

**THE INFLUENCE OF SELF-REGULATION AND ACTIVENESS IN  
STUDENT ORGANIZATION TOWARD SOCIAL COMPETENCE  
OF SOCIAL STUDIES EDUCATION STUDENTS AT UIN  
MAULANA MALIK IBRAHIM MALANG**

**THESIS**

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**SOCIALSTUDIES EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
MAULANA MALIK IBRAHIM ISLAMIC STATE UNIVERSITY MALANG  
MAY, 2019**

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ORGANIZATION TOWARD SOCIAL COMPETENCE OF SOCIAL STUDIES  
EDUCATION STUDENTS AT UIN MAULANA MALIK IBRAHIM MALANG**

THESIS

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

In Partial Fullfillment of the Requirements for  
The Degree of Sosial Studies Education (S.Pd)

Written by:

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**THESIS**

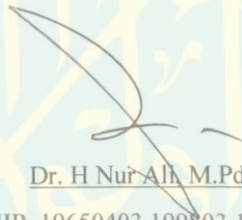
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SOCIAL STUDIES EDUCATION STUDENTS AT UIN MAULANA MALIK  
IBRAHIM MALANG**

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## DEDICATION

*Alhamdullilahi robbil aalamiin, hamdan syukron lillah.* This study is dedicated to:

My beloved parent, Moh Suharto and Siti Dhuhayah, who with their love made me like this time.

My lovely sisters and brother, Maulidah Izza Zunaiza Faizah, Maiya Hasanatud Daroini, and Ahmad Rosyidi. People who never stopped praying for my success.

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My little family in P.IPS E ICP 2015.

My lovely partners in “Dara Prameswari”.

Big family of Social Studies Education Students 2015

Thanks for All.



## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (5) إِنَّ مَعَ الْعُسْرِ يُسْرًا (6)

“Surely with difficult is easy (5), With difficult is surely easy (6)”

(QS. Al-Insyirah 94:5-6)



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Attachment : 4 (fourth) Exemplar

To Whom It May Concern,  
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*Assalamu'alaikum Wr. Wb.*

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*Wassalamua'alaikum, Wr. Wb.*

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**CERTIFICATE OF THESIS AUTHORSHIP**

I certify that the thesis i wrote to fulfill the requirement for Sarjana Pendidikan (S.Pd) entitled “The Influence of Self-regulation and Activeness in Student Organization Toward Social Competence of Social Studies Education Department at UIN Maulana Malik Ibrahim Malang” is truly my original work. It does not incorporate ant materials previously written pr published by anither person, except those in quotation and bibliography.

Malang, May 12<sup>th</sup> 2019

Author



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## PREFACE

### *Bismillahirrohmanirrohim*

All praise and thanks to Allah SWT, God who gives blessings and grace. Over his aid author able to complete this thesis whit the title “The Influence of Self-regulation and Activeness in Student Organization Toward Social Comeptence of Social Studies Education Department Students at UIN Maulana Malik Ibrahim Malang”. Peace and salutation may always be given to our prophet Muhammad SAW.

This thesis is proposed to fullfill the requirement to finish the study and the degree of Sarjana Pendidikan (S.Pd) at Faculty of Education and Teacher Training. In ohter hand this study is also a simple cintribution of the author to world of education.

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7. All parties who have helped me, both directly and inderectly who have great contribution in this thesis finishing process.

Malang, May 12<sup>th</sup> 2019

Author

## GUIDELINES OF ARAB LATIN transliteration

The writing of arabic-latin transliteration in this thesis using transliteration guidelines based on the decision by Minister of Religious Affairs and Minister of Education and Culture of Republic Indonesia No. 158 of 1987 and No. 0543/b/U/1987 which can be broadly describe as follows:

### A. Alphabet

ا = A	ز = Z	ق = Q
ب = B	س = S	ك = K
ت = T	ش = SY	ل = L
ث = TS	ص = SH	م = M
ج = J	ض = DL	ن = N
ح = H	ط = TH	و = W
خ = KH	ظ = ZH	ه = H
د = D	ع = ‘	ء = ,
ذ = DZ	غ = GH	ي = Y
ر = R	ف = F	

### B. Vocal Long

Vocal (a) long = â

Vocal (i) long = î

Vocal (u) long = û

### C. Dipthong Vocal

أُ = aw

أَي = ay

أُو = û

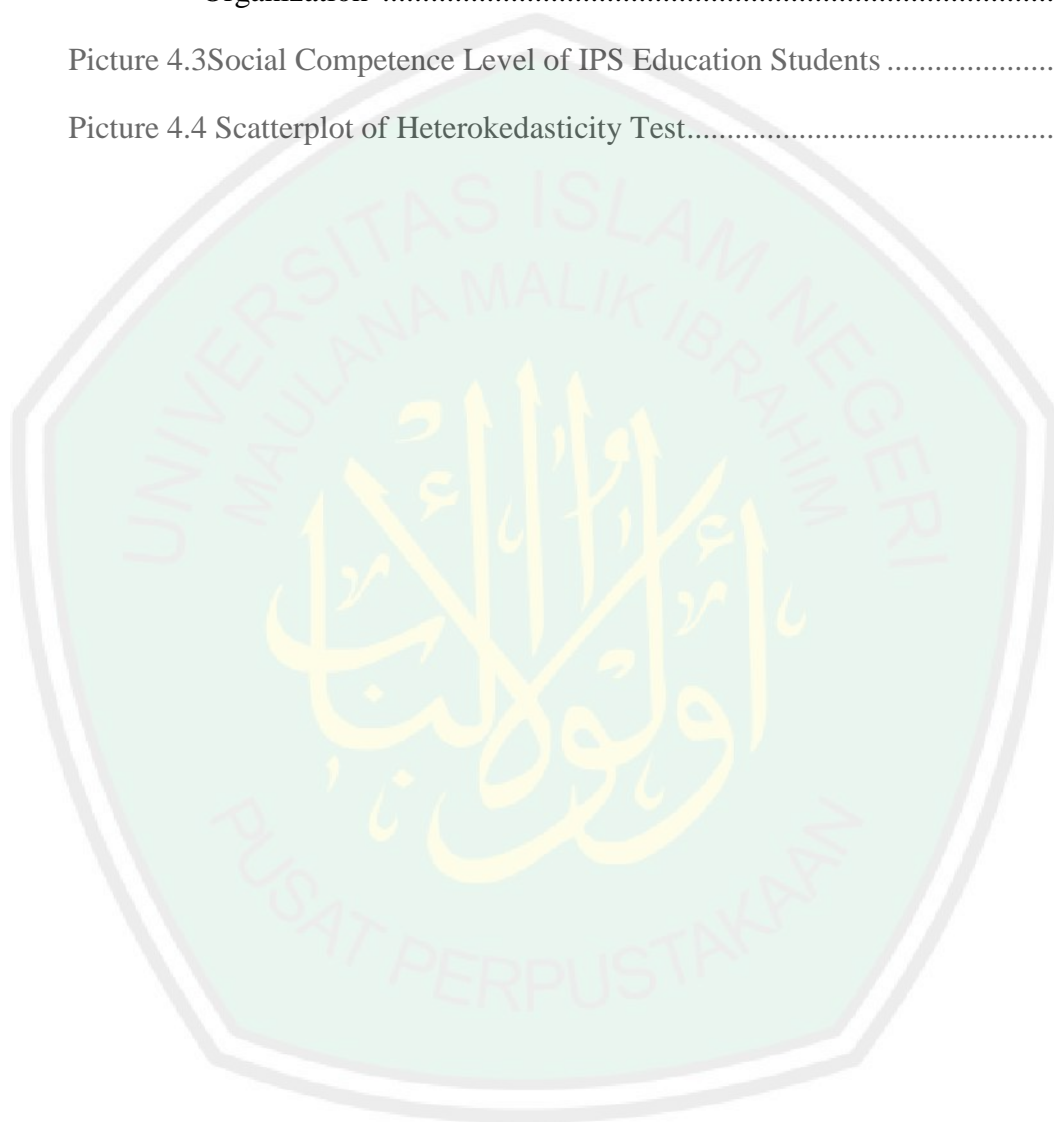
إِي = î

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## ABSTRAK

Unaizahroya, Isvina. *The Influence of Self-regulation and Activeness in Students Organization Toward Social Competence of Social Studies Department Students at UIN Maulana Malik Ibrahim Malang*. Skripsi Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing : Dr H Nur Ali, M.Pd.

**Kata Kunci** : Regulasi Diri, Keaktifan di Organisasi, Kompetensi Sosial, Mahasiswa Jurusan Pendidikan IPS

Naskah kurikulum tahun 2013 yang menyebutkan bahwa mata pelajaran ilmu pengetahuan sosial di tingkat sekolah dasar dan menengah pertama bukanlah pendidikan disiplin ilmu melainkan mata pelajaran integratif social studies yang mengarah pada pengembangan sikap peduli dan bertanggung jawab kepada lingkungan sosial menjadikan kompetensi sosial amat penting untuk dimiliki oleh guru yang menguasai mata pelajaran IPS. Dengan memiliki kompetensi sosial, guru dapat memaksimalkan pendekatan secara komunikatif dengan peserta didik mereka, sehingga peserta didik dapat diajak untuk lebih aplikatif lagi dalam memahami dan mengambil nilai dari mata pelajaran pendidikan IPS. Posisi mata pelajaran IPS ini menjadikan mahasiswa jurusan pendidikan IPS haruslah mengasah kompetensi ini sedini mungkin sebagai modal menjadi guru nantinya.

Tujuan dari penelitian ini adalah sebagai berikut (1) Untuk mengetahui pengaruh regulasi diri terhadap kompetensi sosial mahasiswa jurusan pendidikan IPS di UIN Maulana Malik Ibrahim Malang. (2) Untuk mengetahui pengaruh keaktifan di organisasi kemahasiswaan terhadap kompetensi sosial mahasiswa jurusan pendidikan IPS di UIN Maulana Malik Ibrahim Malang. (3) Untuk mengetahui pengaruh regulasi diri dan keaktifan di organisasi kemahasiswaan secara simultan terhadap kompetensi sosial mahasiswa jurusan pendidikan IPS di UIN Maulana Malik Ibrahim Malang.

Penelitian menggunakan jenis penelitian korelasional dengan pendekatan kuantitatif. Sampel dalam penelitian ini mengambil 25% dari jumlah populasi penelitian. Perhitungan sampel tersebut kemudian dihitung kembali menggunakan teknik proporsionate stratified random sampling untuk mengetahui jumlah sampel dari masing-masing angkatan mahasiswa. Data yang diperoleh kemudian dianalisis menggunakan analisis regresi linier berganda dan analisis koefisien determinasi. Sedangkan untuk pengujian hipotesisnya menggunakan uji t (parsial) dan uji f (simultan).

Dari analisis yang telah dilakukan, didapatkan hasil bahwa (1) Variabel regulasi diri berpengaruh secara signifikan terhadap variabel kompetensi sosial dengan nilai koefisien regresi sebesar 0,474 atau 47,4%. (2) Variabel keaktifan di organisasi kemahasiswaan berpengaruh secara signifikan terhadap variabel kompetensi sosial dengan nilai koefisien regresi sebesar 0,402 atau 40,2% (3) Variabel regulasi diri dan keaktifan di organisasi kemahasiswaan secara simultan berpengaruh signifikan terhadap variabel kompetensi sosial dengan nilai koefisien determinasi sebesar 0,723 atau 72,3%.

## ABSTRACT

Unaizahroya, Isvina. *The Influence of Self-regulation and Activeness in Student Organizations Toward Social Competence of Social Studies Education Students at UIN Maulana Malik Ibrahim Malang*. Thesis. Social Studies Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr H Nur Ali, M.Pd.

**Keywords:** *Self-regulation, Activity in Organizations, Social Competence, Social Science Education Department Students.*

The text of curriculum of 2013 said that social science subject in the elementary and junior high school level is not education of disciplined science but integrative subject of social science. It focuses on the development of caring and being responsible to the social environment. The social competence becomes important to be had by the teachers who teach social science. By having it, teachers can maximize the communicative approach with their students, so that students can be invited to be more applicable in understanding and taking values from social science education subjects. The position of it makes the students of Social Science Education department to study this competence as early as possible because it is one of the modals for them to be a teacher later.

This research aims (1) to find out the influence of self-regulation to the social competence of Social Science Education department students at Universitas Islam Negeri Maulana Malik Ibrahim Malang, (2) to find out the influence of activeness in student organizations on the social competence of Social Science Education department students at Universitas Islam Negeri Maulana Malik Ibrahim Malang, (3) to find out the influence of self-regulation and activeness in student organizations simultaneously to the social competence of Social Science Education department students at Universitas Islam Negeri Maulana Malik Ibrahim Malang.

This research used a type of correlational research with a quantitative approach. The sample in it took 25% of the total of research population. The sample calculation was recalculated using a proportionate stratified random sampling technique. It was to determine the number of samples from each student levels. The data obtained were analyzed using multiple linear regression analysis and coefficient of determination analysis. While for testing the hypothesis used the t test (partial) and f test (simultaneous).

This research shows that (1) self-regulation variables significantly influence the social competence variable with a regression coefficient of 0.474 or 47.4%, (2) vulnerability variables in student organizations significantly influence the variable social competence with a regression coefficient of 0.402 or 40.2% , (3) self-regulation variables and activeness in student organizations simultaneously have a significant effect on social competence variables with a coefficient of determination of 0.723 or 72.3%.

### مستخلص البحث

عنيزة راية، إشفينا. أثر التنظيم الذاتي والمشاركة في الأندية الطلابية على الكفاءة الاجتماعية لدى طلبة قسم تربية العلوم الاجتماعية، البحث الجامعي. قسم تربية العلوم الاجتماعية، كلية علوم التربية والتعليم بجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: د. الحاج نور علي، الماجستير.

**الكلمات الرئيسية:** التنظيم الذاتي، المشاركة في الأندية الطلابية، الكفاءة الاجتماعية، وطلبة قسم تربية العلوم الاجتماعية.

نصوص المناهج الدراسية عام 2013 التي تشير إلى أن مادة العلوم الاجتماعية في المرحلة الابتدائية والمتوسطة ليست تخصصاً علمياً بل هي مادة دراسة الاجتماعية المتكاملة التي تؤدي إلى تطور موقف الاهتمام بالبيئة الاجتماعية والمسؤولية عنها، حيث تجعل الكفاءات الاجتماعية ذات أهمية كبيرة بالنسبة للمعلمين الذين يدرسون مادة العلوم الاجتماعية. من خلال الكفاءة الاجتماعية، يمكن المعلمين الاستفادة من تلك المناهج متواصلين مع طلبتهم، بحيث يمكن أن يدعوهم إلى مزيد من التطبيق في فهم واسترجاع قيمة مادة العلوم الاجتماعية. مكانة مادة العلوم الاجتماعية تجعل الطلبة في قسم العلوم الاجتماعية ملزمين بهذه الكفاءة في أقرب وقت ممكن وأصبحت ثروة عندما يكونوا معلمين في المستقبل.

الهدف من هذا البحث هو: (1) معرفة الآثار المترتبة من التنظيم الذاتي على الكفاءة الاجتماعية لدى طلبة قسم العلوم الاجتماعية بجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج، (2) معرفة الآثار المترتبة من المشاركة في الأندية الطلابية على الكفاءة الاجتماعية لدى طلبة قسم العلوم الاجتماعية بجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج، و(3) الآثار المترتبة من التنظيم الذاتي المشاركة في الأندية الطلابية كليا على الكفاءة الاجتماعية لدى طلبة قسم العلوم الاجتماعية بجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

استخدم البحث منهج البحث الكمي بنوع دراسة ارتباطية. تم أخذ العينات في هذا البحث من 25% من مجتمع البحث. ويعيد حساب العينات باستخدام طريقة أخذ العينات العشوائية المتناسبة والمحسوبة لتحديد عدد العينات من كل فئة الطيفية. وقامت الباحثة بتحليل البيانات المحسوبة باستخدام تحليل الانحدار الخطي المتعدد وتحليل معامل التحديد. أما بالنسبة لاختبار فرضياته باستخدام اختبار ت (جزئياً) واختبار ف (كليا).

