when not teaching can give assignments to the students.

2. For the Students

Students are expected to optimize the preferred learning style and feel comfortable so that it can absorb the material optimally. And students are expected not picky friend at the time of group learning and self-awareness of students are also expected to learn without coercion from parents and not depend on others.

3. For further research

The results of this study are expected to add insight and enrich empirical information in learning styles, self-concepts by expanding other variables related to self regulated learning with approach and other methods. Aims to find out other factors related to self regulated learning, and can contribute to self regulated learning .

Researchers just doing at school MAN 1 Malang in eleven<sup>th</sup> class of social science students to determines the student's learning style characteristics to determine the self-concept and self regulated learning students. Researchers hope to further research could be done in other schools with students of other majors. Researcher realized this thesis still imperfect in arrangement or content and expected to further research be better.

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# APPENDIXS

Validity Test and Reliability

Correlations

		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1
X1.1	Pearson Correlation	1	,348	,636**	,325	,320	,430*	,362*	,165	,437*
	Sig. (2-tailed)		,055	,000	,074	,080	,016	,045	,374	,014
	N	31	31	31	31	31	31	31	31	31
X1.2	Pearson Correlation	,348	1	,477**	,139	,491**	,345	,357*	,567**	,532**
	Sig. (2-tailed)	,055		,007	,457	,005	,057	,049	,001	,002
	N	31	31	31	31	31	31	31	31	31
X1.3	Pearson Correlation	,636**	,477**	1	,274	,189	,518**	,438*	,201	,541**
	Sig. (2-tailed)	,000	,007		,135	,308	,003	,014	,277	,002
	N	31	31	31	31	31	31	31	31	31
X1.4	Pearson Correlation	,325	,139	,274	1	,341	,209	,003	,156	,405*
	Sig. (2-tailed)	,074	,457	,135		,060	,259	,987	,403	,024
	N	31	31	31	31	31	31	31	31	31
X1.5	Pearson Correlation	,320	,491**	,189	,341	1	,154	,041	,381*	,533**
	Sig. (2-tailed)	,080	,005	,308	,060		,407	,828	,035	,002
	N	31	31	31	31	31	31	31	31	31
X1.6	Pearson Correlation	,430*	,345	,518**	,209	,154	1	,083	,477**	,517**
	Sig. (2-tailed)	,016	,057	,003	,259	,407		,657	,007	,003
	N	31	31	31	31	31	31	31	31	31
X1.7	Pearson Correlation	,362*	,357*	,438*	,003	,041	,083	1	,167	,429*
	Sig. (2-tailed)	,045	,049	,014	,987	,828	,657		,369	,016
	N	31	31	31	31	31	31	31	31	31
X1.8	Pearson Correlation	,165	,567**	,201	-,156	,381*	,477**	,167	1	,575**
	Sig. (2-tailed)	,374	,001	,277	,403	,035	,007	,369		,001
	N	31	31	31	31	31	31	31	31	31
X1	Pearson Correlation	,437*	,532**	,541**	,405*	,533**	,517**	,429*	,575**	1
	Sig. (2-tailed)	,014	,002	,002	,024	,002	,003	,016	,001	
	N	31	31	31	31	31	31	31	31	31



X1	Pearson Correlation	,426*	,631**	,467**	,724**	,561**	,534**	,728**	,410*	1
	Sig. (2-tailed)	,017	,000	,008	,000	,001	,002	,000	,022	
	N	31	31	31	31	31	31	31	31	31

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

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

### Correlations

		X1.17	X1.18	X1.19	X1.20	X1.21	X1.22	X1.23	X1.24	X1
X1.17	Pearson Correlation	1	,237	,209	,471**	,356*	,394*	,530**	,518**	,652**
	Sig. (2-tailed)		,199	,260	,007	,050	,028	,002	,003	,000
	N	31	31	31	31	31	31	31	31	31
X1.18	Pearson Correlation	,237	1	,301	,124	,283	,389*	,024	,136	,558**
	Sig. (2-tailed)	,199		,099	,505	,124	,031	,897	,464	,001
	N	31	31	31	31	31	31	31	31	31
X1.19	Pearson Correlation	,209	,301	1	,288	,350	,378*	,027	,258	,451*
	Sig. (2-tailed)	,260	,099		,117	,054	,036	,884	,161	,011
	N	31	31	31	31	31	31	31	31	31
X1.20	Pearson Correlation	,471**	,124	,288	1	,223	,507**	,288	,256	,418*
	Sig. (2-tailed)	,007	,505	,117		,227	,004	,116	,164	,019
	N	31	31	31	31	31	31	31	31	31
X1.21	Pearson Correlation	,356*	,283	,350	,223	1	,542**	,408*	,445*	,575**
	Sig. (2-tailed)	,050	,124	,054	,227		,002	,023	,012	,001
	N	31	31	31	31	31	31	31	31	31
X1.22	Pearson Correlation	,394*	,389*	,378*	,507**	,542**	1	,353	,502**	,751**
	Sig. (2-tailed)	,028	,031	,036	,004	,002		,052	,004	,000
	N	31	31	31	31	31	31	31	31	31
X1.23	Pearson Correlation	,530**	,024	,027	,288	,408*	,353	1	,549**	,443*
	Sig. (2-tailed)	,002	,897	,884	,116	,023	,052		,001	,013
	N	31	31	31	31	31	31	31	31	31
X1.24	Pearson Correlation	,518**	,136	,258	,256	,445*	,502**	,549**	1	,571**
	Sig. (2-tailed)	,003	,464	,161	,164	,012	,004	,001		,001
	N	31	31	31	31	31	31	31	31	31
X1	Pearson Correlation	,652**	,558**	,451*	,418*	,575**	,751**	,443*	,571**	1
	Sig. (2-tailed)	,000	,001	,011	,019	,001	,000	,013	,001	
	N	31	31	31	31	31	31	31	31	31

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

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

		Correlations								
		X1.25	X1.26	X1.27	X1.28	X1.29	X1.30	X1.31	X1.32	X1
X1.25	Pearson Correlation	1	-,210	,280	,277	,333	,441*	,117	,148	,521**
	Sig. (2-tailed)		,257	,127	,131	,067	,013	,529	,426	,003
	N	31	31	31	31	31	31	31	31	31
X1.26	Pearson Correlation	-,210	1	,318	,086	,072	,065	,094	,383*	,412*
	Sig. (2-tailed)	,257		,082	,645	,700	,729	,614	,034	,021
	N	31	31	31	31	31	31	31	31	31
X1.27	Pearson Correlation	,280	,318	1	,148	,020	-,007	,297	,078	,486**
	Sig. (2-tailed)	,127	,082		,428	,915	,971	,105	,677	,006
	N	31	31	31	31	31	31	31	31	31
X1.28	Pearson Correlation	,277	,086	,148	1	,534**	,474**	,682**	,157	,633**
	Sig. (2-tailed)	,131	,645	,428		,002	,007	,000	,398	,000
	N	31	31	31	31	31	31	31	31	31
X1.29	Pearson Correlation	,333	,072	,020	,534**	1	,652**	,410*	,288	,633**
	Sig. (2-tailed)	,067	,700	,915	,002		,000	,022	,116	,000
	N	31	31	31	31	31	31	31	31	31
X1.30	Pearson Correlation	,441*	,065	-,007	,474**	,652**	1	,268	,462**	,606**
	Sig. (2-tailed)	,013	,729	,971	,007	,000		,144	,009	,000
	N	31	31	31	31	31	31	31	31	31
X1.31	Pearson Correlation	,117	,094	,297	,682**	,410*	,268	1	,040	,491**
	Sig. (2-tailed)	,529	,614	,105	,000	,022	,144		,830	,005
	N	31	31	31	31	31	31	31	31	31
X1.32	Pearson Correlation	,148	,383*	,078	,157	,288	,462**	,040	1	,489**
	Sig. (2-tailed)	,426	,034	,677	,398	,116	,009	,830		,005
	N	31	31	31	31	31	31	31	31	31
X1	Pearson Correlation	,521**	,412*	,486**	,633**	,633**	,606**	,491**	,489**	1
	Sig. (2-tailed)	,003	,021	,006	,000	,000	,000	,005	,005	
	N	31	31	31	31	31	31	31	31	31

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

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

**Reliability**

**Scale: ALL VARIABLES**

**Case Processing Summary**

		N	%
Cases	Valid	31	100,0
	Excluded <sup>a</sup>	0	,0
	Total	31	100,0

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

#### Reliability Statistics

Cronbach's Alpha	N of Items
,918	32

#### 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	83,13	115,516	,390	,916
X1.2	83,48	116,458	,505	,915
X1.3	83,32	113,692	,497	,915
X1.4	83,58	115,852	,355	,917
X1.5	83,42	113,852	,488	,915
X1.6	84,58	113,318	,466	,916
X1.7	83,00	116,000	,386	,916
X1.8	84,23	111,314	,521	,915
X1.9	83,71	116,813	,389	,916
X1.10	83,26	113,398	,598	,914
X1.11	83,52	115,458	,424	,916
X1.12	84,26	113,131	,700	,913
X1.13	84,35	113,037	,516	,915
X1.14	84,48	114,325	,492	,915
X1.15	84,03	111,432	,699	,912
X1.16	84,39	114,445	,346	,918
X1.17	83,97	112,499	,617	,913
X1.18	83,03	113,766	,517	,915
X1.19	83,39	114,445	,397	,917
X1.20	83,45	117,189	,384	,916

X1.21	83,94	113,596	,535	,915
X1.22	84,55	109,189	,719	,911
X1.23	83,87	114,649	,389	,917
X1.24	84,39	111,578	,519	,915
X1.25	84,29	112,480	,465	,916
X1.26	83,06	115,796	,363	,917
X1.27	83,61	116,978	,458	,916
X1.28	83,45	112,056	,593	,914
X1.29	84,45	110,389	,585	,914
X1.30	84,87	111,049	,557	,914
X1.31	83,58	115,785	,455	,916
X1.32	83,35	115,703	,452	,916

**Correlations**

	X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7	X2.8	X2
Pearson Correlation	1	,421*	,908**	,421*	,096	,096	,081	,067	,464**
X2.1 Sig. (2-tailed)		,018	,000	,018	,609	,609	,664	,722	,009
N	31	31	31	31	31	31	31	31	31
Pearson Correlation	,421*	1	,345	,495**	,227	,007	,193	,246	,495**
X2.2 Sig. (2-tailed)	,018		,057	,005	,219	,970	,298	,182	,005
N	31	31	31	31	31	31	31	31	31
Pearson Correlation	,908**	,345	1	,520**	,118	,118	,100	,128	,465**
X2.3 Sig. (2-tailed)	,000	,057		,003	,527	,527	,591	,493	,008
N	31	31	31	31	31	31	31	31	31
Pearson Correlation	,421*	,495**	,520**	1	,227	,227	,193	,509**	,495**
X2.4 Sig. (2-tailed)	,018	,005	,003		,219	,219	,298	,003	,005
N	31	31	31	31	31	31	31	31	31
Pearson Correlation	,096	,227	,118	,227	1	,139	,199	,183	,401*
X2.5 Sig. (2-tailed)	,609	,219	,527	,219		,456	,282	,325	,026
N	31	31	31	31	31	31	31	31	31
Pearson Correlation	,096	,007	,118	,227	,139	1	,850**	,354	,475**
X2.6 Sig. (2-tailed)	,609	,970	,527	,219	,456		,000	,050	,007
N	31	31	31	31	31	31	31	31	31



X2.7	Pearson Correlation	,081	,193	,100	,193	,199	,850**	1	,301	,483**
	Sig. (2-tailed)	,664	,298	,591	,298	,282	,000		,099	,006
	N	31	31	31	31	31	31	31	31	31
X2.8	Pearson Correlation	,067	,246	,128	,509**	,183	,354	,301	1	,518**
	Sig. (2-tailed)	,722	,182	,493	,003	,325	,050	,099		,003
	N	31	31	31	31	31	31	31	31	31
X2	Pearson Correlation	,464**	,495**	,465**	,495**	,401*	,475**	,483**	,518**	1
	Sig. (2-tailed)	,009	,005	,008	,005	,026	,007	,006	,003	
	N	31	31	31	31	31	31	31	31	31

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

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

**Correlations**

		X2.9	X2.10	X2.11	X2.12	X2.13	X2.14	X2.15	X2
X2.9	Pearson Correlation	1	,383*	,284	,255	,309	,274	,268	,641**
	Sig. (2-tailed)		,033	,121	,166	,090	,136	,145	,000
	N	31	31	31	31	31	31	31	31
X2.10	Pearson Correlation	,383*	1	,244	,252	,249	,328	,168	,445*
	Sig. (2-tailed)	,033		,185	,171	,176	,071	,366	,012
	N	31	31	31	31	31	31	31	31
X2.11	Pearson Correlation	,284	,244	1	,289	,387*	,141	,344	,427*
	Sig. (2-tailed)	,121	,185		,115	,032	,450	,058	,016
	N	31	31	31	31	31	31	31	31
X2.12	Pearson Correlation	,255	,252	,289	1	,301	,116	,022	,499**
	Sig. (2-tailed)	,166	,171	,115		,099	,535	,905	,004
	N	31	31	31	31	31	31	31	31
X2.13	Pearson Correlation	,309	,249	,387*	,301	1	,340	,076	,507**
	Sig. (2-tailed)	,090	,176	,032	,099		,061	,684	,004
	N	31	31	31	31	31	31	31	31
X2.14	Pearson Correlation	,274	,328	,141	,116	,340	1	,421*	,527**
	Sig. (2-tailed)	,136	,071	,450	,535	,061		,018	,002
	N	31	31	31	31	31	31	31	31
X2.15	Pearson Correlation	,268	,168	,344	,022	,076	,421*	1	,531**

	Sig. (2-tailed)	,145	,366	,058	,905	,684	,018		,002
	N	31	31	31	31	31	31	31	31
	Pearson Correlation	,641**	,445*	,427*	,499**	,507**	,527**	,531**	1
X2	Sig. (2-tailed)	,000	,012	,016	,004	,004	,002	,002	
	N	31	31	31	31	31	31	31	31