أظهرت نتائج هذا البحث ما يلي: (1) متغير التنظيم الذاتي له أثر كبير على متغير الكفاءة الاجتماعية بقيمة معامل الانحدار من 0.474 أو 47.4%. (2) متغير المشاركة في الأندية الطلابية له أثر كبير على متغير الكفاءة الاجتماعية بقيمة معامل الانحدار من 0.402 أو 40.2%. و (3) متغير التنظيم الذاتي والمشاركة في الأندية الطلابية كليا له أثر كبير على متغير الكفاءة الاجتماعية بمعامل التحديد من 0.723 أو 72.3%.

## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

Competence has significance in everyday life. Competence of a person can be a tool for survival in the midst of competition for jobs. It is inevitable that competence must also be owned and developed by student teachers as capital to educate the next generation of quality human being.

UU number 14 of 2015 states that as professional educators with the primary task of educating, teaching, guiding, directing, train, assess, and evaluate students, a teacher must have the fourth competence required. One of the four competencies are social competence. What is meant by social competence is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students and the surrounding community. This is described in article 10, paragraph 1.

Social competence become one of the competencies that really support the performance of teachers in the learning process as well as in establishing a relationship with the environment around. It is similar to the one proposed by Hasbi Ashsiddiqi in a journal that suggests that good social competence of a teacher can lead students to have a sense of caring, empathy, and sympathy for others.<sup>1</sup>If re-review of social studies learning tasks described in the

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<sup>1</sup>Hasbi Ashsiddiqi, *Kompetensi Sosial Guru dalam Pembelajaran dan Pengembangannya*, Ta'dib Journal Vol. XVII No. 1, 2012, Pages 61-67.



curriculum in 2013 that led to the applied learning in the social field and the planting of social values in students. Then the social competence skills into terms that must be owned by teachers and prospective of IPS teachers. So that learning goal orientation of IPS subject can be achieved with the maximum.

In the manuscript curriculum in 2013, it was mentioned that the social science subjects in primary school and junior secondary education is not a subject disciplines but social integrative studies that lead to the development of caring and responsible attitude to the social environment.

The position of the social studies of this kind, making social competence is very important to be owned by teachers that administer these subjects. By having social competence, Social Science teachers can maximize the communicative approach with their students, so that students can be invited to be applied again be able to understand and take the value of IPS educational subjects.

This ability is not formed by itself, but through the establishment and development for a long time and is influenced by several factors. These factors include environmental, social and individual activities during the process of formation and development of social competence in progress<sup>2</sup>. Students' social environment consists of several aspects, namely the family, school, and community. In a campus environment, students are faced with a classroom environment up to the university level, as well as a wide range of existing organizations.

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<sup>2</sup>Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya*, (Jakarta: PT Rineka Cipta, 2013), page 60.



In addition, According to Adam (in Matani & Adiyanti, 1991), social competence has close links with social adjustment and quality of interpersonal interactions<sup>3</sup>, Social adjustment and quality of these interactions can be maximized with the self-regulation of the individual. as proposed by Galinsky, that the existence of self-regulation, a person will be able to organize your thoughts, emotions, and behaviors for success in school, work and life<sup>4</sup>,

In addition, the research journal by Rica Sa'diyah in 2016 also found that with the results of self-regulation, to give someone can control his behavior and be able to know and understand what behaviors are acceptable to the environment<sup>5</sup>, This statement is also evidenced by Roy Baumeisteir and friends through his research show the result that regular self-control will be able to produce a good self-regulation. So, that individuals may be unable to generate behaviors that are considered in accordance with the objectives to be achieved.<sup>6</sup>

A similar study conducted by Citro W. Puluhulawa which produces a picture that social intelligence becomes a manifestation of metacognition

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<sup>3</sup> Martani W, Adiyanti MG, *Kompetensi Sosial dan Kepercayaan Diri Remaja*, in the Journal of Psychology 1, Yogyakarta: Gadjah Mada University, 1991, pages 17-20.

<sup>4</sup> Ida Rose Florez, *Developing Young Children's Self Regulation through Everyday Experiences*. Scientific articles, Young Children, 2011, page 46.

<sup>5</sup> Rika Sa'diyah, *The Correlation of Attachment, Self Regulation, Autonomy to Social Intellegences (Research Correletions in Class III Primary School on South Tangerang City)*, Proceedings of the 2nd International Conference Multidiciplinary, Jakarta: Universitas Muhammadiyah Jakarta, 15th November 2016, page 891

<sup>6</sup> Baumeisteir Roy et al, *Self Regulation and Personality: How Interventions increase of regulatory success, and how depletion moderates the effect of traits on behavior*. Journal of Personality Vol VI, 2006, pages 1467-6494.

aspects of self-regulation has significant impact on the increase in social competence of teachers. In this emotional intelligence, a person will have the ability to recognize and manage emotions, and lead to positive things to do with other people. Ability to identify, manage, and realize the appropriate behavior is a manifestation of their self-regulation in a person.<sup>7</sup>

Zimmerman's statement quoted by Kusaeri in his journal stating that self-regulation refers to the thoughts, feelings, and actions planned and cyclically adjusted with a personal goal achievement efforts.<sup>8</sup> If drawn on the application of social competence of student teachers as stock later on when plunging in educational institutions. Then the self-regulation will affect how students process the thoughts, feelings, and actions in the applicative aspects of social competence. Of course, self-regulation is meant here is not just consist of one aspect only, but many aspects of which are aspects of metacognition, behavior, and environment.

Department of Social Education is one of the educational programs at UIN Maulana Malik Ibrahim Malang which aims to prepare prospective teachers and education personel who have competence in six areas, namely; (1) Competent in the mastery of theoretical base of Islam, foreign language, and science education as a base and starting point for developing education in the

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<sup>7</sup>Citro W. Puluhulawa, *Kecerdasan Emosional dan Kecerdasan Spiritual Meningkatkan Kompetensi Sosial Guru*. Makara Journal of Social Humanities Series XVII Edition Vol II, 2013, pages 139-147

<sup>8</sup>Kusaeri and Umi Nida Mulhamah, *Kemampuan Regulasi Diri Siswa dan Dampaknya Terhadap Prestasi Belajar Matematika*. RPM Journal Vol I, UIN Sunan Ampel Surabaya, 2016, pages 31-24.

level of primary and secondary education, (2) controlled substances studies of IPS education that includes mastery of the substance of the social sciences economic education study program, mastery of the content and teaching materials IPS education and development, (3) Master of Social learning theories, including the ability to identify the characteristics of learners, learning drafting, selecting and learning strategies,<sup>9</sup>. Therefore, various courses organized IPS Education majors must be taken by any student of social studies education. The course includes subjects with social sciences dicipline studies and education courses that students have competencies that support as a potential teacher.

Seeing the legal demands of education and the needs of schools that require teachers not only proficient in the field of materials alone, but must also have other skills that summarized in four competencies required of teachers, higher education institutions should as a container scorer prospective teachers also contribute in improving and developing pedagogical competence beyond the competence of applicants. Based on the description above, researchers are interested to examine more deeply about "The Influanace on Self-regulation and Activeness in Student Organization Toward Social Competence of Social Studies Education Student at UIN Maulana Malik Ibrahim Malang".

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<sup>9</sup> Fitk.uin-malang.ac.id website (accessed on 4 September 2018)

### C. Research Questions

Based on the above, the formulation of the problem to be studied as follows:

1. Does self-regulation influence social competence of social studies education student at UIN Maulana Malik Ibrahim Malang?
2. Does activeness in student organization influence social competence of social studies education student at UIN Maulana Malik Ibrahim Malang?
3. Do self-regulation and activeness in student organization simultaneously influence social competence of social studies education student at UIN Maulana Malik Ibrahim Malang?

### D. Research Purposes

Based on the above problem formulation, can be obtained the following research objectives:

1. To know the influence of self-regulation toward social competence of social studies education student at UIN Maulana Malik Ibrahim Malang.
2. To know the influence of activeness in student organization toward social competence of social studies education student at UIN Maulana Malik Ibrahim Malang.
3. To know the simultaneously influence of self-regulation and activeness in student organization toward social competence of social studies education student at UIN Maulana Malik Ibrahim Malang.

### E. Significance of The Study

This study is expected to provide the following benefits:

#### 1. For researchers

Is expected to provide knowledge and understanding of the position of activeness in organization and self-regulation on the development of social competencies that must be owned by prospective teachers. In addition, researchers also can practice the theories acquired during the lecture in a real situation.

#### 2. For institution

The results of this study are expected to be used as input and consideration in determining the policies of the institution of social studies education majors at UIN Maulana Malik Ibrahim Malang in developing the competence of student as a prospective teachers.

#### 3. For the other party

The results of this study are expected to be used as a reference source for scientific interest in addressing the same or related problems in the future as well as conceptual contribution morning requiring parties.

### F. Research Hypothesis

In this study, researchers put forward several hypotheses which refers to the formulation of the problem and also study litelature relating to the



variables that exist. As for some of the alternative hypothesis ( $H_a$ ) submitted by researchers are as follows:

1. Self-regulation (X1) influence social competence of social studies education student at UIN Maulana Malik Ibrahim Malang.
2. Activeness in student organization (X2) influence social competence of social studies education student at UIN Maulana Malik Ibrahim Malang.
3. Self-regulation (X1) and activeness in student organization (X2) simultaneously influence social competence of social studies education student at UIN Maulana Malik Ibrahim Malang.

#### G. ResearchScope

For ease of understanding, the researcher sees need to set boundaries issues as the scope of this study, which are:

1. Self-regulation in terms of socio-emotional as the first independent variable was then called X1.
2. Activeness in student organization within the scope of intra-campus organization (OMIK) as second independent variables was then called X2.
3. Social competence as the dependent variable was then called Y.

#### H. ResearchOriginality

Some of the results of previous studies have links or similarities with this research will be presented as a reference for understanding the effect of the

differential between this study with previous research presented by the following table:

**Table 1.1 Research Originality**

No	Researcher Name, Title, Forms (paper / thesis / journals / etc), Publisher, and Year	Equation	Difference	Originality Research
1.	Hasbi Ashsiddiqi, Kompetensi Sosial Guru dalam Pembelajaran dan Pengembangannya, ta'dib Journal Vol. XVII No. 1, UIN Raden Patah, 2012.	- Using social competence as research subjects	- Object of study is teacher practical in school	This study aims to determine the influence of self-regulation and activeness in student organization to the social competence of IPS education students at UIN Maulana Malik Ibrahim Malang.
2.	Rika Sa'diyah, The Correlation of Attachment, Self Regulation, Autonomy to Social Intelengences. Proceedings, Muhammadiyah University of Jakarta, in 2016.	- Using the self-regulation as a subject of study	- Regulatory connect yourself with compassion and social intelligence. - Objectives of the research were students of the University of Muhammadiyah Jakarta	This study aims to determine the influence of self-regulation and activeness in student organization to the social competence of IPS education students at UIN Maulana Malik Ibrahim Malang.

3.	Citro W. Puluhulawa. Kecerdasan Emosional dan Kecerdasan Spiritual Meningkatkan Kompetensi Sosial Guru. Makara Journal of Social Humanities Series Vol 17 Issue 2. University of Indonesia. 2013.	- Social competence as the dependent variable	- Emotional intelligence as an independent variable (X1) - Spiritual intelligence as an independent variable (X2)	This study aims to determine the influence of self-regulation and activeness in student organization to the social competence of IPS education students at UIN Maulana Malik Ibrahim Malang.
4	Dwi Arini Alfiana. Regulasi Diri Mahasiswa Ditinjau dari Keikutsertaan dalam Organisasi Kemahasiswaan. Scientific Journal of Applied Psychology, Vol. 1 2. University of Malang. 2013.	- Self-regulation as an independent variable.	- Organization's participation as the dependent variable - Object UMM student research	This study aims to determine the influence of self-regulation and activeness in student organization to the social competence of IPS education students at UIN Maulana Malik Ibrahim Malang.
5	Supaman et al. Profil Kompetensi Sosial Mahasiswa calon Guru Universitas Negeri Yogyakarta. Research article. Yogyakarta State University. 2014.	- Using social competencies student teachers as subjects of research studies	- Object Yogyakarta State University student research - Qualitative research methods	This study aims to determine the influence of self-regulation and activeness in student organization to the social competence of IPS education students at

				UIN Maulana Malik Ibrahim Malang.
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## I. Operational Definition

To get a clear picture in the writing of this study, the following operational definition of some key words in this study.

### 1. Self-regulation

Self-regulation is the ability to organize and direct what he thinks and what he feels and to implement them in behavior.

### 2. Activeness in Student Organization

Activeness in student organization here is mental and emotional involvement of a person in an organization to the achievement of these goals and his responsible participation for its accomplishment.

### 3. Social Competence

Referring to the definition of social competence of teachers is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students and the surrounding community. Thus, social competence as a prospective teacher here is the social competence of teachers, especially for students majoring in education to communicate and interact effectively with the academic community (fellow students, faculty, and employees) and the communities surrounding environment.

## J. Structure of Thesis

Writing this thesis will be prepared systematically as follows:



Chapter I Introduction. This chapter contains the background issues that describes the issue of self-regulation and activeness in organization to social competence as well as the importance of research to do. Then the chapter also comes with a formulation of the problem, objectives, benefits, scope research, originality, and operational definitions in this study. In addition, researchers also outlines a systematic writing as a guide to facilitate the understanding of this thesis.

Chapter II Literature Review. This chapter describes the foundation of literature of each variable, they are self-regulation, activeness in organization, and social competence. Translation of literature right is later used by researchers as a reference in making measurements indicator variables. In addition, researchers also will include the frameworks used in this study.

Chapter III Research Methods. This chapter describes the methods to be used in this study as a guide in the conduct of research. This chapter contains the location of the research, the approach and the type of research, the research variables, population and sample, data and data sources, research instruments, data collection techniques, validity and reliability, and data analysis.

Chapter IV Exposure Data and Research Result. In this chapter will be presented sections of exposure data and research results that outline description of the data that is presented on the topic in accordance with the questions research and data analysis.

Chapter V Discussion. The findings of the research that has been presented in the previous chapters are then analyzed to find a result of what has been

recorded in the formulation of the problem. The results of that analysis will be discussed in this chapter are presented in two sections. Namely answer the research problem, and interpret the research findings.

Chapter VI Closing. The concluding section outlines two things, conclusions and suggestions. Contents included conclusions will be directly related to the formulation of the problem and research objectives.



## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Basis

##### 1. Self-regulation

###### a. Definition of Self-regulation

The roots theory of self-regulation is the social cognitive theory developed by Albert Bandura. Bandura suggested that individual's personality is formed by the behavior, thoughts, and the environment. That is to say humans are the product of learning of these three elements. It then becomes footing to develop a system of self concept. Self system is the set of cognitive structures involving perception, evaluation, and regulation of behavior/self-regulation.

From then appeared several theories or opinions about the concept of self-regulation. Some definitions or concept of self-regulation are as follows:

According to Larrivee cited by Rika Sa'diyah found that self-regulation is the ability to organize and direct what he thinks and what he feels and to implement them in behavior<sup>10</sup>, While Elias and Schwab quoted from the same source states that self-regulation is the

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<sup>10</sup> Rika Sa'diyah, *The Correlation of Attachment, Self Regulation, Autonomy to Social Intellegences (Research Correletions in Class III Primary School on South Tangerang City)*, Proceedings of the 2nd International Conference Multidiciplinary, Jakarta: Universitas Muhammadiyah Jakarta, 15th November 2016, Page 891

competence and intrinsic motivation to show the safe and responsible behavior in a social interaction.

Alexander, Boekaeerts, and Corno, cited Rica Sa'diyah in his journal stating that self-regulation consists of develop and monitoring of thoughts, feelings, behaviors with the goal of achieving a targets. Targets described here could be the target of academic or target of socio-emotional.<sup>11</sup>Self-management is not a mental condition as well as intelligence, but the direction of the individual itself, it is revealed by Syriac argued that self-regulation is the process of directing or instruct individual to change mental abilities become skills in an individual form.

#### b. Aspects of Self Regulation

Bandura mentions the internal aspects of self-regulation, which is partially below:<sup>12</sup>

##### 1) Self Observation

We must monitor our performance despite the attention we give to it may not be complete or accurate. We must pay attention selectively to some aspects of our behavior and forget everything else completely. What we observed depending on the interest and other self-concept that already exists.

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<sup>11</sup>Ibid. Page 891.

<sup>12</sup> Albert Bandura, *Self-regulation of Motivation Through Anticipatory and Self-reactive Mecanism*, Unpublished (Accessed from sciencedirect.com by ELSEVIER),Stanford University.

## 2) Assessment

Observation themselves do not provide a sufficient basis to be able to regulate behavior. Both the assessment process. This aspect helps us regulate our behavior through cognitive mediation process. We are not only able to realize ourselves as reflective, but also assess how precious our actions based on the objectives that we have done to ourselves. More specifically, the process of assessment will depend on the personal standards. Standard personal assessment includes referral performance, giving value to the activities and performance attribution. If we believe the success we have achieved since our own efforts, we can be proud of these achievements and tend to work harder to achieve that goal, and vice versa.

Also in this process, people will judge these actions with due regard to the existing norms in society. He will gave assessment of whether such action will bring positive or negative response from the community in the surrounding neighborhood.

## 3) Self Reaction

Humans respond positively and negatively affect their behavior depends on how these behaviors meet their personal standards. Humans create incentives for their actions through the strengthening of themselves or punishment. For example, a



diligent student has completed a reading assignment will be satisfied with him and reward him by giving herself time to do things that are desired, such as watching a favorite TV program. Of the three aspects mentioned by Bandura above, Miller then formulate a seven-step into a general principle of self-regulation process, namely:<sup>13</sup>

- 1) Receiving relevant information
- 2) Evaluating the information and comparing it to norms
- 3) Triggering change
- 4) Searching for options
- 5) Formulating a plan
- 6) Implementing the plan
- 7) Assessing the plan's effectiveness (which recycles to steps 1 and 2)

c. Forms of self-regulation

Brow and Ryan suggests some form of self-regulation that comes from self-determination theory, namely:<sup>14</sup>

- 1) *Amotivation Regulation*, This form occurs when people feel a lack of correlation between the act and the result of those actions.

<sup>13</sup>Miller WR, Self-control and the Addictive Behaviours, (accessed from trove.nla.gov.au), Australia:University of Sydne.

<sup>14</sup>Chairani, Lisyaa, and Subandi. *Peranan Regulasi Diri* (Yogyakarta: Pustaka Belajar, 2010), Page 32.

individuals who are in this condition will act without intention and have the desire to act.

- 2) *External Regulation*, the state when the behavior is regulated by external factors such as the gift of another person.
- 3) *Introjected Regulation*, individuals will make external motivation as motivation itself through a process of pressure internal such as anxiety and guilt.
- 4) *Identified Regulation*, namely kondisi where the behavior appears as a personal choice, not satisfaction or pleasure. In these conditions people will feel himself directed.
- 5) *Intrinsically Motivated Behavior*. These conditions appear voluntarily without any connection circuitry external factors.

## 2. Activeness in Student Organization

### a. The Concept of Activeness in Organization

According KKBI, activeness comes from the active word which means work, or try. While organizations in KBBI defined as the arrangement or the rules of the various parts that form an regular unity. Suryobroto defines the activeness as a person's mental and emotional involvement to the achievement of the goals and share responsibility in organization or institutional<sup>15</sup>.

<sup>15</sup> Suryobroto, *Proses Belajar Mengajar di Sekolah*, (Jakarta: PT. Rineka Cipta, 1997), p 235.

While the Organization by Erni Trisnawati Sule and Kurniawan Saefullah defined by groups of people who have a specific purpose and working to realize these goals through cooperation.<sup>16</sup> So from the above definition, activeness in organization is mental and emotional engagement of a person in a gathering on achieving a common goal, and felt partially responsible for achieving organization's goals.

b. Aspects of Activeness in Organization

Subrayoto revealed that the level of activeness of a person in an organization can be seen from the following aspects:

- 1) The level of attendance at the meeting.
- 2) Positions held.
- 3) Giving advice, suggestions, criticisms, and opinions for the improvement of the organization.
- 4) Members' willingness to make sacrifices.
- 5) High motivation

In line with the above opinion, Keith Davis also expressed his activity or participation that a mental involvement or thoughts and emotions in a group situation that prompted him to contribute to the group in order to achieve the goal. So he said that his activity or participation can be viewed from three important aspects namely:

- 1) Mental and emotional involvement

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<sup>16</sup>Erni Trisnawati Sule and Kurniawan Saifullah, *Pengantar Manajemen*, (Jakarta: Kencana Prenada Media Group, 1997), Page 67.

First and foremost, participation means mental and emotional involvement than just a physical activity. Someone said to actually participate if he was not involved sevara only physically, but also psychologically.

## 2) Motivation contributions

The second important idea in participation or liveliness is the willingness to give a contribution to efforts in achieving the objectives of the group. This means that there is a sense of fun and also a willingness to help the group.

## 3) Responsible

Participation encourages people to accept responsibility in group activity. It is also a social process which is able to engage him in achieving organizational success. When one begins to accept responsibility for the activities of the group, he will see a chance to accomplish things that they want, which felt obliged to complete a task or job assigned to him. Because, if one has the will to do something, they will find a way to do it.

## c. The Concept of Student Organizations

Student organizations at the University shaded by the Minister of Education and Culture of the Republic of Indonesia No. 155/U/1998. Article 1, paragraph 1 of the decree states that the intra-campus student organization is a vehicle and a means of personal development of students to widen the horizon and increase scholarship and personal

integrity to achieve the goal of higher education. In paragraph 3 of the inter-college student organization is a vehicle and a means of personal development of students to inculcate a scientific attitude, an understanding of the direction of the profession and enhance its cooperation, and fostering a sense of unity and oneness. Furthermore, in paragraph 5 mentions extracurricular activities are student activities include: reasoning and knowledge, interests and passions, efforts to improve student welfare and social services for the community.

Mentioned in article 2 of the Minister of Education and Culture of the Republic of Indonesia No.155/U/1998, a college student organizations organized on the principle of, by and for the students to give a greater role and flexibility to the students. Forms of student organizations mentioned in Article 3 of the Minister of Education and Culture of the Republic of Indonesia No. 155/U/1998:<sup>17</sup>

- 1) In every university there is an intra-campus student organizations that houses all student activities.
- 2) Intra-campus student organization formed at the level of universities, faculties and departments.
- 3) Body shape and completeness of intra-campus student organizations determined by agreement between the student, does not conflict with applicable laws and regulations, and statutes of the universities.

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<sup>17</sup> Draft copies of the Ministry of Education and Culture Decree No. 155/U/1998 (accessed from luk.staff.ugm.ac.id on 14<sup>th</sup> December 2018)



- 4) Student organizations at high school, polytechnic and academy adjust to the institutional forms.
- 5) Student organizations intercollegiate similar institutional adapts to the shape.

While the function of student organizations mentioned in article 5, intra-campus student organizations have a function as the means and the container:

- 1) College-level student representative to accommodate the aspirations of students, establish the outlines of the program and student activities.
- 2) Implementation of student activities.
- 3) Communication between students.
- 4) Development of their potentials and personality as academia, aspiring scientists and intellectuals that are useful in the future.
- 5) Development of organizational skills training, management and leadership.
- 6) Promotion and development of the nation's cadre potential in furthering the sustainability of national development
- 7) Maintaining and developing the science and technology that is based on religious norms, academic, ethical, moral, and national awareness.

#### d. Student Organizations at UIN Maulana Malik Ibrahim Malang

Student organizations at UIN Maulana Malik Ibrahim Malang are generally divided into two types, namely intra-campus student organizations (OMIK) and extra-campus student organizations (OMEK). In terms of structural and supervision, student and alumni section holds supervision and assistance to OMIK.

Excerpted from the pages belonging to the student, described that OMIK is an instrument and a means of self pengemabnagan students to support the achievement of the vision of the university, including the depth of the spiritual, moral grandeur, breadth of knowledge, and professional maturity.<sup>18</sup> This organization consists of university-level organizations, faculty and department level.

Student organization at university level consists of the Student Senate (SEMA), the Student Executive Council (DEMA), and the Student Activity Unit (UKM). Following that, the organization kemahasiswa The faculty consists of the Student Senate (SEMA), and the Student Executive Council (DEMA). Sedangkat at the department level there is a Departemen Student Association (HMJ/HMP).

SEMA, DEMA, and HMJ/HMP own shaded back in a cabinet called the "Student Republic" which was officially established on August 31, 2002. The function of the Student Republic itself refers to the articles of association of 2015, Chapter VI, Article 8 of the , (1)

<sup>18</sup> [Kemahasiswaan.uin-malang.ac.id/omik/](http://Kemahasiswaan.uin-malang.ac.id/omik/) (accessed on 14 December 2018).

Containers gathering students who have a common desire to achieve the ideals of personality development, knowledge development, and community service. (2) Containers and struggle channeling the aspirations of students. (3) Containers consciousness thinking, transformative critical analisis oriented forward.<sup>19</sup>

### 3. Social Competence

#### a. Concept of Social Competence

In Big Indonesian Dictionary, Competence means the authority or ability, then the teacher's competence can be defined as the ability of a teacher in carrying out the duties and responsibilities as a teacher.<sup>20</sup>

Rubin and Rose Krasnor formulate social competence as skills tend to settle in order to achieve personal goals in social interactions and maintain positive relationships with others in a variety of situations. While Allport states that social competence is an attempt to understand and explain how feelings, thoughts, and behaviors of individuals are influenced by the actual presence of another person, imagined, or that otherwise are undirect.

In the world of education, by Law number 14 of 2015 mentioned that social competence is one of the four competencies that must be owned by a teacher. What is meant by social competence is the ability

<sup>19</sup>DEMA-U, *Profile Books OMIK UIN Maulana Malik Ibrahim Malang* (Malang: DEMA-U, 2018), Page 8.

<sup>20</sup>Herman zaini and Muhtarom, *Kompetensi Guru PAI Berdasarkan Kurikulum Pembelajaran Fakultas Tarbiyah dan Keguruan*, (Palembang: Rafah Press, 2014), Pages 1-2.

of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students and the surrounding community.

The same thing was said by Mulyasa, that the social competence of teachers is the ability of teachers as part of the community to communicate and interact effectively with students, fellow teachers, staff, parents/guardians of students and the surrounding community.<sup>21</sup>

In his book, Mulyasa also said:

b. Role of Social Competence Teacher

Teachers in living her life often become leaders, role models, and object identification to learners as well as people in their environment. Teachers in the view of al-Ghazali carry out two missions at once, the first task of the security, when teachers are doing a favor to convey science to the most noble human beings on this earth. In this task the teacher works *mnyempurnakan*, cleanse, purify, and bring it closer to the heart of God Almighty. Both the sociopolitical duty (Caliphate), where teachers build, lead, and an example for enforcing the order, harmony, and ensure the sustainability of the community. Therefore, teachers must have certain personal *kulaitas* standards that include responsibility, authority, independence, and discipline.<sup>22</sup>

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<sup>21</sup>Mulyasa, *Standar Kompetensi dan Sertifikasi Guru*, (Bandung: PT Remaja Rosdakarya, 2009), Page 173

<sup>22</sup> Ibid, Page 174

With the task as defined by Mulyasa, teachers must know and understand the values, morals and social norms in the society around them, and try to behave and act in accordance with the norms and values. Teachers also have to take responsibility for his actions in the learning process at school and in life bermasyarakatnya.

Personality as educators sometimes felt heavier than other professions. The phrase is often argued that teachers should be able to convey the message digugu and imitated great that a teacher should be emulated and imitated the pattern of his life. So from there, seen that the social competence of teachers plays an important role, because he is required to recognize, understand, and become a role model of the values that exist in the surrounding community.

c. Scope of Social Competence

Teacher's competence closely related to the teacher's ability to communicate with school community, around the school, and the community where the teachers live, so how teachers communicate with the public expected to have somewhat different characteristics with other people who are not teachers. Mission carried teacher is a humanitarian mission, because the task of teaching and educating is the task of humanizing. Kunandar said that the social competence of teachers include the following:<sup>23</sup>

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<sup>23</sup>Kunandar, *Guru Profesional : Implementasi Kurikulum Tingkat satuan Pendidikan (KTSP) Sukses dalam Sertifikasi Guru*, (Jakarta: Raja Grafindo Persada, 2007), Page 77



- 1) Effectively communication with learners.
- 2) Communicate and interact effectively with fellow teachers and education personnel.
- 3) Communicate and interact effectively with parents / guardians of students and the surrounding community.

Furthermore, in Permendiknas 16 2007 describe 5 social competencies that must be owned by teachers, namely:<sup>24</sup>

- 1) Skilled communicate with students and parents of students.
- 2) Be sympathetic.
- 3) To working with the board of education/school committee.
- 4) Jaunty with coworkers and education partners.
- 5) Understanding the world around (Environment).

Based on these descriptions, researchers can infer that the scope of the social competence of teachers is the teacher's ability to communicate and interact with others. As well as the ability of teachers to recognize, process, and practice nilai-value and expected by the public and his behavior with the community.

In theory advanced by Kunandar a lot mentioned about the necessity of a teacher and prospective teacher to be able to communicate and interact effectively. AW Suranto argued about how

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<sup>24</sup>Draft copies Permendiknas 16, 2007 (accessed via [pmp.dikdasmen.kemendikbud.go.id](http://pmp.dikdasmen.kemendikbud.go.id) on 8th December 2018)

effective communication can be measured by observing the following points.<sup>25</sup>

1) Comprehension

An effective communication can be said when one can understand the intent and purpose to be conveyed someone through a message/opinions expressed by the communicator either through verbal and non-verbal communication

2) Enjoyment

Communication can also be said to be effective if it takes place in a pleasant atmosphere. This is because the purpose of communication should not solely to exchange messages, but also a bridge to foster good relations between people.

3) Influence on attitudes

Every message delivered in a communication definite meaning to be conveyed. So that the communication is dapat said effective when managed to give effect to the recipient to change as meaning that there is the message that has been delivered.

4) The improved relations

Communication that works effectively will be able to establish good relations interpersonal establish communication. It is indirectly formed when both parties understand each other and create a pleasant suasana when they establish communication.

<sup>25</sup>Kunandar, *Guru Profesional : Implementasi Kurikulum Tingkat satuan Pendidikan (KTSP) Sukses dalam Sertifikasi Guru*, (Jakarta: Raja Grafindo Persada, 2007), Page 79

### 5) Action

Influence exerted through the delivery of the message then applied significantly by the recipient in the form of action. Their actions in accordance with the meaning of the message indicates that the communicant effectively can make the receiver understand and extract meaning from the message he had to say.

Opinions about measuring the effectiveness of communication is also addressed by several other figures. As we know, in the elaboration of social competence dimukakan by kunandar and also permendikas No. 16, 2007 include the relationship of a teacher or prospective teacher with students, fellow teachers, and guardians of students are in private (interpersonal) and also the relationship between teachers and school and community stakeholder environment which in this case can we categorize as the relationship with the group.

Wiryanto in his book describes the effectiveness of interpersonal communication and group separately, quoting the opinion of some of the figures as follows. Quoting from the opinion of kumar (2000: 121-122) describes Wiryanto effective communication with the five characteristics as follows:<sup>26</sup>

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<sup>26</sup> Wiryanto, *Pengantar Ilmu Komunikasi*, (Jakarta: PT Gramedia Widiasarana 2004), Page 36.