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

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

**Correlations**

		X2.16	X2.17	X2.18	X2.19	X2.20	X2.21	X2.22	X2
X2.16	Pearson Correlation	1	,447*	,321	,179	,107	,269	,287	,513**
	Sig. (2-tailed)		,012	,079	,335	,567	,143	,118	,003
	N	31	31	31	31	31	31	31	31
X2.17	Pearson Correlation	,447*	1	,140	,543**	,396*	-,106	,196	,487**
	Sig. (2-tailed)	,012		,453	,002	,028	,569	,291	,006
	N	31	31	31	31	31	31	31	31
X2.18	Pearson Correlation	,321	,140	1	,299	,136	,029	-,107	,465**
	Sig. (2-tailed)	,079	,453		,103	,464	,876	,567	,008
	N	31	31	31	31	31	31	31	31
X2.19	Pearson Correlation	,179	,543**	,299	1	,573**	,043	,145	,457**
	Sig. (2-tailed)	,335	,002	,103		,001	,817	,436	,010
	N	31	31	31	31	31	31	31	31
X2.20	Pearson Correlation	,107	,396*	,136	,573**	1	,305	,329	,504**
	Sig. (2-tailed)	,567	,028	,464	,001		,095	,071	,004
	N	31	31	31	31	31	31	31	31
X2.21	Pearson Correlation	,269	-,106	,029	,043	,305	1	,610**	,425*
	Sig. (2-tailed)	,143	,569	,876	,817	,095		,000	,017
	N	31	31	31	31	31	31	31	31
X2.22	Pearson Correlation	,287	,196	-,107	,145	,329	,610**	1	,438*
	Sig. (2-tailed)	,118	,291	,567	,436	,071	,000		,014
	N	31	31	31	31	31	31	31	31
X2	Pearson Correlation	,513**	,487**	,465**	,457**	,504**	,425*	,438*	1
	Sig. (2-tailed)	,003	,006	,008	,010	,004	,017	,014	
	N	31	31	31	31	31	31	31	31

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

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

**Reliability**  
**Scale: ALL VARIABLES**

**Case Processing Summary**

		N	%
Cases	Valid	31	100,0
	Excluded <sup>a</sup>	0	,0
	Total	31	100,0

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

**Reliability Statistics**

Cronbach's Alpha	N of Items
,842	22

**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	67,45	25,989	,402	,836
X2.2	67,61	25,645	,428	,835
X2.3	67,48	25,858	,398	,836
X2.4	67,61	25,645	,428	,835
X2.5	68,23	26,447	,344	,838
X2.6	68,23	26,181	,422	,836
X2.7	68,26	26,331	,437	,836
X2.8	67,87	24,983	,432	,834
X2.9	68,42	23,385	,548	,829
X2.10	68,65	25,570	,359	,837
X2.11	68,68	25,626	,338	,838
X2.12	68,03	25,499	,426	,835
X2.13	68,26	25,465	,436	,834
X2.14	67,84	25,206	,452	,833
X2.15	68,87	25,183	,457	,833
X2.16	68,90	25,024	,427	,835

X2.17	68,48	25,458	,409	,835
X2.18	67,84	25,540	,384	,836
X2.19	68,26	25,465	,371	,837
X2.20	67,94	24,862	,408	,836
X2.21	67,81	25,761	,341	,838
X2.22	67,74	25,731	,357	,837

**Correlations**

		Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y
Y1	Pearson Correlation	1	,585**	,347	,333	,393*	,345	,336	,057	,492**
	Sig. (2-tailed)		,001	,056	,067	,029	,057	,065	,759	,005
	N	31	31	31	31	31	31	31	31	31
Y2	Pearson Correlation	,585**	1	,418*	,433*	,546**	,445*	,541**	,231	,619**
	Sig. (2-tailed)	,001		,019	,015	,001	,012	,002	,211	,000
	N	31	31	31	31	31	31	31	31	31
Y3	Pearson Correlation	,347	,418*	1	,230	,361*	,311	,258	,263	,629**
	Sig. (2-tailed)	,056	,019		,213	,046	,089	,162	,154	,000
	N	31	31	31	31	31	31	31	31	31
Y4	Pearson Correlation	,333	,433*	,230	1	,538**	,376*	,521**	,105	,529**
	Sig. (2-tailed)	,067	,015	,213		,002	,037	,003	,575	,002
	N	31	31	31	31	31	31	31	31	31
Y5	Pearson Correlation	,393*	,546**	,361*	,538**	1	,363*	,582**	,023	,662**
	Sig. (2-tailed)	,029	,001	,046	,002		,045	,001	,904	,000
	N	31	31	31	31	31	31	31	31	31
Y6	Pearson Correlation	,345	,445*	,311	,376*	,363*	1	,345	,036	,598**
	Sig. (2-tailed)	,057	,012	,089	,037	,045		,057	,846	,000
	N	31	31	31	31	31	31	31	31	31
Y7	Pearson Correlation	,336	,541**	,258	,521**	,582**	,345	1	,252	,638**
	Sig. (2-tailed)	,065	,002	,162	,003	,001	,057		,171	,000



Y16	Pearson Correlation	-,040	,242	,109	,128	,246	,556**	,220	1	,471**
	Sig. (2-tailed)	,830	,189	,559	,494	,183	,001	,235		,007
	N	31	31	31	31	31	31	31	31	31
Y	Pearson Correlation	,444*	,505**	,635**	,490**	,526**	,706**	,436*	,471**	1
	Sig. (2-tailed)	,012	,004	,000	,005	,002	,000	,014	,007	
	N	31	31	31	31	31	31	31	31	31

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

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

#### Correlations

		Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y
Y17	Pearson Correlation	1	,185	,195	,368*	,602**	,251	,694**	,597**
	Sig. (2-tailed)		,319	,294	,041	,000	,173	,000	,000
	N	31	31	31	31	31	31	31	31
Y18	Pearson Correlation	,185	1	,307	,176	,622**	,385*	,262	,578**
	Sig. (2-tailed)	,319		,093	,344	,000	,032	,155	,001
	N	31	31	31	31	31	31	31	31
Y19	Pearson Correlation	,195	,307	1	,384*	,377*	,405*	,307	,584**
	Sig. (2-tailed)	,294	,093		,033	,036	,024	,093	,001
	N	31	31	31	31	31	31	31	31
Y20	Pearson Correlation	,368*	,176	,384*	1	,377*	,268	,621**	,583**
	Sig. (2-tailed)	,041	,344	,033		,036	,146	,000	,001
	N	31	31	31	31	31	31	31	31
Y21	Pearson Correlation	,602**	,622**	,377*	,377*	1	,507**	,622**	,777**
	Sig. (2-tailed)	,000	,000	,036	,036		,004	,000	,000
	N	31	31	31	31	31	31	31	31
Y22	Pearson Correlation	,251	,385*	,405*	,268	,507**	1	,385*	,611**
	Sig. (2-tailed)	,173	,032	,024	,146	,004		,032	,000
	N	31	31	31	31	31	31	31	31
Y23	Pearson Correlation	,694**	,262	,307	,621**	,622**	,385*	1	,686**
	Sig. (2-tailed)	,000	,155	,093	,000	,000	,032		,000
	N	31	31	31	31	31	31	31	31
Y	Pearson Correlation	,597**	,578**	,584**	,583**	,777**	,611**	,686**	1
	Sig. (2-tailed)	,000	,001	,001	,001	,000	,000	,000	
	N	31	31	31	31	31	31	31	31

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

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

## Reliability

### Case Processing Summary

		N	%
Cases	Valid	31	100,0
	Excluded <sup>a</sup>	0	,0
	Total	31	100,0

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

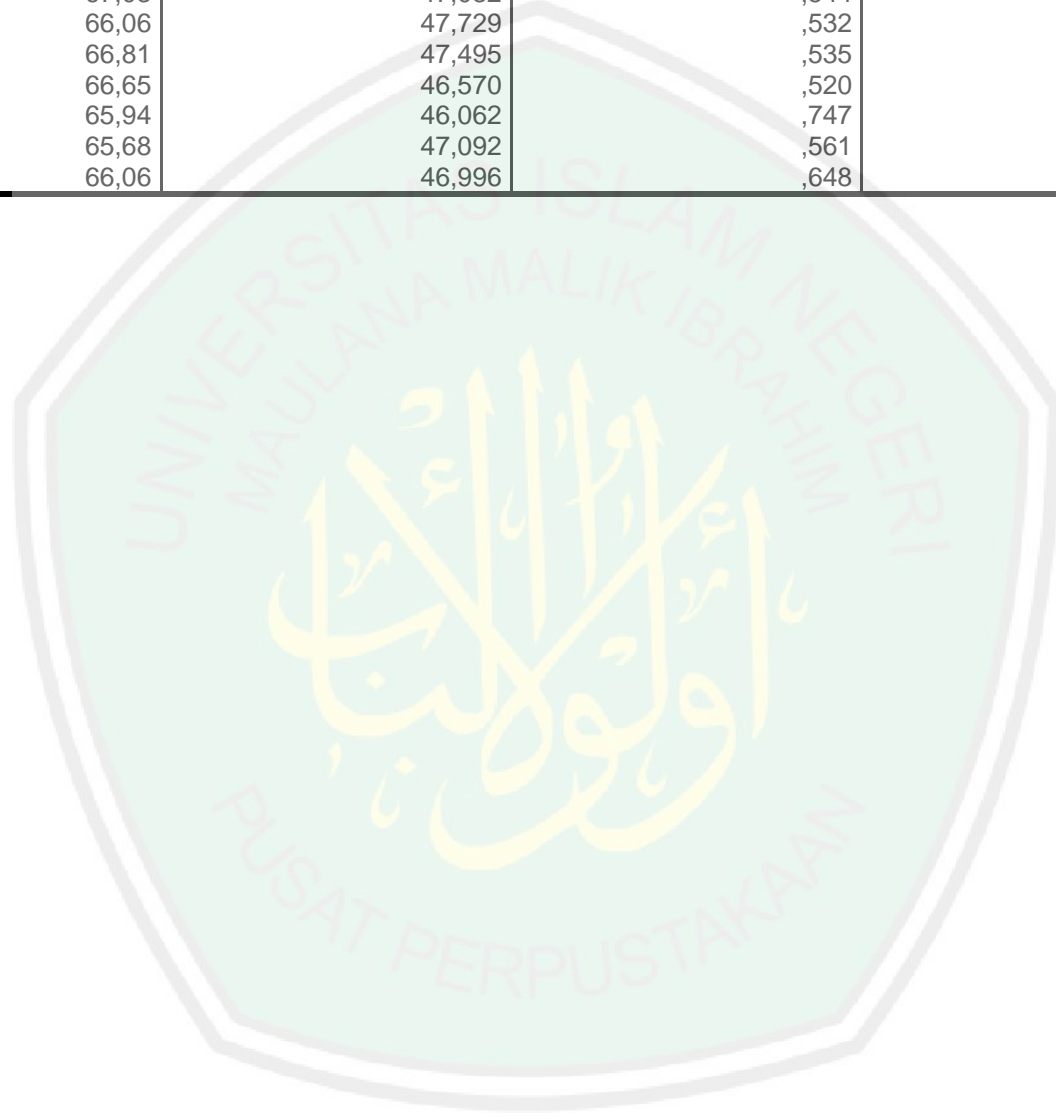
### Reliability Statistics

Cronbach's Alpha	N of Items
,905	23

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y1	66,45	47,723	,428	,903
Y2	66,84	47,206	,573	,900
Y3	65,87	47,116	,584	,899
Y4	66,94	47,862	,475	,902
Y5	66,74	47,065	,621	,899
Y6	67,19	48,161	,560	,900
Y7	65,77	46,647	,588	,899
Y8	66,10	47,890	,394	,904
Y9	66,52	49,391	,405	,903
Y10	66,68	47,892	,447	,902
Y11	65,81	46,628	,584	,899
Y12	66,03	46,966	,409	,904
Y13	65,74	46,598	,449	,903
Y14	66,32	45,026	,653	,897
Y15	66,84	48,540	,376	,904
Y16	66,45	47,589	,399	,904

Y17	67,03	47,032	,544	,900
Y18	66,06	47,729	,532	,900
Y19	66,81	47,495	,535	,900
Y20	66,65	46,570	,520	,901
Y21	65,94	46,062	,747	,896
Y22	65,68	47,092	,561	,900
Y23	66,06	46,996	,648	,898





**DISTRIBUTION OF VALUE  $r_{table}$  SIGNIFIKANSI 5% & 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	<b>0.361</b>	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

**Titik Persentase Distribusi F untuk Probabilita = 0,05**

df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
55	4.02	3.10	2.77	2.54	2.38	2.27	2.18	2.11	2.05	2.01	1.97	1.93	1.90	1.87	1.85
56	4.01	3.16	2.77	2.54	2.38	2.27	2.18	2.11	2.05	2.00	1.96	1.93	1.90	1.87	1.85
57	4.01	3.16	2.77	2.53	2.38	2.26	2.18	2.11	2.05	2.00	1.96	1.93	1.90	1.87	1.85
58	4.01	3.16	2.76	2.53	2.37	2.26	2.17	2.10	2.05	2.00	1.96	1.92	1.89	1.87	1.84
59	4.00	3.15	2.76	2.53	2.37	2.26	2.17	2.10	2.04	2.00	1.96	1.92	1.89	1.86	1.84
60	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99	1.95	1.92	1.89	1.86	1.84
61	4.00	3.15	2.76	2.52	2.37	2.25	2.16	2.09	2.04	1.99	1.95	1.91	1.88	1.86	1.83
62	4.00	3.15	2.75	2.52	2.36	2.25	2.16	2.09	2.03	1.99	1.95	1.91	1.88	1.85	1.83
63	3.99	3.14	2.75	2.52	2.36	2.25	2.16	2.09	2.03	1.98	1.94	1.91	1.88	1.85	1.83
64	3.99	3.14	2.75	2.52	2.36	2.24	2.16	2.09	2.03	1.98	1.94	1.91	1.88	1.85	1.83
65	3.99	3.14	2.75	2.51	2.36	2.24	2.15	2.08	2.03	1.98	1.94	1.90	1.87	1.85	1.82
66	3.99	3.14	2.74	2.51	2.35	2.24	2.15	2.08	2.03	1.98	1.94	1.90	1.87	1.84	1.82
67	3.98	3.13	2.74	2.51	2.35	2.24	2.15	2.08	2.02	1.98	1.93	1.90	1.87	1.84	1.82
68	3.98	3.13	2.74	2.51	2.35	2.24	2.15	2.08	2.02	1.97	1.93	1.90	1.87	1.84	1.82
69	3.98	3.13	2.74	2.50	2.35	2.23	2.15	2.08	2.02	1.97	1.93	1.90	1.86	1.84	1.81
70	3.98	3.13	2.74	2.50	2.35	2.23	2.14	2.07	2.02	1.97	1.93	1.89	1.86	1.84	1.81
71	3.98	3.13	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.97	1.93	1.89	1.86	1.83	1.81
72	3.97	3.12	2.73	2.50	2.34	2.22	2.14	2.07	2.01	1.96	1.92	1.88	1.85	1.83	1.81

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		62
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	2.50567595
Most Extreme Differences	Absolute	.063
	Positive	.063
	Negative	-.053
Kolmogorov-Smirnov Z		.499
Asymp. Sig. (2-tailed)		.965

a. Test distribution is Normal.

b. Calculated from data.