- 1) Openness, namely a willingness to respond with pleasure on the information received in the face of interpersonal relationships.
- 2) Empathy, the sense what is perceived by opponents of communication when delivering the message or information.
- 3) Support, the situation is open to each other describing the interpersonal support.
- 4) Positive taste, which is a condition where seseorang have positive feelings towards him and was able to encourage interactive situations with the opponent communication
- 5) Equality, the tacit recognition that both sides respect each other, and have something important to contribute.

Meanwhile, in the communication that took place with a group, Wiryanto found that effective communication if an individual can provide information to the group as selektif or reduce disinformation. So in this case there is no necessity of empathy or equality in this communication.<sup>27</sup>

#### 4. Influence of Self-Regulation Toward Activeness in Student Organization

Adhering to the aspects of organizational activity of which consists of emotional involvement, motivation to contribute, and participation in responsible. We can see that these three aspects require a strong impetus from oneself personally. These three aspects are consistent Kesara will

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<sup>27</sup> Ibid, Page 50.

make an individual to be able to regulate or regulate themselves (self-regulation), resulting in the implementation of business organizational responsibilities he could do with the maximum and effective. Conversely, a person will not be able to maximize her in fulfilling these three aspects when it does not have good self-regulation. Because of the responsibility which he got in an organization or group would have its work in conjunction with the other field, such as academics, families, or other groups.

A study has confirmed this, research was conducted on students of Muhammadiyah University of Malang by taking samples from a variety of majors. The results of this study showed that students who are active in student organizations have a higher level of regulation when compared with students who are not active in the organization with the value of Self Regulation Questionnaire (SRQ) 187.32: 172.79.<sup>28</sup>

##### 5. The Influence of Self-regulation Toward Social Competence

The ability to view and analyze the surrounding environment, and then plan a behavior that will be raised, as well as embarrassing self-evaluation contained in the ability of self-regulation constant will make a person able to establish an efficient relationship with the people around him. This is because, by doing self-regulation, a person will be able to

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<sup>28</sup>Dwi Arini Alfiana, *Regulasi Diri Mahasiswa Ditinjau dari Keikutsertaan dalam Organisasi Kemahasiswaan*. Jurnal Ilmiah Psikologi Terapan, Vol. 1 on February 2013, Pages 245-259



plan what kind of behaviors and attitudes that can be accepted by the surrounding environment and can help in achieving the goals he wants.

Some research shows it. Recent research conducted by Citro W. Puluhulawa illustrates that social intelligence becomes a manifestation of metacognition aspects of self-regulation has significant impact on the increase in social competence of teachers. In this emotional intelligence, a person will have the ability to recognize and manage emotions, and lead to positive things to do with other people. Ability to identify, manage, and realize the appropriate behavior is a manifestation of their self-regulation in a person.<sup>29</sup>

Research conducted by Rika Sa'diyah also shows that the existence of self-regulation, to give someone can control his behavior and be able to know and understand what behaviors are acceptable to the environment.<sup>30</sup>

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<sup>29</sup>Citro W. Puluhulawa, *Kecerdasan Emosional dan Kecerdasan Spiritual Meningkatkan Kompetensi Sosial Guru*. Jurnal Makara Seri Sosial Humaniora Vol XVII 2nd edition, 2012, Pages 139-147

<sup>30</sup>Rika Sa'diyah, *The Correlation of Attachment, Self Regulation, Autonomy to Social Intellegences (Research Correletions in Class III Primary School on South Tangerang City)*, Proceedings of the 2nd International Conference Multidiciplinary, Jakarta: Universitas Muhammadiyah Jakarta, 15th November 2016, Page 890

## 6. The Influence of Activeness in Student Organization Toward Social Competence

In addition to giving effect to the level of self-regulation, active person in the organization also affect the level of their social competence. Giving the task within an organization often requires him to learn to communicate effectively with various parties. Moreover a person will often faced with several problems it often appears in many activities in the organization. It constantly will be able to improve their social competence. Because as has been described in the previous section that the social competence is the ability to communicate and interact effectively and efficiently with parties associated with his work, and the surrounding community.

A study of the activity of a person in activities on campus shows that the more active students in activities on campus turned out to be the better social competence. Students were very active tend to be highest social competence (80.07) followed by the moderately active (75.33), somewhat active (72.73), and inactive the lowest (72.13). This shows that the vehicle to form a social competence can through extracurricular activities as well as a social activity. The results are consistent with the theory that education is a conscious manner to form the desired capabilities.<sup>31</sup>

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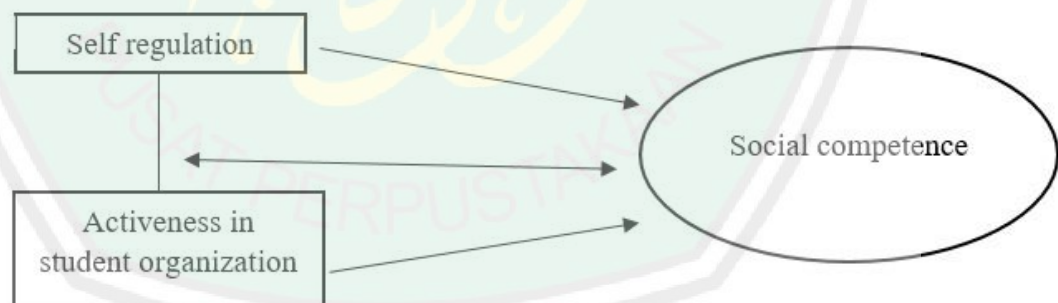
<sup>31</sup>Suparman dkk, *Profil Kompetensi Sosial Mahasiswa calon Guru Universitas Negeri Yogyakarta* Reseach Report, Universitas Negeri Yogyakarta, 2014, Page 8.

## 7. The Influence of Self-regulation and Activeness in Student Organization toward Social Competence

Based on studies that have been described previously. We can see that the level of activity of association give effect to the upregulation of a person. Moreover, the activity also gives direct effect on social competence.

Then, the self-regulation can also be affected by the activeness in organization gives effect to increase an individual's social competence. this is confirmed by the results of research that has been included in the previous section. That is to say self-regulation and activeness in organizationsimultaniosly give effect to an increase in social competence, both teachers or prospective teachers.

### B. Mind Framework



### CHAPTER III

#### RESEARCH METHOD

##### A. Research Site

The research was conducted at the Department of Social Studies Education UIN Maulana Malik Ibrahim Malang. The location determination is based on compliance with the research objectives to be achieved by the researcher.

##### B. Approach and Types of Research

This research uses correlational research, because this research aims to determine the influence of self-regulation and activeness in student organization toward social competence of social studies department students at UIN Maulana Malik Ibrahim Malang. The data obtained will be analyzed with product moment formulas to determine the amount of correlation coefficient and determine the significant relations of these variables. It is as Creswell said that correlational research is a type of nonexperimental research where researchers measure two variables and assess the statistical relationship (correlation) between them with little or no effort to control extraneous variables.<sup>32</sup> In terms of approach, this study uses a quantitative approach, meaning that all data collected is realized in the form of figures and analysis

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<sup>32</sup>J. W Creswell, *Research Design : Pendekatan Kualitatif, Kuantitatif, dan Mixed*. (Yogyakarta: PT Pustaka Pelajar, 2010), page 68.

are based on statistical analysis. The data will be obtained from grain r questions as outlined in the questionnaire developed by the researchers.

### C. Research Variable

The variables used in this study consisted of three variables, namely self-regulation variables (X1), activeness in student organization (X2) and social competence (Y). Based on the preceding discussion, the researchers describe these variables into several sub-variables as follows:

**Table 3.1 Details of Research Variables**

No.	variables	sub Variables	Data source	Method
1.	Self regulation	<ul style="list-style-type: none"> <li>- Self observation</li> <li>- Assessment</li> <li>- Self reaction</li> </ul>	IPS Education Students who are active in OMIK	questionnaire
2.	Activeness in Student Organization	<ul style="list-style-type: none"> <li>- Mental and emotional involvement</li> <li>- Motivation contribution</li> <li>- Responsible</li> </ul>	IPS Education Students who are active in OMIK	questionnaire
3.	Social Competence	<ul style="list-style-type: none"> <li>- Communication</li> <li>- Social interactions</li> </ul>	IPS Education Students who are active in OMIK	questionnaire



## D. Population and Sample

### 1. Population

The population in this study is the students of social studies education department Forces 2016-2017 at UIN Maulana Malik Ibrahim Malang. Determination of these forces based on the grounds ranks of important positions in the management of intra-campus organization dominated by these forces. From the preliminary data obtained by investigators, population in this study were 309 students, consisting of 146 student from force 2016 and 163 students from force 2017.

### 2. Samples

Referring to the number of population more than 100, researcher hold the opinion of Suharsimi Arikunto<sup>33</sup> who explained that when the subject of research more than 100, then the sample can be taken between 10% - 15% or 20% - 25% or more, of the total population.

From the above opinion researchers took 25% of the total population, so we get 77 students that will be the samples. Furthermore, the sample size will be recalculated using stratified proporsionate random sampling technique to determine proportional number of samples of each generation. This is done by researchers to obtain results which draw between the two forces that became the study population. From the above techniques,

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<sup>33</sup> Suharsimi Arikunto. *Prosedur Penelitian: Suatu pendekatan Praktik*, (jakarta:Rineka Cipta. 2006), Page 170

obtained the number of sample with details of 41 students from force 2017 and 36 student from force 2016.

#### E. Data and Data Resources

Some of the data and data resources that will be required of researcher in this study as follows:

1. Number of IPS education students UIN Maulana Malik Ibrahim Malang force from 2016-2017. This data can be obtained from the department admin or department secretary.
2. Level of self-regulation and activeness in student organization of IPS education students UIN Maulana Malik Ibrahim Malang. This data can be obtained from the students who serve as research samples.
3. Social competence level of IPS education students UIN Maulana Malik Ibrahim Malang. This data can be obtained from the students who serve as research samples.

#### F. Research Instruments

In this study, researchers will use non-test instrument, namely a questionnaire. Beads of questions in the questionnaire will be developed based on theories that are relevant to each variable. Questions or statements in the questionnaire will be measured using a Likert scale. Here grating instruments to be used are as follows:

**Table 3.2 Blue Print of Instruments**

Variables	Sub Variables	Indicator	Item
<b>Self-regulation</b>  Based on - Bandura - Miller and Brown	Self observation	- Receiving relevant information - Evaluating the information and comparing it to norms	1,2,3
	Assessment	- Triggering change - Searching for options - Formulating a plan	4,5,6,7,8
	Self reaction	- Implementing the plan - Assessing the plan's effectiveness	9,10
<b>Activeness in Student Organization</b>  Based on Keith Davis	Mental and emotional involvement	- Attendance in activities - Willing to sacrifice - Establish a sense of brotherhood with members of the organization	11,12,13
	Motivation to contribute	- Giving suggestions, criticisms to the organization - Submission for organizational improvement initiative - Willing taker role	14,15,16
	Responsible	- Enterprises in the completion of the task - Controlling against peers and subordinates - Setting up the organizational sustainability plan	17,18,19
<b>Social Competence</b>  Based on - Kunandar - Permendiknas No 16 2007 - AW Suranto	Communication effectiveness	- Both in the delivery and reception of information - Create a fun atmosphere while communicating	20,21,22,23
	Social interactions	- Concern with the people in the neighborhood - Priority to the common interest	24,25,26,27, 28

The answer to every item in the instrument has a gradation of strongly agree, agree, disagree, and strongly disagree that will be given a score for each gradation. Thus, in the measurement variables of the study, respondents

were asked to pass judgment on himself by choosing one of the alternative answers that scale. The following table weighting used by researchers:

**Table 3.3 Guidelines Skorsing Answer Questionnaire**

No.	answer	Score
1	Strongly agree	4
2	Agree	3
3	Disagree	2
4	Strongly Disagree	1

#### G. Data Collection Technique

To obtain the data that has been described in previous sub, techniques to be used are as follows:

1. For data on the number of IPS education students UIN Maulana Malik Ibrahim Malang 2018-2016 forces obtained using documentation techniques.
2. To organize the data level of activity, self-regulation, social competence as a prospective teacher education students IPS UIN Maulana Malik Ibrahim Malang obtained using the questionnaire.

#### H. Validity and Reliability

1. Validity test

The test is performed to determine the extent to which a measuring instrument can be used to measure the variables. An instrument is said to be valid if it is able to measure what the research variables to the right data. This statement is similar to Suharsimi Arikunto, that validity is a measure that indicates the levels of validity or error of an instrument to measure a variable.<sup>34</sup> Whether or not valid any item instrument using product moment as the following equation:

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

Information :

$R_{xy}$  = Figures correlation index "r" product moment

$N$  = Number of pairs score of X and Y (number of subjects)

$\sum XY$  = The sum of the multiplication of a score of X and Y score

$\sum X$  = The total score X

$\sum Y$  = The total score Y

An instrument is said to be valid if the probability of each question is less than 0.05.<sup>35</sup> Related to the number of samples involved in the validity test questionnaire, there are some opinions that found by the researchers as

<sup>34</sup>Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT Rineka Cipta, 2006), Page 160

<sup>35</sup>Ibid. Page 193



follows. First, the opinion in his journal Janti Suhar<sup>36</sup> which suggests that the sample in the validity test usually is 10% of the total sample. Respondents in this test will be taken from different locations in the study but has the same characteristics. Second, Singarimbun and Efendi in his book<sup>37</sup> which states that the minimum number of respondents in the test the questionnaire is at least 30 respondents, with this minimal amount of the distribution will be closer to the value of the normal curve. Third, Nunnally<sup>38</sup> which states that the size of the respondent at trial amounted to ten times the number of grains in the measuring instrument to be tested. 30 items, for example, need  $10 \times 30 = 300$  respondents.

In this validity test, researchers involved 38 respondents drawn from another sample with the same characteristics as the actual sample. This number follows the opinion by Singarimbun and Efendi. This is due to the desire of researchers to keep on trying the validity of the data in this trial with respect to time is very limited research.

**Table 3.4 Validity Test Results**

Variables	Items	Probability	Information
Self-regulation	X1.1	0,000	Valid

<sup>36</sup>Sekar Janti. Validity and reliability analysis with Likert Scale in Implementation of Strategic Planning Decision In Garment Industry (Proceedings of the National Seminar on Science and Technology Applications, 2014: Yogyakarta).

<sup>37</sup>Masri Singarimbun. *Metode Penelitian Survei*, (Jakarta: Rineka Cipta, 1989). Page 3

<sup>38</sup>Nunnally Bernstein. *The Assessment of Reliability*, Vol XXIV 1998 (accessed by [Journal.sagepub.com](http://Journal.sagepub.com)).

	X1.2	0,256	Invalid
	X1.3	0,000	Valid
	X1.4	0,000	Valid
	x1.5	0,000	Valid
	X1.6	0,003	Valid
	X1.7	0,897	Invalid
	X1.8	0,003	Valid
	X1.9	0,209	Invalid
	X1.10	0,000	Valid
	X1.11	0,000	Valid
	X1.12	0,448	Invalid
	X1.13	0,000	Valid
	X1.14	0,256	Invalid
	X1.15	0,000	Valid
Activeness in Organizations	X2.1	0,000	Valid
	X2.2	0,000	Valid
	X2.3	0,466	Invalid
	X2.4	0,000	Valid
	X2.5	0,000	Valid
	X2.6	0,000	Valid
	X2.7	0,000	Valid
	X2.8	0,000	Valid
	X2.9	0,000	Valid
	X2.10	0,000	Valid
Social Competence	Y.1	0,000	Valid
	Y.2	0,000	Valid
	Y.3	0,000	Valid

	Y.4	0,472	Invalid
	Y.5	0,026	Invalid
	Y.6	0,000	Valid
	Y.7	0,000	Valid
	Y.8	0,003	Valid
	Y.9	0,000	Valid
	Y.10	0,000	Valid
	Y.11	0,000	Valid
	Y.12	0,046	Invalid

## 2. Reliability Test

Reliability is the permanence or the accuracy of an instrument. Reliability test was used to test the extent to which the instrument could provide relatively similar results when measurements were back in the same subjects, so that the measuring instrument is said to be reliable if consistency and stability can be trusted. Measurement of this test using Cronbach alpha formula as follows.

$$R_{11} = \left[ \frac{K}{K-1} \right] \left[ 1 - \frac{\sum S_b^2}{S_t^2} \right]$$

Information :

K = Number of boutsr question or the number of questions

$\sum S_b^2$  = Total variance grain

$$S_t^2 = \text{Variant total}$$

The criteria for reliability testing is here according Arikunto is if perhitngan Cronbach alpha value of greater than 0.6, or 60%, then the instrument is to be deemed reliable.<sup>39</sup>From the results of tests conducted by the researchers of the research instruments that have been made, the reliability test results obtained as follows:

**Table 3.5 Reliability Test Results**

variables	Alpha coefficient	Information
Self regulation	0,948	Reliable
Activeness in Organizations	0,937	Reliable
Social competence	0,893	Reliable

<sup>39</sup>Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT Rineka Cipta, 2002), page 198

## I. Data Analysis

There are two types of data analysis will be carried out by the researchers in this study, the descriptive and inferential analysis.