Glejser Test<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.283	3.585		.079	.937
	Gaya Belajar	-.015	.050	-.049	-.311	.757
	Konsep Diri	.042	.037	.179	1.140	.259

a. Dependent Variable: Abs.res

## Multikolinieritas

Coefficients<sup>a</sup>

Model		Collinearity Statistics	
		Tolerance	VIF
1	Gaya Belajar	.674	1.484
	Konsep Diri	.674	1.484

a. Dependent Variable: Kemandirian Belajar

## Lampiran Regresi linier

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.752 <sup>a</sup>	.566	.551	2.54779

a. Predictors: (Constant), Konsep Diri, Gaya Belajar

ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	498.452	2	249.226	38.394	.000 <sup>b</sup>
	Residual	382.983	59	6.491		
	Total	881.435	61			

a. Dependent Variable: Kemandirian Belajar

b. Predictors: (Constant), Konsep Diri, Gaya Belajar

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.656	5.949		4.649	.000
	Gaya Belajar	.293	.082	.372	3.557	.001
	Konsep Diri	.276	.061	.475	4.541	.000

a. Dependent Variable: Kemandirian Belajar

Tabel 3. Deskripsi Gaya Belajar

Item	STS		TS		S		SS		Mean
	f	%	f	%	f	%	f	%	
X1.1	0	0%	3	5%	31	50%	28	45%	3.40
X1.2	1	2%	10	16%	20	32%	31	50%	3.31

X1.3	0	0%	2	3%	30	48%	30	48%	3.45
X1.4	0	0%	14	23%	33	53%	15	24%	3.02
X1.5	0	0%	14	23%	17	27%	31	50%	3.27
X1.6	11	18%	42	68%	9	15%	0	0%	1.97
X1.7	0	0%	3	5%	16	26%	43	69%	3.65
X1.8	12	19%	32	52%	18	29%	0	0%	2.10
X1.9	0	0%	11	18%	45	73%	6	10%	2.92
X1.10	0	0%	14	23%	20	32%	28	45%	3.23
X1.11	0	0%	13	21%	31	50%	18	29%	3.08
X1.12	7	11%	44	71%	9	15%	2	3%	2.10
X1.13	0	0%	22	35%	31	50%	9	15%	2.79
X1.14	0	0%	27	44%	31	50%	4	6%	2.63
X1.15	0	0%	22	35%	31	50%	9	15%	2.79
X1.16	3	5%	34	55%	18	29%	7	11%	2.47
X1.17	0	0%	34	55%	26	42%	2	3%	2.48
X1.18	0	0%	4	6%	34	55%	24	39%	3.32
X1.19	0	0%	14	23%	29	47%	19	31%	3.08
X1.20	0	0%	16	26%	32	52%	14	23%	2.97
X1.21	2	3%	40	65%	19	31%	1	2%	2.31
X1.22	8	13%	39	63%	15	24%	0	0%	2.11
X1.23	4	6%	25	40%	29	47%	4	6%	2.53
X1.24	1	2%	28	45%	29	47%	4	6%	2.58
X1.25	2	3%	30	48%	16	26%	14	23%	2.68
X1.26	0	0%	27	44%	29	47%	6	10%	2.66
X1.27	0	0%	31	50%	27	44%	4	6%	2.56
X1.28	0	0%	8	13%	34	55%	20	32%	3.19
X1.29	18	29%	24	39%	19	31%	1	2%	2.05
X1.30	17	27%	38	61%	7	11%	0	0%	1.84
X1.31	2	3%	36	58%	24	39%	0	0%	2.35
X1.32	0	0%	19	31%	33	53%	10	16%	2.85
	Mean Variabel								2.74

Sumber: Data Penelitian Diolah (2019)

Tabel 4. Deskripsi Konsep Diri

Item	STS		TS		S		SS		Mean
	f	%	f	%	f	%	f	%	
X2.1	0	0%	0	0%	10	16%	52	84%	3.84
X2.2	0	0%	0	0%	25	40%	37	60%	3.60
X2.3	0	0%	0	0%	11	18%	51	82%	3.82
X2.4	0	0%	0	0%	22	35%	40	65%	3.65

X2.5	0	0%	3	5%	43	69%	16	26%	3.21
X2.6	0	0%	2	3%	36	58%	24	39%	3.35
X2.7	0	0%	7	11%	37	60%	18	29%	3.18
X2.8	0	0%	0	0%	32	52%	30	48%	3.48
X2.9	0	0%	11	18%	23	37%	28	45%	3.27
X2.10	0	0%	39	63%	17	27%	6	10%	2.47
X2.11	0	0%	31	50%	25	40%	6	10%	2.60
X2.12	0	0%	10	16%	29	47%	23	37%	3.21
X2.13	0	0%	3	5%	30	48%	29	47%	3.42
X2.14	0	0%	2	3%	27	44%	33	53%	3.50
X2.15	0	0%	14	23%	20	32%	28	45%	3.23
X2.16	0	0%	20	32%	27	44%	15	24%	2.92
X2.17	0	0%	8	13%	26	42%	28	45%	3.32
X2.18	0	0%	1	2%	29	47%	32	52%	3.50
X2.19	0	0%	6	10%	36	58%	20	32%	3.23
X2.20	0	0%	2	3%	23	37%	37	60%	3.56
X2.21	0	0%	5	8%	31	50%	26	42%	3.34
X2.22	0	0%	3	5%	42	68%	17	27%	3.23
Mean Variabel									3.31

Sumber: Data Penelitian Diolah (2019)

Tabel 5. Deskripsi Kemandirian Belajar

Item	STS		TS		S		SS		Mean
	f	%	f	%	f	%	f	%	
Y.1	0	0%	15	24%	30	48%	17	27%	3.03
Y.2	0	0%	32	52%	25	40%	5	8%	2.56
Y.3	0	0%	0	0%	17	27%	45	73%	3.73
Y.4	0	0%	15	24%	36	58%	11	18%	2.94
Y.5	0	0%	10	16%	33	53%	19	31%	3.15
Y.6	2	3%	32	52%	16	26%	12	19%	2.61
Y.7	0	0%	2	3%	32	52%	28	45%	3.42
Y.8	0	0%	2	3%	32	52%	28	45%	3.42
Y.9	0	0%	1	2%	32	52%	29	47%	3.45
Y.10	0	0%	18	29%	30	48%	14	23%	2.94
Y.11	0	0%	7	11%	33	53%	22	35%	3.24
Y.12	0	0%	7	11%	28	45%	27	44%	3.32
Y.13	0	0%	0	0%	13	21%	49	79%	3.79
Y.14	0	0%	1	2%	36	58%	25	40%	3.39
Y.15	0	0%	12	19%	28	45%	22	35%	3.16
Y.16	0	0%	7	11%	31	50%	24	39%	3.27

Item	STS		TS		S		SS		Mean
	f	%	f	%	f	%	f	%	
Y.17	0	0%	18	29%	23	37%	21	34%	3.05
Y.18	0	0%	1	2%	30	48%	31	50%	3.48
Y.19	0	0%	20	32%	23	37%	19	31%	2.98
Y.20	0	0%	16	26%	26	42%	20	32%	3.06
Y.21	0	0%	6	10%	46	74%	10	16%	3.06
Y.22	0	0%	0	0%	37	60%	25	40%	3.40
Y.23	0	0%	1	2%	60	97%	1	2%	3.00
Mean Variabel									3.19