### 1. Descriptive Statistics Analysis

Descriptif analysis done by describing each variable based on the data obtained. This technique is used by researchers to describe the self-regulation data, activeness in student organization, and social competence obtained from the questionnaire study.

### 2. Inferential Statistical Analysis

Inferential analysis is done to quantify the data obtained as described in later research instruments. Some types of inferential statistical analysis will be conducted by reseacher are as follows:

#### a. Classical Assumptions Test

##### 1) Normality Test

Normality test aim to test whether in the regression model, the intruder or residual variable has a norma distribution. As know t test and f test assume that the residual values follows the normal distribution. If his assumption is violated, then the statistical test becomes invalid and the sample count is small. To analyze the test of normalility, researcher will use non-parametric analyze test 1-sample K-S<sup>40</sup> by using SPSS IBM 23 for windows.

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<sup>40</sup>Imam Ghozali, *Aplikasi Analisis Multivariate dengan Program IBM SPSS 20*, (Semarang:Badan Penerbit, 2012). Page 147



## 2) Linierity Test

This test aim to find out whether there is a linier relationship between variables. Decision-making can be done in two ways. First, if the significance value is greter than 0,05, so the conclution is “there is a significant linier relationship between variables”. The second way, if the value of F count is smaller than f table, so the conclution is “there is a significant linier relationship between variables”.

## 3) Mucticolinierity Test

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

**Table 3.6Criteria of Multicollinierity**

<b>Tolerance value</b>	<b>Criteria</b>
Tolerance > 0,10	No multicollinierity
Tolerance < 0,10	There is any multicollinierity

#### 4) Heterocedasticity Test

This test meaning that the variance result from a regression equation must be homogeneous in adversity quotient variable. At this study, researcher has been using glesjer SPSS IBM 23 for windows. Desicion-making is determined from the significant value of SPSS output. If the value of significant is greater than 0,05, then the conclusion is “does not occur heteroscedastisity and vice versa”. And if the value of significant is less than 0,05, then the conclusion is “there is any heterocedasticity”.<sup>41</sup>

#### b. Multiple Linear Regression Analysis

This analysis is used by researchers to determine the direction of relations between the two independent variables and the dependent variable, whether it has a positive or negative relationship as well as to predict the value of the dependent variable when the value of the independent variable changes. <sup>42</sup>This analysis was conducted by the following equation:

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

Information:

$Y'$  = The subjects in the dependent variable predicted.

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<sup>41</sup>Ibid Page 162

<sup>42</sup> Riduwan. *Statistik untuk Penelitian Pendidikan, Sosial, Ekonomi, Komunikasi, dan Bisnis*. (Bandung, Alfabeta, 2009). Page 108

$a$  = Price Y when the price of X = 0 (constant).

$b_{1,2,...,n}$  = Figures regression coefficient (the value increases or decreases)

$X_{1,2,...,n}$  = The subject of the independent variables that have a certain set value.

c. T test (partial)

These calculations are used by researchers to prove the hypothesis.

With this test, the researchers could determine whether the regression model, the independent variables (X1 and X2) partially significant effect on the dependent variable (Y). This calculation equation exists; as follows:

$$t_{hitung} = \frac{bi - (\beta i)}{Se (bi)}$$

Information:

$bi$  = Coefficient of regression

$\beta i$  = Beta coefficient / parameter to one hypothesized

$Se$  = Standard Error

Having obtained the results of t, then the next step is to compare the value with the value t<sub>table</sub>, then to draw conclusions which hypothesis is accepted, is used as an analysis of the following criteria:

- If  $t_{hitung}$  is greater than t table, then  $H_a$   $H_o$  accepted and rejected.
- If  $t_{hitung}$  is smaller than t table, then  $H_o$  is accepted and  $H_a$  rejected.

d. F test (simultaneous)

To provide simultaneous hypothesis truth, necessary to test F. This calculation is done to determine the effect of independent variables ( $X_1$  and  $X_2$ ) contained in the model together or simultaneously to the dependent variable ( $Y$ ). This calculation using the following equation:

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

Information:

$R^2$  = Coefficient of determination

$k$  = The number of independent variables

$n$  = Number of samples

Having obtained the results of F, then the next step is to compare the value with the value of F table, then to draw conclusions which hypothesis is accepted, is used as an analysis of the following criteria:

- If  $F_{hitung}$  greater than F table, then  $H_a$   $H_o$  accepted and rejected.
- If  $F_{hitung}$  smaller than F table, then  $H_o$  is accepted and  $H_a$  rejected.

#### J. Research procedure

##### a. The preparation phase before the study

- 1) Conduct a survey to look at the characteristics of the population to be studied
- 2) Determining sample.
- 3) Consult the supervisor of the research instruments that have been made.
- 4) After conducting tests on research instruments that have been made.
- 5) Analysis of the validity, distinguishing, level of difficulty of items, and reliability of the instruments that have been made.
- 6) Determine items eligible to be used as a research instrument.

##### b. The implementation stage research

- 1) Spreading the questionnaire that has been created to be filled by the respondent.
- 2) Looking at the results of filling the questionnaire.
- 3) Collecting data that support the necessary research or study.



c. The final stage of research

After implementing the research process, the next stage which is conducted by the researchers is to process the results of research with some of the following activities:

- 1) Analyze data on the questionnaire by using statistical tests.
- 2) Interpreting the results of calculation of statistical tests that have been done.
- 3) Doing conclusion accepted hypothesis based on the results of statistical tests that have been done.



## CHAPTER IV

### RESEARCH FINDINGS AND ANALYSIS

#### A. Research Object Description

##### 1. History of Social Education Department at UIN Maulana Malik Ibrahim Malang

Department of Social Education is one of the departments that are members of the Faculty Tarbiyah and Teaching Training at UIN Maulana Malik Ibrahim Malang. Implementation of this course is based on a decree Director General of Islamic Religious Institutions No. E / 138/1999 on the Implementation of Programs Tarbiyah IPS Studies Program at STAIN Malang dated June 18, 1999. This was followed up by letter No. 811 / D / T / 2003 dated April 16, 2003 on the recommendation Opening of the General Studies Programs at STAIN Malang by the Director General of Islamic Religious Institutions No. Dj.II / 54/2005 concerning the implementation of Program Study Permit Tier 1 (S-1) at the State Islamic University (UIN) Malang, East Java, dated March 28, 2005.

At first, this course gain accreditation "B" in 2007 from the National Accreditation Board of Higher Education (BAN-PT) with 010 / BAN-PT / Ak-X / S1 / V / 2007. Then in the implementation of accreditation again in 2013, this department managed to get the value of accreditation "A" based on the decision of BAN-PT No 741 / BAN-PT / Ak-XV7S / VIII / 2013.

And the implementation of accreditation in 2018, majoring in social studies education UIN Maulana Malik Ibrahim Malang again managed to get the value of accreditation "A" under the decree BAN-PT No

Existence of this department is intended to support human resources who are able to follow the development of science and art, and can provide a way out for the obstacles to development. Based on development needed for human resources, particularly the need for prospective social studies teachers in schools, and also the needs of the business community. The education department in the administration of education requires IPS graduates competent in six areas, namely:

*First*, competent in the mastery of the theoretical foundation of Islam, foreign languages (Arabic-English) and pedagogy as a base and starting point of the development of IPS education in primary and secondary education. *Second*, controlled substance IPS education studies which includes mastery substance of the social sciences economics education courses, mastery of the content and teaching materials IPS education, and development. *Third*, control of IPS learning theories, including the ability to identify the characteristic of the learner, the learning scheme would compile, select and learning strategize, plan and carry out the learning process and results evaluation, planning and implementing research, manage and utilize the laboratory. *Fourth*, have skills to guide and drive the social and economic activities that benefit the community, state and nation on the path of formal and informal education. *Fifth*, control the

management of the education unit of social science concerning skill of plan educational programs for IPS subject, the ability to organize a component unit of economic education, the ability to implement the program of economic education, the ability of supervision, monitoring and evaluation of education for IPS subject, as well as developing innovations programs and forms of organizing economic education. *Sixth*, develop personality and professionalism, including the ability to adapt to the work environment, the ability to work independently and cooperation through partnerships, mastery of new sources for the development of skills.

## 2. Vision, Mission, and Goals IPS Education Department at UIN Maulana Malik Ibrahim Malang

Vision education IPS Education Department is becoming majors quality, competitive, and relevant to the demands and needs of schools in primary and secondary grade, and the business world at the level of the local community, national, regional and international organizations are built on the basis of commitments firmly in developing social and economic life that is integrated with the teachings of Islamic values.

Mission owned by this department is as follows. *First*, conducting a superior educational activities for create the graduates who are ready to become a teacher of economic subjects or social sciences in schools. *Second*, prepare quality graduates who have the robustness of the creed, the depth of the spiritual, moral grandeur, breadth of knowledge, and

professional maturity in performing his duties as a teacher of economic subjects and or social science education in schools. *Third*, develop a new paradigm of management education and creating a climate of religious academic education management and develop competence as a teacher of economic subjects or social sciences in schools. *Fourth*, can encourage research traditions give birth and develop educational theories and social science or economics education in Islamic perspective. *Fifth*, Organizing community service in a proactive and anticipatory in facing and solving the problems of Islamic education grow and thrive in the surrounding communities. *Sixth*, Build a network of cooperation or partnerships with universities at home and abroad, a graduate of the user community, and broad stakeholder. *Seventh*, Uphold values, professional ethics, and moral academic quality control and maintain the authority of science or the social and economic education. Carrying out community service in a proactive and anticipatory in facing and solving the problems of Islamic education grow and thrive in the surrounding communities. *Sixth*, Build a network of cooperation or partnerships with universities at home and abroad, a graduate of the user community, and broad stakeholder.

As for the purpose of IPS education department at UIN Maulana Malik Ibrahim Malang is only to give muslim educational products that has the knowledge, attitudes, skills, and values needed to become a teacher of economics or social sciences in schools. Create graduates product that has the added ability to plan, manage, establish and implement educational



programs, supervision, monitoring and evaluation of programs in the education unit and has an additional provision of entrepreneurship.

### 3. Student of IPS Education Department at UIN Maulana Malik Ibrahim Malang

Students of IPS education department is students enrolled and active in participating in learning activities in the department of social studies education. Active here means that these students are not in a period of leave, suspension, or other. Number of active students force 2016 are as 146 students, and then force 2017 are as 163 students.

The entire amount of students from each class are divided into five classes, namely class A, B, C, D, and E (International Class Program). This amount same in each generation or force, but with different number of members for each classes.

## B. Descriptive Analysis

### 1. Self Regulation Variable

In this study, the rate of self-regulation of students were measured using several indicators, such as receiving relevant information, evaluating the information and comparing it to norms, triggering change, Searching for options, formulating a plan, implementing the plan, and assessing the plan's effectiveness. These indicators are then made in a 11 point statement to answer score 1 - 4. The scoring is adjusted to the answers given by the

respondents by alternative answers that have been provided in the questionnaire.

Self-regulation level data in this study were taken from 77 respondents quantitatively showed the possibility of a minimum score obtained is 11 and the maximum score is 44. From these scores, the range of maximum and minimum total score obtained is  $44 - 11 = 33$ . The class interval range is 4, then the width of the class interval is  $33 : 4 = 8.25$  or if rounded to 8. So that the self-regulation level data IPS students majoring in education can be presented in the following table.

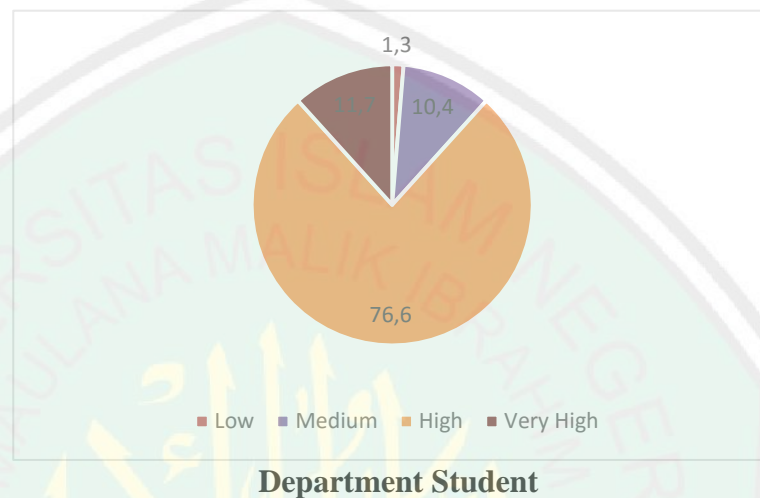
**Table 4.1 Self Regulation of IPS Education Department Student**

Interval	Interpretation	Frequency	Percentage
11 – 19	Low	1	1,3%
20 – 28	Medium	8	10,4%
29 – 37	High	59	76,6%
38 – 45	Very high	9	11,7%
		<b>77</b>	<b>100%</b>

Based on these data, it can be seen that there is one respondent that a category-level self-regulation is low, 8 respondents were in the category of medium level of self-regulation, 59 respondents were in the category of high level of self-regulation, and 9 respondents were in the category of very high level of self-regulation. The findings in this study showed the majority of IPS education department student

has a high degree of self-regulation by the number of respondents is 77%.

**Picture 4.1 Rate of Self-Regulation of IPS Education**



In detail, if the data in these diagram above shows the result that 1,3% of students are at a low level of self-regulation, 10,4% at a medium level of self-regulation, 76,6% at a high level of self-regulation, and 11,7% at a very high level of self-regulation.

## 2. Activeness in Student Organizations Variable

In this study, the measurement of the activeness in student organizations conducted using several indicators, such as attendance in activities, willing to sacrifice, establish a sense of brotherhood with members of the organization, giving suggestions, criticisms to the

organization, submission for organizational improvement initiative, willing taker role, enterprises in the completion of the task, controlling against peers and subordinates, setting up the organizational sustainability plan, both in the delivery and reception of information, create a fun atmosphere while communicating, concern with the people in the neighborhood, and priority to the common interest.

Of all these indicators, the researchers then making 9-point declaration on the questionnaire and can be answered by selecting one of the alternative answers that have been provided by the researchers. The answer is then given a score with vulnerable grades 1-4 according to the answer selected by the respondents.