Sumber: Data Penelitian Diolah (2019)

#### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
gayabelajar	48	73	98	87.60	4.689
konsepediri	48	59	83	72.92	6.547
kemandirian	48	52	82	69.73	7.715
Valid N (listwise)	48				

**konsepdiri**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	59	1	1.6	1.6	1.6
	61	1	1.6	1.6	3.2
	62	2	4.8	4.8	8.1
	63	1	1.6	1.6	9.7
	64	2	3.2	3.2	12.9
	65	3	4.8	4.8	17.7
	66	1	1.6	1.6	19.4
	67	3	4.8	4.8	24.2
	68	1	1.6	1.6	25.8
	69	3	4.8	4.8	30.6
	70	2	8.1	8.1	38.7
	71	2	3.2	3.2	41.9
	72	2	4.8	4.8	46.8
	73	1	1.6	1.6	48.4
	74	3	4.8	4.8	53.2
	75	2	4.8	4.8	58.1
	76	3	8.1	8.1	66.1
	77	2	8.1	8.1	74.2
	78	1	1.6	1.6	75.8
	79	3	4.8	4.8	80.6
	80	2	4.8	4.8	85.5
	81	2	3.2	3.2	88.7
	82	4	6.5	6.5	95.2
83	1	4.8	4.8	100.0	
Total		48	100.0	100.0	

**kemandirian**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	1	1.6	1.6	1.6
	57	1	1.6	1.6	3.2
	58	1	1.6	1.6	4.8
	59	1	1.6	1.6	6.5
	60	2	8.1	8.1	14.5
	61	4	6.5	6.5	21.0
	62	5	11.3	11.3	32.3
	64	2	3.2	3.2	35.5
	68	1	1.6	1.6	37.1
	69	2	3.2	3.2	40.3
	70	3	8.1	8.1	48.4
	71	2	3.2	3.2	51.6
	72	3	8.1	8.1	59.7
	73	1	1.6	1.6	61.3
	74	1	1.6	1.6	62.9
	75	5	8.1	8.1	71.0
	76	3	9.7	9.7	80.6

77	2	3.2	3.2	83.9
78	1	3.2	3.2	87.1
79	1	3.2	3.2	90.3
80	1	1.6	1.6	91.9
81	3	4.8	4.8	96.8
82	2	3.2	3.2	100.0
Total	48	100.0	100.0	

visual

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 22	1	1.6	1.6	1.6
25	2	3.2	3.2	4.8
26	4	9.7	9.7	14.5
27	3	4.8	4.8	19.4
28	4	6.5	6.5	25.8
29	5	16.1	16.1	41.9
30	3	4.8	4.8	46.8
31	5	16.1	16.1	62.9
32	5	8.1	8.1	71.0
33	5	8.1	8.1	79.0
34	5	11.3	11.3	90.3
35	2	3.2	3.2	93.5
36	2	3.2	3.2	96.8
37	1	1.6	1.6	98.4
38	1	1.6	1.6	100.0
Total	48	100.0	100.0	



**auditori**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24	1	1.6	1.6	1.6
	26	5	14.5	14.5	16.1
	27	5	8.1	8.1	24.2
	28	5	12.9	12.9	37.1
	29	6	9.7	9.7	46.8
	30	5	11.3	11.3	58.1
	31	3	4.8	4.8	62.9
	32	5	12.9	12.9	75.8
	33	8	12.9	12.9	88.7
	34	3	4.8	4.8	93.5
	35	1	1.6	1.6	95.2
	36	1	1.6	1.6	96.8
	38	1	1.6	1.6	98.4
	41	1	1.6	1.6	100.0
	Total	48	100.0	100.0	

**kinestetik**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19	1	1.6	1.6	1.6
	21	1	1.6	1.6	3.2
	22	2	3.2	3.2	6.5
	23	1	1.6	1.6	8.1
	24	1	1.6	1.6	9.7
	25	5	8.1	8.1	17.7
	26	7	19.4	19.4	37.1
	27	10	16.1	16.1	53.2
	28	11	24.2	24.2	77.4
	29	3	12.9	12.9	90.3
	30	3	4.8	4.8	95.2
	31	2	3.2	3.2	98.4
	32	1	1.6	1.6	100.0
	Total	48	100.0	100.0	

**KUESIONER PENELITIAN****Kemandirian Belajar****A. Petunjuk Pengisian Angket:**

1. Bacalah setiap pernyataan dengan baik dan teliti
2. Jawablah setiap pernyataan dengan jujur sesuai dengan pendapat anda sendiri (tidak diperkenankan meniru jawaban teman)
3. Berilah tanda (  $\surd$  ) pada salah satu pilihan yang menurut anda sesuai dengan diri anda.

**B. Keterangan :**

1. SL = Selalu
2. SR = Sering
3. KD = Kadang-Kadang
4. TP = Tidak Pernah.

**C. Identitas Responden :**

1. Nama :
2. Usia :
3. Jenis Kelamin :

No	Pernyataan	Pilihan Jawaban			
		SL	SR	KD	TP
1.	Saya membaca materi pelajaran terlebih dahulu sebelum diajarkan oleh guru				
2.	Saya pergi ke perpustakaan untuk mencari materi tambahan				
3.	Saya menyiapkan sendiri peralatan belajar yang saya butuhkan				
4.	Saya membuat rangkuman setelah membaca materi IPS				
5.	Saya belajar secara teratur tidak hanya ketika ulangan				
6.	Ketika jam pelajaran kosong saya mengisi waktu dengan belajar atau mengerjakan tugas				
7.	Apabila ada PR saya mengerjakan dan mengumpulkan tepat waktu				
8.	Saya selalu merencanakan dan mengambil keputusan sendiri dalam urusan belajar				
9.	Saya memanfaatkan fasilitas sekolah dengan baik				
10.	Apabila ada soal yang sulit saya berusaha memecahkan sendiri				
11.	Saya membagi waktu antara organisasi sekolah dengan kegiatan belajar				
12.	Saya belajar sendiri tanpa disuruh orang tua				
13.	Dalam menambah pengetahuan saya belajar dari sumber lain seperti(intenet, buku dan bertanya pada orang lain)				
14.	Saya memiliki target prestasi yang dicapai setiap semester				
15.	Saya menjawab pertanyaan / kuis yang diberikan oleh guru				
16.	Ketika ada diskusi kelompok saya mengemukakan pendapat				
17.	Ketika ada les tambahan pelajaran saya mengikutinya				
18.	Apabila guru menerangkan saya mendengarkan dengan baik				
19.	Saya aktif dan bertanya pada saat guru membuka pertanyaan				
20.	Saya menyempatkan waktu membaca buku setiap hari walaupun hanya sebentar				
21.	Saya sering malas untuk belajar dan mengerjakan tugas				
22.	Saya suka telat ketika mengerjakan dan mengumpulkan tugas				
23.	Saya mencontek teman ketika tidak bisa mengerjakan				