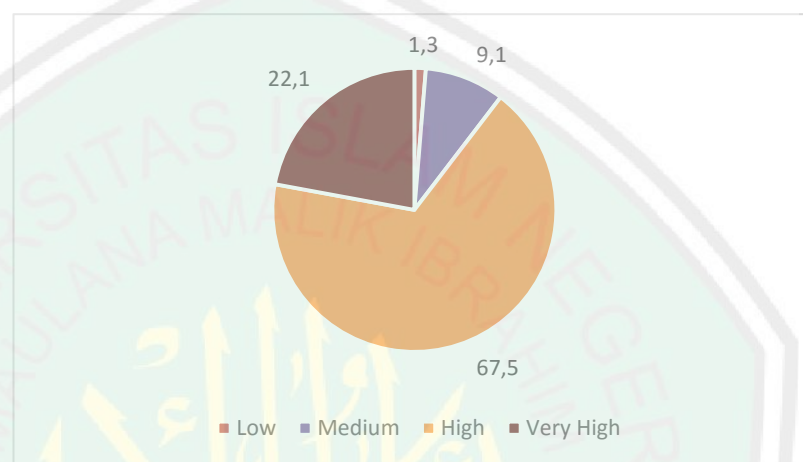
From all the answers given by 77 respondents, obtained the lowest score possible number is 9, and the highest score was 36. From these values, obtained by the calculation of the value range  $36 - 9 + 1 = 28$ . Then calculated the width of the interval by the number of classes by 4 is  $28 : 4 = 7$ . All data obtained by researchers associated with the level of activeness in students organizations are presented in the following table.

**Table 4.2 Activeness IPS Education Students in Student Organizations**

Interval	Interpretation	Frequency	percentage
9 – 15	Low	1	1,3%
17 – 23	Medium	7	9,1%
24 – 30	High	52	67,5%

31 – 33	Very high	17	22,1%
		<b>77</b>	<b>100%</b>

**Picture 4.2 Activeness of IPS Education Students in Student Organizations**



Based on these data, it can be seen that the one respondent was in the category of low activity level, 7 respondents were in the category of medium, 52 respondents were in the category of a high level, and 17 respondents were in the category of a very high level. The findings in this study showed the majority of IPS education department student has a high level of activity in the student organization with the number reaching 67%

### 3. Social Competence Variable

Researcher used instrument to measure the degree of social competence of students majoring in social studies education consists

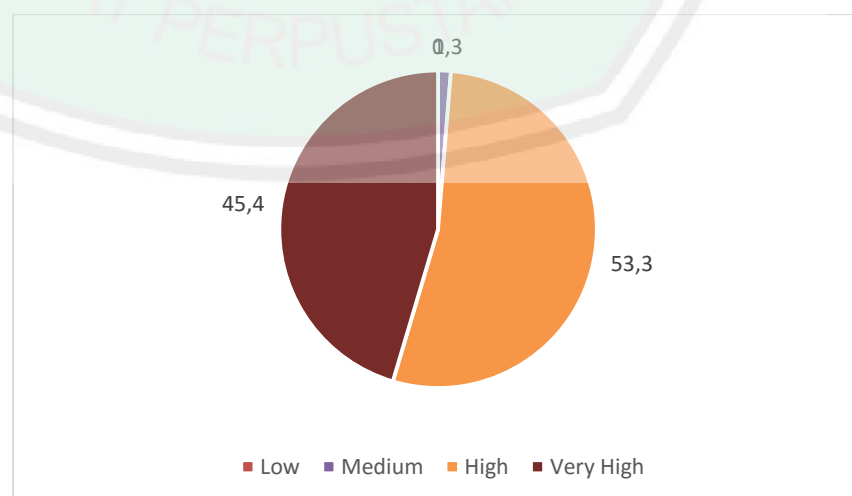


of 9 item questionnaire, where each item has a range of answers 1-4. Thus, the total value of minimal expectation is 9, and the total maximum value is 36. From these values, the range of social competence level data interval can be calculated with a  $36 - 9 + 1 = 28$ . Then wide intervals with the number of classes is 4 calculated with a value of  $28 : 4 = 7$ . So the data social competent of IPS education department student can be presented by the following table.

**Table 4.3 Social Competence Level of IPS Education Student**

Interval	Interpretation	Frequency	Percentage
9 – 15	Low	0	0,0%
17 – 23	Medium	1	1,3%
24 – 30	High	41	53,3%
31 – 33	Very high	35	45,4%
		<b>77</b>	<b>100%</b>

**Picture 4.3 Social Competence Level of IPS Education Students**



Based on these data, it can be seen that no respondents were in the category of level social competence is low, 1 respondents were in the category of medium level, 41 respondents were in the category high level, and 35 respondents were in the category of very high level , The findings in this study showed the majority of students has a high degree of social competence by the percentage amount by 53%.

### C. Data Analysis Results

#### 1. Classic Assumption Test

##### a. Normality Test

Normality test calculations in this study was performed using SPSS then the output will be analyzed with criteria (1)If the significance value  $<0.05$ , then the distribution is not considered normal, (2) If the significance value  $> 0.05$ , then the distribution is considered normal , Here normality test results generated.

**Table 4.4 Normality Test Results**

		Unstandardized Residual
N		77
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	1,84445456
Most Extreme Differences	Absolute	,070
	Positive	,070
	Negative	-,045
Test Statistic		,070
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>

Based on the above data, it is known the significance value of  $0.200 > 0.05$ . So it can be concluded that the residual value of the study variables with normal distribution.

b. Linearity Test

Linearity test calculations in this study was performed using SPSS then the output will be analyzed with criteria (1) If the value defiasi of linieritasnya  $> 0.05$ , there is a linear relationship between the independent variables and the dependent variable. And (2) If the value defiasi of linieritasnya  $< 0.05$ , then there is no linear relationship between independent variables and the dependent variable. Here is a linearity test results conducted by the researchers.

**Table 4.5** Linearity Test Results for Variable  $X_1$  and Y

			Sum of Squares	df	Mean Square	F	Sig.
Kompetensi Sosial (Y) * Regulasi Diri (X1)	Between Groups	(Combined)	597,011	15	39,801	7,190	,000
		Linearity	546,722	1	546,722	98,767	,000
		Deviation from Linearity	50,290	14	3,592	,649	,813
	Within Groups		337,664	61	5,535		
	Total		934,675	76			

From the table it is known deviation from linieritas value at 50.290. So it can be concluded bahwasannya linear relationship exists between the independent variable (X1) and the dependent variable (Y).

**Table 4.6 Linearity Test Results for Variable X<sub>2</sub> and Y**

			Sum of Squares	df	Mean Square	F	Sig.
Kompetensi Sosial (Y) * Keaktifan di Organisasi (X2)	Between Groups	(Combined)	634,422	16	39,651	7,924	,000
		Linearity	468,418	1	468,418	93,605	,000
		Deviation from Linearity	166,004	15	11,067	2,212	,016
	Within Groups		300,253	60	5,004		
	Total		934,675	76			

From the table it is known deviation from linieritasnya amounted to 166.004. So it can be concluded bahwasannya linear relationship exists between the independent variable (X1) and the dependent variable (Y).

#### c. Multicollinearity Test

Multikolinierity test calculations in this study was performed using SPSS then the output will be analyzed with criteria (1) If the tolerance values  $> 0.10$ , then there is no multicollinearity. And (2) If the value of tolerance  $< 0.10$ , then there multikolinieritas. Here are the results multikolinierity test has been done by researchers.

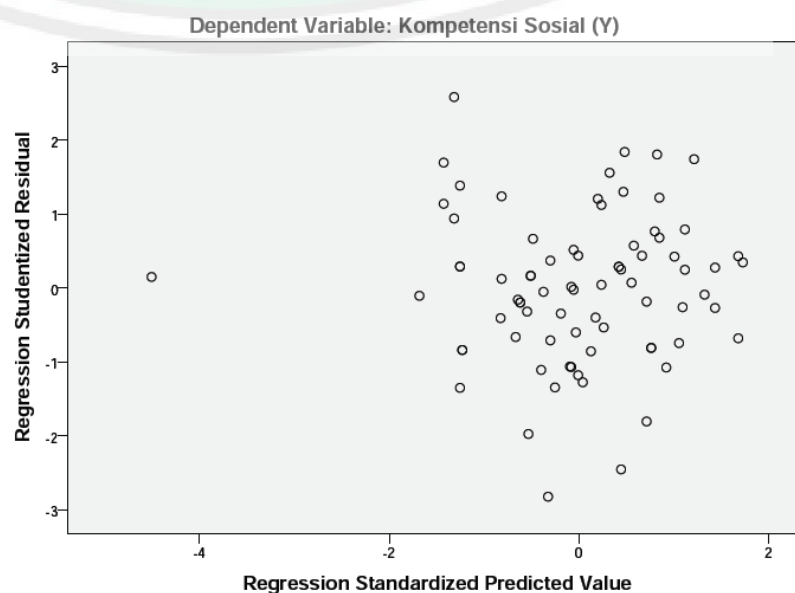
**Table 4.7 Multicollinearity Test Results**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2,631	1,925		1,367	,176		
	Regulasi Diri (X1)	,474	,061	,547	7,710	,000	,744	1,344
	Keaktifan di Organisasi (X2)	,402	,066	,431	6,086	,000	,744	1,344

Based on the data in the table is unknown tolerance value of 0.744. So it can be concluded there occur multikolinieritas bahwasannya the existing variables of this study.

#### d. Heterokedastiscity Test

This test is performed to determine the regression assumptions penyimbangan to see whether there is inequality of variance of residuals in an observation from the regression model. A good regression model is free of symptoms or disorders heterokedastisitas assumptions. Here is the chart analysis.

**Picture 4.4 Scatterplot of Test Heterokedasticity**



Based on the test results as shown in the image above, it can be seen that the data points do not form a specific pattern and data spread above and below the number 0 on the Y axis. Therefore, we can conclude that no interference occurs heterokidastisitas assumptions on grain questionnaire this research.

## 2. Multiple Regression Linear Analysis

Regression test conducted by researchers using SPSS. From data collected during the study conducted using questionnaires, the regression results obtained as follows.

**Table 4.8 Multiple Linear Regression Test Results**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,631	1,925		1,367	,176
	Regulasi Diri (X1)	,474	,061	,547	7,710	,000
	Keaktifan di Organisasi (X2)	,402	,066	,431	6,086	,000

a. Dependent Variable: Kompetensi Sosial (Y)

The dependent variable in this regression is the social competence of students, while the independent variables are self-regulation and activeness in the organization. From the data in the table above, can be prepared regression equation as follows:

$$Y = 2.631 + 0,474X_1 + 0,402X_2 + e$$

The above interpretation of the that equation as follows:

a.  $\alpha = 2,631$

This constant value indicates that if there is no free variables (self-regulation and liveliness to organize) the social competence variable is equal to 2,631. This means that the value of the independent variable of 2,631 is the value prior to or in the absence of the independent variables and the activity of self-regulation within the organization, or it can be expressed as  $X_1$  and  $X_2 = 0$ .

b.  $b_1 = 0,474$

The parameter value, or regression coefficient  $b_1$  shows that any increase in self-regulation variables increased 1 point, then the value of the variable social competence will increase by 0,474 or 47.4% assuming other variables are fixed ( $X_2 = 0$ ). And conversely, if self-regulation variables decreased 1 point, then the value of the social competence variable will decrease by 0,474 or 47,4% while the other free asumsivariabel is 0 or fixed.

c.  $b_2 = 0,402$

The parameter value, or regression coefficient  $b_2$  shows that any increase in the variable activity in the organization increased 1 point, then the value of the variable social competence will increase by 0,402 or 40,2% assuming other variables are fixed ( $X_2 = 0$ ). And conversely, if the variable activity in the organization

declined 1 point, then the value of the social competence variable will decrease by 0,402 or 40,2% while the other free asumsi variabel is 0 or fixed.



### 3. Hypothesis Testing

#### a. T test (Partial)

This test is performed to determine whether each of the independent variables affect the dependent variable partially. The results obtained from this test with SPSS which would then be analyzed with the following criteria:

- If  $t_{hitung} > t_{tabel}$ , then these variables significantly influence the dependent variable, so with so  $H_0$  rejected and  $H_a$  accepted.
- If  $t_{hitung} < t_{tabel}$ , then these variables did not significantly affect the dependent variable, so with so  $H_0$  accepted and  $H_a$  rejected.

The margin of error that will be used by researchers as determining the level of material significance in view  $t_{tabel}$  is 0,05 or 5%. Here is a table of the calculation of the value of the t test.

**Table 4.9 Results of t test (partial)**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2,631	1,925		1,367	,176
Regulasi Diri (X1)	,474	,061	,547	7,710	,000
Keaktifan di Organisasi (X2)	,402	,066	,431	6,086	,000

a. Dependent Variable: Kompetensi Sosial (Y)

Based on data from the table above, can diperoleh analysis results as follows:

1) The influence of self-regulation toward the social competence

To conduct an analysis of the variables  $X_1$  and Y in this test, the researchers propose hypotheses as follows:

- $H_0$ : Regulations themselves do not significantly affect toward social competence.
- $H_a$ : self regulation significantly influence toward social competence.

Furthermore, for the significant value that is used in the analysis of this test is  $0,05 : 2 = 0,025$ . With  $t_{hitung} 7,710$   $t_{tabel} 1.991$ , showed that  $t_{hitung} > t_{tabel}$ . So it can be concluded that on the test ditaeik  $H_0$  is rejected and  $H_a$  accepted, or it can be said that there is a significant effect of self-regulation ( $X_1$ ) toward social competence (Y).

2) Influnace of activeness in the organization toward social competence

To conduct an analysis of  $X_2$  and Y in this test, the researchers propose hypotheses as follows:

- $H_0$ : Activeness in organizations did not significantly affect social competence.
- $H_a$ : Activeness in organization significantly affect social competence.



Furthermore, for the significant value that is used in the analysis of this test is  $0,05: 2 = 0,025$ . With  $t_{hitung} 6,086$  and  $t_{tabel} 1,991$  showed that  $t_{hitung} > t_{tabel}$ . So it can be concluded that  $H_0$  is rejected and  $H_a$  accepted, or it can be said that there is a significant influence on the activeness in the organization (X2) towards social competence (Y).

b. Test f (Simultaneous)

This test is performed to determine whether the two independent variables affect the dependent variables simultaneously. The results obtained from this test with SPSS which would then be analyzed with the following criteria:

- If  $F_{hitung} > F_{tabel}$ , then two independent variables simultaneously significant effect on the dependent variable, so the conclusion is  $H_0$  rejected and  $H_a$  accepted.
- If  $F_{hitung} < F_{tabel}$ , then two independent variables simultaneously no significant effect on the dependent variable, so the conclusion is  $H_0$  accepted and  $H_a$  rejected.

The margin of error that will be used by researchers as determining the level of material significance in view  $t_{tabel}$  is 0.05 or 5%. Here is a table of the calculation of the test value f.

**Table 4.10 f Test Result (simultaneous)**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	676,122	2	338,061	96,756	,000 <sup>b</sup>
	Residual	258,553	74	3,494		
	Total	934,675	76			

a. Dependent Variable: Kompetensi Sosial (Y)

b. Predictors: (Constant), Keaktifan di Organisasi (X2), Regulasi Diri (X1)

Furthermore, the value of  $F_{hitung}$  96.756 and  $F_{table}$  with a significance level 0,05 is 3,12. From the comparison of  $F_{hitung}$  and  $F_{table}$  value is obtained that  $F_{hitung} > F_{table}$ . So it can be concluded that  $H_0$  is rejected and  $H_a$  accepted, or it can be said that there is a significant effect simultaneously on self-regulation (X1) and activeness in the student organization (X2) toward social competence (Y).

#### 4. Analysis Coefficient of Determination

Coefficient of Determination output obtained from multiple regression analysis has been done before. This shows the determination coefficient of capital variables in explaining the dependent variable. Here the coefficient of determination obtained in the previous test.

**Table 4.9 Value of Coefficient Determination (R<sup>2</sup>)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,851 <sup>a</sup>	,723	,716	1,869

a. Predictors: (Constant), Keaktifan di Organisasi (X2), Regulasi Diri (X1)

From the above table, the known value of adjusted R-square is equal to 0.723. This means that 72.3% change in the dependent variable due to changes in the independent variable, ie self regulation and liveliness in the organization. While the rest are caused by factors beyond the variables that have been determined, which amounted to 27.2%.