## RESEARCH QUESTIONNAIRE

### SELF CONCEPT

No	Pernyataan	Pilihan jawaban			
		SL	SR	KD	TP
1.	Saya bersikap sopan santun kepada bapak/ ibu guru				
2.	Saya mematuhi perintah bapak/ibu guru				
3.	Saya bersikap sopan santun kepada orang tua				
4.	Saya mau mendengarkan nasihat orang tua				
5.	Saya selalu mematuhi peraturan di sekolah				
6.	Saya mudah bergaul dengan teman-teman di sekolah				
7.	Saya dapat bekerjasama dengan baik ketika mengerjakan tugas kelompok				
8.	Saya menjaga kesehatan agar bisa belajar dengan baik				
9.	Saya memakai seragam sekolah dengan rapi sejak berangkat sampai pulang sekolah				
10.	Saya tidak suka mencontek teman pada saat mengerjakan tugas / ulangan				
11.	Saya rajin melaksanakan piket atau bersih-bersih di kelas				
12.	Saya selalu hadir di sekolah tepat waktu selambat-lambatnya 10 menit sebelum pelajaran dimulai				
13.	Saya belajar dengan giat agar cita-cita saya tercapai				
14.	Saya berhubungan baik dengan masyarakat dan tetangga sekitar				
15.	Saya memanfaatkan dan mengembangkan bakat yang saya miliki				
16.	Saya mampu bersaing dengan teman-teman untuk mendapat juara dikelas				
17.	Saya tidak pilih-pilih teman pada saat diskusi kelompok atau tugas kelompok				
18.	Saya mematuhi aturan / norma yang berlaku di masyarakat.				
19.	Saya mampu mengendalikan diri ketika beradu argumen				
20.	Saya memikirkan secara matang ketika hendak melakukan sesuatu				
21.	Saya mengabaikan penampilan yang saya kenakan				
22.	Saya mengabaikan komentar seseorang tentang diri saya				

## RESEARCH QUESTIONNAIRE

### LEARNING STYLE

**A. Petunjuk Pengisian Angket:**

1. Bacalah setiap pernyataan dengan baik dan teliti
2. Jawablah setiap pernyataan dengan jujur sesuai dengan pendapat anda sendiri (tidak diperkenankan meniru jawaban teman)
3. Berilah tanda ( √ ) pada salah satu pilihan yang menurut anda sesuai dengan diri anda.

**B. Keterangan :**

1. SS = Sangat Setuju
2. S = Setuju
3. KS = Kurang Setuju
4. TS = Tidak Setuju

**C. Identitas Responden :**

1. Nama :
2. Usia :
3. Jenis Kelamin:

No	Pernyataan	Pilihan Jawaban			
		SS	S	TS	STS
1.	Saya mencatat materi dengan rapi dan teratur sehingga mudah ketika membaca				
2.	Saya mudah mengingat materi dengan melihat dari pada mendengar				
3.	Saya lebih suka membaca sendiri dari pada dibacakan orang lain				
4.	Jika guru menerangkan materi saya suka mencatat				
5.	Saya tipe orang berbicara / membaca dengan cepat				
6.	Saya lebih suka membacakan cerita dari pada mendengarkan cerita				
7.	Saya menyukai materi dengan simbol, gambar atau warna-warna				
8.	Ketika kelas sedang gaduh saya masih bisa berkonsentrasi				
9.	Saya sering mencatat sesuatu di buku catatan ketika berdiskusi				
10.	Saya lebih suka praktek dari pada teori				
11.	Ketika kelas gaduh saya tidak bisa berkonsentrasi				
12.	Saya mudah mengingat dengan mendengar dari pada melihat				
13.	Saya suka bercerita dan menjelaskan secara detail				
14.	Saya mudah mengingat dengan apa yang dikatakan oleh guru				
15.	Saya lebih suka membaca dari pada menulis				
16.	Saya suka membaca dengan keras dan menggerakkan bibir ketika membaca				
17.	Saya lebih suka presentasi dari pada mencatat materi pelajaran				
18.	Saya mempersiapkan diri ketika mau berbicara di depan kelas				
19.	Saya lebih suka pelajaran musik dari pada pelajaran melukis				
20.	Saat presentasi saya berbicara dengan lancar dan tidak gugup				
21.	Saya lebih suka mengerjakan tugas kelompok dari pada individu				
22.	Saya lebih suka menghafalkan sesuatu dengan berjalan dan melihat				
23.	Saya banyak gerak pada saat proses pembelajaran				
24.	Saya meluangkan waktu dengan berolahraga atau kegiatan fisik lain				
25.	Saya lebih suka olahraga dari pada membaca buku				
26.	kamar atau meja saya sering berantakan dan tidak teratur				
27.	Saya tidak dapat duduk diam untuk waktu yang terlalu lama				
28.	Saya suka metode belajar dengan game				
29.	Saya membaca dengan perlahan				
30.	Ketika membaca saya menggunakan jari untuk menunjuk kata-kata				
31.	Saya senang ketika diberi tugas praktik oleh guru				
32.	Saya akan mendekati orang yang akan saya ajak berbicara				

RESEARCH TABULATION

NO RESPONDE N	Gend er	USI A	N O	X1. 1	X1. 2	X1. 3	X1. 4	X1. 5	X1. 6	X1. 7	X1. 8	X1. 9	X1.1 0	X1.1 1	X1.1 2	X1.1 3	X1.1 4	X1.1 5	X1.1 6
1	2	1		4	4	4	4	4	1	4	1	3	3	4	2	2	2	2	2
2	1	1		4	4	4	2	2	2	4	1	2	4	4	2	2	2	3	2
3	2	2		4	4	4	4	4	1	4	1	3	4	4	1	3	2	2	2
4	1	1		3	3	4	2	4	1	4	2	3	4	3	2	2	3	2	2
5	1	2		4	4	3	3	2	1	3	2	3	4	3	2	2	2	2	3
6	2	1		4	4	4	3	4	2	4	1	3	3	4	1	3	3	2	3
7	1	1		3	4	2	2	2	2	3	1	3	4	4	2	4	3	3	3
8	1	1		4	4	4	4	4	2	4	2	2	4	4	2	2	3	4	2
9	1	2		3	3	4	4	4	1	3	2	3	4	3	2	3	2	2	2
10	1	1		3	4	3	2	4	2	4	2	3	4	3	2	3	2	3	2
11	1	1		3	4	4	2	4	2	4	3	3	2	2	2	2	2	3	2
12	2	1		4	4	3	3	4	2	4	2	3	2	4	1	2	2	2	3
13	1	1		3	3	3	2	2	2	3	2	3	3	3	2	3	3	4	3
14	1	1		4	4	4	3	4	2	4	2	3	4	3	1	3	3	3	2
15	1	1		3	2	3	3	4	2	4	1	3	2	4	2	3	2	3	2
16	2	1		4	4	4	3	4	2	4	1	2	4	4	2	4	3	4	1
17	2	2		4	3	3	4	4	2	4	1	2	3	4	2	3	3	2	2
18	1	1		3	3	3	2	2	2	3	2	2	3	3	2	2	2	3	2
19	2	1		4	4	4	3	4	2	4	2	3	4	3	1	2	3	3	2
20	2	1		3	2	3	3	3	2	3	1	3	3	4	3	2	3	3	2
21	2	0		4	4	4	4	4	2	4	3	3	4	2	1	4	3	3	2
22	1	1		4	4	3	3	4	2	4	2	3	4	4	2	3	3	3	2