## CHAPTER V

### DISCUSSION

#### A. The Influence of Self-regulation Toward Social Competence of Social Education Students

Analysis of the data from this study showed a significant relationship between self-regulation (X1) and social competence (Y). The relationship between X1 and Y is reinforced by the results of hypothesis testing that there is a significant positive relationship between self-regulation (X1) and social competence (Y). The contribution of self-regulation variables statistically against social competence demonstrated with regression coefficient of 0,474. This value indicates that if self-regulation variables increased 1 point, then the value of the variable social competence will increase by 0,474 or 47,4% assuming the other variables are fixed.

In the calculation of t test was also found comparisons  $t_{\text{count}}$  and  $t_{\text{table}}$  with significance level 0,025 was 7,710 and 1,991. So it can be seen that level of self-regulation is very influential on the social competence of a person, which in this case is a students in social studies education department at UIN Maulana Malik Ibrahim Malang.

Self-regulation here is the ability to organize and direct what he thinks and what he feels and to implement them in behavior<sup>43</sup>, Or it could be said that self-regulation is the competence and intrinsic motivation for someone to show a safe and responsible behavior in a social interaction.

Self-regulation is done by a person consists of developing and monitoring of thoughts, feelings, behaviors with the goal of achieving a targets. Targets described here could be the target of academic and socio-emotional goals.<sup>44</sup> However, as described in previous chapters, that in this study, the researchers focused on measuring the associated socio-emotional regulation of every individual.

Self-regulation is not a mental condition as well as intelligence, but the direction of the individual itself, the process is carried out because of lack of awareness and individual planning for what he wanted to accomplish. So then judgment, decision-making, until the reaction or actions that appear to be able to direct him to the achievement of the goals he had set.

In general, the internal aspects of self-regulation consists of self observation, assessment, and then the reaction themselves. Of these three aspects, Miller and Brown then formulate a seven-step into a general principle of self-regulation process, they are, receiving relevant information, evaluating the information and comparing it to norms, triggering change, searching for

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<sup>43</sup>Rika Sa'diyah (2016). The Correlation of Attachment, Self Regulation, Autonomy to Social Intelengences (in Proceedings of the 2nd International Conference Multidiciplinary). Jakarta: Jakarta Muhammadiyah University.

<sup>44</sup>Ibid.



options, formulating a plan, implementing the plan, the plan's effectiveness  
Assessing the which recycles to first step and second step.

If returned again on the research results have been obtained, it is known that 76,6% of students in social studies education department at UIN Maulana Malik Ibrahim Malang has a high level of self-regulation, even 11,7% at a very high level of self-regulation. So that only 11,7% of the students are the level of regulation that he was still at the level of moderate to low.

In this case, the majority of social studies education department have been able to plan for their future based on abilities, talents, and weaknesses they have. When referring to the stages of regulation proposed by Miller and Brown, a student has to stage the receiving relevant information related strengths and also weaknesses they have. The collection of this information can be obtained from the observations themselves both personally and from the opinions and the narrative of the people around them. Stages of collecting this information is very important in the process of self-regulation. Lack of information and knowledge about the advantages and disadvantages they have made them able to plan objectives relevant to them,

Then, at the stage of evaluating the information and comparing it to norms, a students in social studies education department will evaluating and learning from the mistakes they had done and tried to meet personal standards they have set. This standard setting aside selfishness influenced by the tendency of a person to achieve what he wants, is also influenced by the use values that exist in the community norms around them. An individual would consider whether

he did or he wants in line with the norms set by society. The tendency to incorporate the norms of society in the planning yourself is one of the efforts of the individual so that he was accepted by the surrounding community.

Furthermore, the planning that has been adapted to the norm will be re-considered by the individual concerned how he would face all situation that may arise and how he finds the ultimate solution enabling him to do, this phase is called the triggering change phase. After thinking about all the possible situations that could arise, he will perform to stage of Searching for options. This phase mean to rethink what he did today. Here individuals reflect on his condition at this time, then looking for ways to bring him on what he was doing by utilizing the advantages and disadvantages of self-analysis he has done in the first phase of self-regulation.

Before taking an action, individuals who have a good level of self-regulation will always think of the right result and benefits he obtained when he did these, this sort of thing is a manifestation of the stage of formulating a plan carried out by individuals with good self-regulation. After thoroughly considering what action he would have done, people came at the stage of implementing the plan. In the implementation phase, individuals who have high levels of self-regulation would be more flexible in applying the plan. They will change the way they done when they see a problem with it when they use certain way.

The strive commitment to achieve the planning or targets he set for himself, make people feel bad when he could not meet the target or purpose. So that, he

will perform the plan's effectiveness assessing the which recycles to first step and second step. The importance of self-regulation has been emphasized in Islam. one of which is contained in the letter of Ar-Rad paragraph 11<sup>45</sup>

لَهُ مُعَقِّبَاتٌ مِّن بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِمَّا أَمَرَ اللَّهُ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ  
حَتَّى يُغَيِّرُوا مَا بِأَنفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ وَمَالَهُمْ مِنْ دُونِهِ مِنْ  
وَالٍ

*"From each one are successive (Angels) before and behind him who protect him by the decree of Allah. Indeed, Allah will not change the condition of a people until they change what is in Themselves. And when Allah intends for a people ill, there is no repelling it. And there is not for them besides Him any patron. "*

There outline important in this paragraph that are relevant to the study's research on self-regulation. Expressly mentioned in the verse that Allah will not change the condition of a people until they change what is in themselves. Its mean, someone must consciously improve itself through self-regulation, planning based on weakness and advantages, internalized the norm values into the planning, conduct evaluation, implementation, until the reaction to bring themselves on purpose or condition that they expected.

For associated with an increase in social competence, we know that this competence is one of four competencies that must be owned by a teacher, so

<sup>45</sup> Mushaf Aisyah (Jakarta:PT Insan Medika Pustaka, 2013).

that virtually all student teachers hope to have this competence, so that later they can carry out the task of a teacher to the maximum. Increased competence even this is not necessarily the case, the individual must have the desire and determination to improve the competence of themselves. Thus increasing social competence also be started from the personal determination, in accordance with what is contained in the above alquran verse.

The ability to view and analyze the surrounding environment, and then plan a behavior that will be raised, as well as embarrassing self-evaluation contained in the ability of self-regulation constant will make a person able to establish an efficient relationship with the people around them. This is because, by doing self-regulation, a person will be able to plan what kind of behaviors and attitudes that can be accepted by the surrounding environment and can help in achieving the goals they wants.

This is relevant to the research results obtained by researchers linked a significant positive effect was seen between self-regulation of IPS education department students with their social competence. Some research never been done before by other researchers also showed similar results. One is the recent research conducted by Citro W. Puluhalawa which illustrates that social intelligence becomes a manifestation of metacognition aspects of self-regulation has significant impact on the increased social competence of teachers. In this emotional intelligence, a person will have the ability to recognize and manage emotions, and lead to positive things to do with other

people.<sup>46</sup> Research conducted by Rika Sa'diyah also showed that the presence of self-regulation, a person can control his behavior and be able to know and understand what behaviors are acceptable to the environment.<sup>47</sup>

#### B. The Influence of Activeness in Social Competence Toward Student Organization of Social Education Students

The participation of IPS education department students in intra-campus organizations are extremely diverse. With many organizations intra-campus at UIN Malang Maulana Malik Ibrahim, IPS education department students follow almost entirely, from the Student Department Association (HMJ), the Executive Board of Student (DEMA), Student Senate (SEMA), and also Unit Student Activities (UKM).

However, the variable that is intended by the researchers in this study is not their participation in the management of the organization, but their activeness level. The size of the activeness itself by Suryobroto defined as a person's mental and emotional involvement to the achievement of organizational goals and responsible participation in achieving these objectives<sup>48</sup>, While the

<sup>46</sup>Citro W. Puluhulawa, *Kecerdasan Emosional dan Kecerdasan Spiritual Meningkatkan Kompetensi Sosial Guru*. Makara Journal of Social Humanities Series XVII Edition Vol 2, 2012, pp 139-147

<sup>47</sup>Rika Sa'diyah (2016). The Correlation of Attachment, Self Regulation, Autonomy to Social Intelengences (in Proceedings of the 2nd International Conference Multidiciplinary). Jakarta: Jakarta Muhammadiyah University.

<sup>48</sup> Suryobroto, *Teaching and Learning in Schools*, (Jakarta: PT. Rineka Cipta, 1997), p 235.



Organization by Erni Trisnawati Sule and Kurniawan Saefullah defined by groups of people who have a specific purpose and working to realize these goals through cooperation.<sup>49</sup> So from the above definition, activeness in organization is mental and emotional engagement of a person in a gathering in achieving a common goal, and felt partially responsible for achieving these goals.

The activeness level of a person in an organization can be seen from several aspects, including the level of attendance at the meeting, positions held, giving advice, suggestions, criticisms, and opinions for the improvement of the organization, members' willingness to sacrifice, and motivation of members. Five of these by Keith Davis categorized into three aspects, namely mental and emotional involvement. First and foremost, participation means mental and emotional involvement than just a physical activity. Someone said to actually participate if he was not only involved physically, but also psychologically. In this case the researchers used grains indicator of their presence in any activity in HMJ/DEMA/SEMA/UKM that they follow.

In addition to the mental and emotional involvement is also measured by researchers with the instruments grains feeling happy when gathered and interact with team management. This item used because, as were a person had been emotionally involved with a group, they automatically will feeling comfortable and happy when gathered with friends in the organization or the society.

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<sup>49</sup>Erni Trisnawati Sule and Kurniawan Saifullah *Pengantar Manajemen*. (Kencana, Prenada Media Group Jakarta, 1997), p. 67.

Furthermore, the second aspect is motivation to contribute, meaning that the individual has the willingness to make a contribution to achieving organizational goals. This can be done by active in their criticism and suggestions in order to improve performance management, then the tendency to want give contribute to the settlement of organizational problems, and also with pleasure or voluntary take on the task assigned to him during the management of the organization. Beads of this indicator has been noted by researchers in the research instrument used, and the answers given by respondents and moyority from the answers showed positive values associated with the motivational aspects of this contribution.

The third aspect is responsibility. Participation driven by their emotional involvement and motivation of the contribution will encourage someone to accept responsibility in group activity. It is also a social process in which a person is able to involve themselves in achieving organizational success. When one begins to accept responsibility for the activities of the group, he will see a chance to accomplish things that they want, which felt obliged to complete a task or job assigned to him. Because, if one has twill to do something, they will find a way to do it.

Besides the aspect of responsibility in the activity in this organization can also be measured by its performance in a team. How he was willing to provide direction and guidance to his team-mates that together can accomplish the task with maximum. Besides a sense of responsibility also makes one to feel involved in the necessity to prepare cadres for next management.

All these aspects of the activity in this organization has been largely owned by IPS education department students at UIN Maulana Malik Ibrahim Malang. This is indicated by the research data shows that 67,5% of the students had been at a high level of activeness, and 22,1% were at a very high level of activeness. This fact suggests that IPS education department students at UIN Maulana Malik Ibrahim Malang not only participate in organizations that exist in intra-campus organization, but also actively involved emotionally, possess highly motivated to contribute, as well as having responsibility over the tasks that they had gained in the organization.

Related conjunction with social competence, the data owned by the researchers showed the comparison  $t_{\text{count}}$  and  $t_{\text{table}}$  is 6,086 and 1,991. This value indicates that there is positive significant influence between activeness in students organization toward social competence of IPS education department students at UIN Maulana Malik Ibrahim Malang.

Giving the task within an organization often requires him to learn to communicate effectively with various parties. Moreover a person will often faced with several problems it often appears in many activities in the organization. It constantly will be able to improve their social competence.

Results of research on IPS education department students at UIN Maulana Malik Ibrahim Malang is inline with research on the students in University of Muhammadiyah Malang in activities on campus shows that the more active students in activities on campus turned out to be the better social competence. Students were very active tend to be highest social competence.

This shows that the vehicle to form a social competence can through extracurricular activities as well as a social activity. The results are consistent with the theory that education is a conscious manner to form the desired capabilities.<sup>50</sup>

In the study of the Quran, There are two words that help to learn an organization. The word is *Shaff* and *ummah*. *Shaff* is synonymous with the organization. So the organization according to the analysis of this word is an association or a congregation having regulated and orderly system to achieve a common goal. In surah al-Shaff paragraph 4 stated:<sup>51</sup>

إِنَّ اللَّهَ يُحِبُّ الَّذِينَ يُقَاتِلُونَ فِي سَبِيلِهِ صَفًّا كَأَنَّهُمْ بُنْيَانٌ مَرْصُومٌ

*"Surely Allah loves those who fight in the street His orderly rows as if they were a solid cemented structure. "(QS Shaff 62:04)*

The purpose of "*Shaff*" there by al-Qurtubi is sent included in a row (organization) so that there is order to achieve the goal. Something work if done in an orderly and focused, then the result will be good. Then in a good organization, the process is also done as directed and regularly. Aspects of the responsibility and the importance of the contribution of members is one

<sup>50</sup> Supaman et al, Social Competence Profile Student Teacher candidates Yogyakarta State University (research reports), Yogyakarta: Yogyakarta State University, 2014, p 8.

<sup>51</sup> Mushaf Aisyah (Jakarta: PT Insan Medika Pustaka, 2013).

indicator of the activeness of a person in the organization has also been emphasized by Allah in his word:<sup>52</sup>

وَتَرَى كُلَّ أُمَّةٍ جَانِيَةً كُلُّ أُمَّةٍ تُدْعَى إِلَى كِتَابِهَا الْيَوْمَ تُجْزَوْنَ مَا كُنْتُمْ تَعْمَلُونَ

*"And (on that day) you see every nation kneeling. Each group was called to (see) the record books to his credit. On that day ye required for what you used to do."*(QSal-Jatsiyah: 28)

The word connotes Jatsiyah kneeling with her knees to take responsibility for actions committed. Therefore, organizations should be able to account for everything he has done, although one member who commit such acts, so there must be unity of direction and unity of command are also the commitment of the members. In fact, because of the importance of responsibility within an organization, Imam Bukhari in Hadith re-emphasize their importance to each individual through the following hadith:

رَاعَ وَكُلُّكُمْ مَسْئُولٌ عَنْ رَعِيَّتِهِ كُنتُمْ

*"Each of you is a leader, and each leader will be held accountable,"*(HR. Bukhari)

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<sup>52</sup> Ibid



### C. The Influence of Self-regulation and Activeness in Student Organization Toward Social Competence of Social Studies Education Students

Competence has significance in everyday life. Competence of a person can be a tool for survival in the midst of competition for jobs. It is inevitable that competence must also be owned and developed by student teachers as capital to educate the next generation of quality human being.

UU number 14 of 2015 states that as professional educators with the primary task of educating, teaching, guiding, directing, train, assess, and evaluate students, a teacher must have the four competencies. One of the four competencies are social competence. What is meant by social competence is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students and the surrounding community. This is described in article 10, paragraph 1.

Social competence become one of the competencies that really support the performance of teachers in the learning process as well as in establishing a relationship with the environment around. In the manuscript curriculum 2013, it was mentioned that the IPS subjects in primary school and junior high school is not a subject disciplines but social integrative studies that lead to the development of caring and responsible attitude to the social environment.

The position of the social studies of this kind, making social competence is very important to be owned by teachers that administer these subjects. By having social competence, IPS teachers can maximize the communicative

approach with their students, so that students can be invited to be applied again be able to understand and take the value of IPS subjects.

This ability is not formed by itself, but through the establishment and development for a long time and is influenced by several factors. Their time in the process of establishing this competence which requires the establishment and strengthening of social competence as early as possible. IPS education majors at UIN Maulana Malik Ibrahim Malang as one of the institutions that have the resources to realize the vision of a social studies teacher in a professional and competent, it must also take part in the preparation of these competencies in their students.