23	2	1		3	2	3	3	3	2	4	2	3	4	3	3	3	3	4	1
24	1	1		3	3	2	3	3	2	4	2	3	4	3	2	3	3	3	3
25	1	0		4	3	3	4	3	1	4	1	4	4	4	2	3	3	2	2
26	1	1		3	3	3	2	3	2	4	3	3	2	2	2	3	3	3	3
27	1	1		4	4	3	4	4	2	4	2	3	4	3	2	4	4	4	2
28	2	1		4	4	3	3	4	3	4	2	3	4	3	1	3	2	3	4
29	2	1		2	3	3	3	3	2	3	2	4	4	3	2	3	2	3	4
30	2	1		3	4	4	2	4	3	4	2	3	3	3	2	4	3	4	2
31	2	1		3	3	4	4	2	1	4	2	3	3	3	2	2	2	3	2
32	1	1		3	2	3	3	4	2	4	3	3	4	2	3	3	3	3	3
33	1	0		4	4	4	3	4	1	4	1	3	2	4	2	3	2	3	3
34	2	1		4	4	4	3	4	4	4	2	4	4	3	2	4	2	4	2
35	1	0		3	3	3	3	3	2	3	2	2	2	3	2	3	3	3	2
36	2	0		3	2	4	3	2	2	3	2	3	2	3	3	3	3	3	3
37	2	1		3	3	3	2	3	2	4	2	3	3	3	2	2	2	4	2
38	2	1		4	3	3	3	4	3	4	3	4	4	2	2	4	3	2	2
39	2	0		4	4	4	4	2	3	4	1	3	4	4	2	3	3	2	4
40	2	1		3	2	4	3	2	2	4	2	3	4	3	3	3	3	3	2
41	2	2		4	4	4	4	4	2	4	3	3	4	2	2	3	2	2	2
42	1	1		3	3	3	3	4	2	3	3	2	3	2	2	2	3	2	2
43	2	1		4	3	3	3	4	2	4	2	3	3	3	2	3	4	3	3
44	2	2		3	1	3	3	2	3	4	2	2	4	3	4	2	3	2	3
45	1	1		3	3	3	3	3	2	3	2	3	3	3	2	2	2	3	3
46	2	0		3	4	4	3	3	1	4	3	3	4	2	2	2	3	2	4
47	2	1		4	4	4	2	4	2	4	3	4	4	2	2	4	2	2	4
48	1	1		4	4	3	3	4	3	4	3	3	3	2	2	3	3	2	2

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	X1.3	TOTAL X1
2	4	3	3	1	1	1	3	2	2	2	3	1	1	3	3	81
2	4	2	4	1	1	3	4	4	4	3	3	1	1	3	3	87
3	4	3	4	1	1	2	2	2	4	3	3	1	1	3	3	87
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NO	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	TOT AL X2	
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N O	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	TOTAL Y	
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48	4	2	3	3	3	2	4	4	4	4	3	4	4	4	3	4	3	4	2	3	3	3	3	76



**Name of students class XI IPS 1 dan 2 MAN 1 Kota Malang**

<b>No</b>	<b>Name</b>	<b>No</b>	<b>Name</b>
1.	Achmad Fardaniel Firdaus	32.	Nurul Izzah Salsabilah
2.	Achmad Huda Arrohman	33.	Ony Anugrah Prasetyo
3.	Adrian Rafiansyah	34.	Putri Ayu Lestari
4.	Amalia Nisrina Saifinabilah	35.	Didya Ilyas Musthafa
5.	Ana Hanifah Muslimah	36.	Sabrina Ayu Cahyani
6.	Bilqis Zahro Azzakiyah	37.	Radja Kusuma.M.A
7.	Bintang Novandy	38.	Siti Defani Rahmawati
8.	Dimas Styawan Prasetyo	39.	Syarifah Nadiatuzzahra
9.	Ely Dwi Lukireza	40.	Nadia Aulia Haq
10.	Fina Melika Firdausi	41.	Nabilla Maharani
11.	Firza Waliyulhaq	42.	M. Wildan Alfadhil
12.	Fitriana Dwi Aunillah	43.	Mia Nur Aida
13.	Friska Putri Ananda Sari	44.	Lukman Hakim.F
14.	Himnia Putri Cittanisi	45.	Irlan Tsalis
15.	Hison Naji Arrahman	46.	Husnul Mufidaty Lutfiyah
16.	Irsyad Daffa Armawadin	47.	Hasna Nur Aini
17.	Julia Pande Prinandasari	48.	Fiyya Katsrotul M
18.	Kevin Revian Syahputra	49.	Bintang Pradipta
19.	M. Ariq Fahri E.P	50.	Astried Vanessa Akhzani
20.	Moch Hamdy A.N	51.	Aprianda Khrisna Putra Wijaya
21.	Mochammad Ismail Alfarizi	52.	Amelia Wahyu Cahyaning Dewi
22.	Moh Mumtaza Firdausy s	53.	Alanda Nuvida
23.	Muhammad Nabil Rafif.M	54.	Adib Zhulian A.MR
24.	Muhammad Rizki Annuri	55.	Abiyyu Hidayat
25.	Muhammad Firstqi wira A	56.	Putri Kusuma Kusdewanti
26.	Nabila Cahya Pramita	57.	Nur Inayah
27.	Nadia Ariba	58.	Shandika Rizki Putra Irawan
28.	Nadira Raihannah	59.	Nailla Hurriyah
29.	Noni Adlinayomi k	60.	Nurul Izzah
30.	Nor Cahyo Hadi Kusumo	61.	Rani Kharsima Nisa
31.	Novia Aisatul Oktavina	62.	Fitriana Dwi



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Nomor : **1286** /Un.03.1/TL.00.1/07/2019  
Sifat : Penting  
Lampiran : -  
Hal : **Izin Penelitian**

05 Juli 2019

Kepada  
Yth. Kepala MAN 1 Kota Malang  
di  
Malang

*Assalamu'alaikum Wr. Wb.*

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

Nama : Iffah Hidayati  
NIM : 15130027  
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)  
Semester - Tahun Akademik : Ganjil - 2019/2020  
Judul Skripsi : **Hubungan Gaya belajar siswa dan Konsep diri dengan Kemandirian Belajar Siswa IPS di MAN 1 Malang**  
Lama Penelitian : **Juli 2019 sampai dengan September 2019**  
(3 bulan)

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

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

*Wassalamu'alaikum Wr. Wb.*



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Tembusan :

1. Yth. Ketua Jurusan PIPS
2. Arsip



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KOTA MALANG  
MADRASAH ALIYAH NEGERI 1 KOTA MALANG**

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Demikian surat keterangan ini dibuat untuk digunakan sebagai syarat tugas akhir penyusunan skripsi

Malang, 27 September 2019

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SELF CONCEPT WITH SELF REGULATED LEARNING  
IN MATRI 1 MALANG  
Dosen Pembimbing : AMIEK BACHMANIHI, S.Sos. M.Si.

No.	Tanggal	Catatan Perbaikan	Tanda Tangan Pembimbing
1	17 Mei 2019	Melengkapi Bab 1.2.3	
2	10 Juli 2019	Konsultasi Angket	
3	4/September/2019	Konsultasi Bab. IV: V. Revisi 2 bab V (digabungkan)	
4	18/September/ 2019	Revisi (Menambah bab 5 dan 6) Memperbaiki Abstrak	
5	16/oktober/ 2019	Revisi bab 5 dan Translate	
6	18/oktober/2019	Acc bab 4 dan 5	
7	21/oktober/2019	Memperbaiki bab 6	
8	23/oktober/ 2019	Acc	
9			
10			
11			
12			

Malang, 2019.  
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**Research Documentation**



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