Social competence related to the ability to communicate with school community/institution, around schools/institutions, and the community where he lived. So the way teachers communicate with the public expected to have somewhat different characteristics with other people who are not teachers. It is also to be possessed by students in IPS education departmentis prepared to become teachers of social studies when they graduate from their first undergraduate education.

By using two key points in social competence, ie aspects of the effectiveness of communication and social interaction is good, the researchers then make it into a few grains of instruments distributed to the entire sample. The results of the measurement level of social competence of IPS education department students at UIN Maulana Malik Ibrahim Malang shows that 53,3% of them has a high degree of social competence, and 45,4% are at a

level of social competence very high. While the rest, which amounted to 1,3% at the medium level.

Social competence level is influenced by many factors, and in this case the researchers used a self-regulation variables and activeness in the intra-campus organizations as variables that can affect the level of students' social competence. Data and analysis conducted by the researchers showed that these two variables affect the level of social competence of sIPS education department students at UIN Maulana Malik Ibrahim Malang of 72.3%, while 27,2% is influenced by other factors beyond the variables defined by the researchers. So from this percentage we can see that the two variables defined by the researchers in this research very significant influence on students' social competence.

The existence of a significant positive effect simultaneously on these two variables to the dependent variables can also be proved from the f test results that has been done by researcher. With the value of  $F_{\text{count}}$  is 96,756 and  $F_{\text{table}}$  with a significance level of 0,05 is 3,12. This is showed that  $F_{\text{count}} > F_{\text{table}}$ , so it can be concluded that there are significant simultaneous influence of self-regulation (X1) and activeness in the organization (X2) on social competence (Y).

This result is in line with the results of other studies that have ever existed, which results show that the level of activeness of the organization has an influence on increasing one's self-regulation. Besides this activeness also gives its influence directly to social competency, then self-regulation which can also

be influenced by activeness in this organization gives an effect on increasing the individual's social competence. So that it can be said that self-regulation and active organization together can have an influence on improving the social competence of teachers and prospective teachers.

The level of social competence of students majoring in social studies education based on the results of these studies show positive results, or it can be said the majority of students in IPS education department has a good level of social competence. This is good news for the future of our education, because given the importance of this role in the success of planting competence social values by IPS Subject, who became the task of students of IPS education department later when it really became a teacher.

Teachers in living her life often become leaders, role models, and object identification to learners as well as people in their environment. Teachers in the view of al-Ghazali carry out two missions at once. The first task of the security, when teachers are doing a favor to convey science to the most noble human beings on this earth. In this task the teacher works perfecting, cleanse, purify, and bring it closer to the heart of God Almighty. Both the sociopolitical duty, where teachers build, lead, and an example for enforcing the order, harmony, and ensure the sustainability of the community. Therefore, teachers must have certain personal quality standards that include responsibility, authority, independence, and discipline.<sup>53</sup>

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<sup>53</sup>Mulyasa, *Standar Kompetensi dan Sertifikasi Guru*, (Bandung: PT Remaja Rosdakarya, 2009), Page174

With the task as defined by Mulyasa, teachers must know and understand the values, morals and social norms in the society around them, and try to behave and act in accordance with the norms and values. Teachers also have to take responsibility for his actions in the learning process at school and in their community life.

Personality as educators sometimes felt heavier than other professions. The phrase is often argued that teachers should be able to convey the message “*digugu*” and “*ditiru*” great that a teacher should be emulated and imitated the pattern of his life. So from there, seen that the social competence of teachers plays an important role, because he is required to recognize, understand, and become a role model of the values that exist in the surrounding community.

Social competence of teachers related to the ability to communicate dengan teachers in public schools, around the school, and the community where the teachers live, so how teachers communicate with the public expected to have somewhat different characteristics with other people who are not teachers. Mission carried teacher is a humanitarian mission, because the task of teaching and educating seyogayanya is the task of humanizing.

To be able to communicate well, teachers not only to master the science of communication, but how teachers are able to put communication as students need to develop. How communication is created in class teachers, and students thinking of studying further. Social competence is very important to have by teacher because it affects the quality of learning and student motivation. Intimate relationship between teachers and students lead students are not afraid



and hesitant in revealing the problem. Such a relationship can only be created if a teacher has the ability to get along and communicate well.

In addition to creating a good school culture, teachers should also be able to create a pleasant atmosphere through the good relationships and communication with peers and those that exist in the school environment, even parents carers and society. In the letter al-Hujurat paragraph 13 below has a broad meaning and in-depth about the character of each Muslims in particular. This clause can be used as aguidelines the creation of a harmony's life, peaceful, and peace.

As social beings, humans certainly do not want their rights compromised. Therefore, this is where important to know how to understand every human being do not want their rights compromised. Because that is important for teachers and prospective teachers to understand an individual's right bias, so as to create a harmonious society.

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَزِيزٌ خَبِيرٌ

*"You who have Believed, let not a people ridicule [another] people; perhaps they may be better than them; nor let women ridicule [other] women; perhaps they may be better than them. And do not insult one another and do not call each other by [offensive] nicknames. Wretched is the name of disobedience after [one's]*

*faith. And whoever does not repent - then it is Reviews those who are the wrongdoers. "(Surat al-Hujurat: 13)<sup>54</sup>*

This verse emphasizes to us about the importance of doing a good social interaction with fellow individuals, because with a good interaction, we will help each other and establish a new fraternal bond. This scope of social competence, when we reflect on the student environment in IPS education department at UIN Maulana Malik Ibrahim Malang as a prospective teachers of social studies is to measure social competence views of communication and their social interaction with fellow students, the academic community majors, faculty, up to the university level. Besides also see and measure how communication and interaction IPS education department students at UIN Maulana Malik Ibrahim Malang with the community environment where they live, whether at home, boarding, or others.

Adapting the scope is relevant to the situation that will be faced by students in social studies education department later on when they plunge into social studies teacher. Because when it had become a teacher, social competence he will use to establish effective communication and interaction with students and guardians of students, fellow teachers, to the entire academic community of the institution, and also the surrounding community institution where he taught and lived.

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<sup>54</sup>Mushaf Aisyah (Jakarta:PT Insan Medika Pustaka, 2013).

## CHAPTER VI

### CLOSING

#### A. Conclusion

Based on analilis of the research results have been obtained, then some conclusions can be describe as follow:

1. There is a positive and significant influence of the self-regulation variable toward social competence of IPS education student at UIN Maulana Malik Ibrahim Malang. This means, if the self-regulation of students is getting better or increased, then their social competence will also increase. Based on the results of this study, the contribution of self-regulation variables statistically demonstrated with regression coefficient of 0,474. This value indicates that each self-regulation variables increased 1 point, then the value of the variable social competence will increase by 0,474 or 47,4% assuming the other variables are fixed. Thus, the higher students' ability to organize and direct what they thinks and what they feels and implement them in behavior through the process of planning, observation, evaluation, and control actions, will be able to establish effective communication and relationship social interaction, good with fellow students, the academic staff at the department, faculty, and the university, and the community around the campus and residence.
2. There is a positive and significant influence of the variable activeness in student organization toward social competence of IPS education student

at UIN Maulana Malik Ibrahim Malang. Its mean, if the activity of IPS students in the student organization is getting better or getting high, their social competence will also increase. Based on these results, any increase in the variable activity in the organization increased 1 point, then the value of the variable social competence will increase by 0,402 or 40,2% assuming the other variables are fixed. Thus, students who have the physical and emotional involvement, high motivation to contribute, and high responsibility in carrying out their duties during take charge of the organization, will have high level of sosial competence too.

3. There is a positive and significant influence of the variables self-regulation and activeness in the student organizations simultaneously towardsocial competence of IPS education student at UIN Maulana Malik Ibrahim Malang. Its mean, if the student is getting better increasedin self-regulation and activeness in student organization, their social competence will also increase. Based on these results, the known value of adjusted R-square is equal to 0,723. This means that 72,3% change in the dependent variable due to changes in the independent variable, ie self regulation and activeness in student organization. While the rest are caused by factors beyond the variables that have been determined, which amounted to 27,2%.

Thus, students who have the ability to organize and direct what they thinks and what they feels and to implement them in behavior through the process of planning, observation, evaluation, and control actions, as well

as having involvement physically and emotionally, motivated contribution is high, and high responsibility in carrying out their duties during take charge of the organization, will be able to establish effective communication and interaction of social good, both with fellow students, the academic staff at the department, faculty, and the university, and the community around the campus and also his place.

#### B. Suggestion

Based on a study conducted by researchers in this study, there are some suggestions that want sampaikan, are as follows:

1. For students of social studies education, it is advisable to increase activity in the student aktofitas unit (UKM). Because even though the research data indicate that the level of activeness in student organization of IPS education students in majority high, but most of the data is dominated by students who are active in the of department student associations (HMJ) and student executive board (DEMA), while the IPS student participation in the management of student unit activities (UKM) is still small. This can be seen when the researchers disseminate research questionnaires to all respondents by way of share in each class, and the questionnaires were then successfully obtained by researchers mostly of them are active in department student associations (HMJ) and student executive board (DEMA).



This suggestion said by researchers because, students unit activities actually means is to hone the soft skills we are and develop a talent or interest us to be a plus point when we dove both work and other options seetelah we graduated.


2. For institutions, especially social studies education department at UIN Maulana Malik Ibrahim Malang to continue to increase the competencies required 4 a teacher to the student, who is a student notabane prospected to become a teacher after graduation. Competence concern, should not just academic or pedagogical as well as their professional abilities, but also on their social competence. Given the mandate of the curriculum in 2013 that later they entailed when a teacher education subjects IPS will require a high social competence to be executed.

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Nomor : 285 /Un.03.1/TL.00.1/03/2019  
 Tanggal : 19 Maret 2019  
 Jenis : Izin Penelitian

Kepada  
 Yth. Ketua Jurusan Pendidikan IPS UIN Maulana Malik Ibrahim 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:

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Judul Skripsi	: The Influence of Self-regulation and Activeness in Student Organization Toward Social Competence of Social Studies Education Students at UIN Maulana Malik Ibrahim Malang
Lama Penelitian	: Maret 2019 sampai dengan Mei 2019 (3 bulan)

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

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

*Wassalamu'alaikum Wr. Wb.*

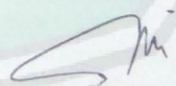
  
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Title of Thesis : The Influance of Self-regulation and Activeness in Student  
Organization Toward Social Competence of Social Studies  
Education Department Students at UIN Maulana Malik  
Ibrahim Malang

No	Date	Consultation Materials	Signature
1	March, 26 <sup>th</sup> 2019	Instrument	
2	April, 2 <sup>nd</sup> 2019	Acc Instrument	
3	April, 22 <sup>nd</sup> 2019	Chapter III	
4	April, 29 <sup>th</sup> 2019	Chapter IV	
5	May, 3 <sup>rd</sup> 2019	Chapter I – IV	
6	May, 10 <sup>th</sup> 2019	Chapter V	
7	May, 14 <sup>th</sup> 2019	Chapter I – VI	
8	May, 17 <sup>th</sup> 2019	Acc	

Acknowledgment by,  
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Lembar Validitas Angket/kuesioner Penelitian (revisi)

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Judul Skripsi : Pengaruh Regulasi Diri dan Keaktifan dalam Organisasi Kemahasiswaan Terhadap Kompetensi Sosial Mahasiswa Jurusan Pendidikan IPS UIN Maulana Malik Ibrahim Malang

Pembimbing : Dr. H. Nur Ali, M.Pd

• **Identitas Validator**

Nama : .....

Instansi : .....

Jabatan : .....

Pendidikan : .....

• **Petunjuk :**

1. Lembar Validasi ini terdiri atas penilaian aspek regulasi diri, keaktifan berorganisasi, dan kompetensi sosial.
2. Responden nantinya akan memberi tanda cek (√) pada pilihan jawaban yang telah tersedia dengan keterangan sebagai berikut:
  - a. SS : Sangat setuju
  - b. S : Setuju
  - c. TS : Tidak setuju
  - d. STS : Sangat tidak setuju
3. Komentar atau saran mohon ditulis pada lembar yang telah disediakan.
4. Atas kesediaannya untuk mengisi lembar validasi ini, saya ucapkan terimakasih.

**Tabel Instrumen Penilaian**

Variabel	Aspek	Total Butir	Indikator	Jawaban			
				SS	S	TS	STS
Regulasi Diri	Observasi Diri	3	Saya berusaha menggali informasi tentang kelebihan dan kekurangan saya dengan cara introspeksi diri dan juga melalui pendapat orang lain				
			Seringkali saya tidak memperhatikan apa yang saya lakukan sampai				

	Proses Penilaian	8	seseorang menegur untuk mengembalikan konsentrasi saya				
			Saya tidak semerta-merta menerima semua pendapat orang lain tentang diri saya				
			Saya berusaha menyesuaikan diri dengan norma-norma yang diterapkan oleh masyarakat dimanapun saya berada				
			Saya menikmati rutinitas saya, dan menyukai jika segala sesuatu berjalan sama sebagaimana biasanya				
			Dalam segala situasi, saya tetap pada cara saya				
			Saya kesulitan menentukan sasaran untuk diri saya sendiri				
			Saat melihat masalah atau tantangan, saya segera mencari solusi yang paling memungkinkan untuk mengatasinya.				
			Saya cenderung terus melakukan hal yang sama, bahkan ketika itu tidak berhasil				
			Saya pandai menemukan berbagai cara untuk mendapatkan apa yang saya inginkan				
			Sebelum membuat sebuah rencana/keputusan, Saya selalu memikirkan akibat dan manfaat yang akan saya peroleh dari rencana/keputusan tersebut				
	Reaksi Diri	4	Saya punya banyak rencana sehingga sulit bagi saya untuk fokus pada salah satunya.				
			Setiap hari, saya selalu mengingatkan diri saya untuk berkomitmen melaksanakan rencana-rencana yang telah saya buat untuk hari itu.				
			Sedikit masalah atau hambatan membuat saya keluar dari apa yang sebelumnya saya rencanakan.				
			Saya selalu melakukan introspeksi terhadap segala hal yang telah saya lakukan dan mencari solusi untuk lebih meningkatkannya				
Keaktifan dalam Organisasi	Keterlibatan Mental dan Emosional	4	Saya selalu hadir dalam setiap kegiatan HMJ/DEMA/SEMA/UKM				
			Saya seringkali mengesampingkan kepentingan lain untuk bisa memenuhi tugas saya di				

			kepengurusan HMJ/DEMA/SEMA/UKM				
			Saya tidak segan menggunakan uang atau barang pribadi saat organisasi benar-banar membutuhkan				
			Saya merasa senang berkumpul dan berinteraksi dengan teman-teman dalam satu kepengurusan HMJ/DEMA/SEMA/UKM.				
	Motivasi Kontribusi	3	Saya sering memberikan saran atau kritikan untuk memperbaiki kinerja kepengurusan.				
			Ketika organisasi dihadapkan pada masalah tertentu, saya selalu berusaha ikut andil dalam penyelesaian problem tersebut				
			Saya selalu bersedia ambil tugas dalam suatu kegiatan demi suksesnya kepengurusan HMJ/DEMA/SEMA/UKM.				
	Tanggung Jawab	3	Saya selalu mengerjakan tugas organisasi saya secara tuntas dan maksimal				
			Saya selalu memberikan arahan dan mendampingi rekan tugas saya dalam menyelesaikan tugas kami.				
			Saya merasa ikut bertanggungjawab dalam menyiapkan kader untuk kepengurusan HMJ/DEMA/SEMA/UKM selanjutnya				
	Kompetensi Sosial	6	Saya selalu bisa menyampaikan pendapat saya kepada orang lain dengan jelas.				
			Saya selalu dapat menangkap informasi dengan baik saat berkomunikasi dengan orang lain				
			Beberapa orang mengatakan bahwa saya dapat menciptakan suasana yang menyenangkan saat berkomunikasi dengan orang lain.				
			Saya berusaha untuk ikut merasakan emosi/perasaan yang dirasakan oleh				

			lawan bicara saya				
			Saya biasa berkomunikasi secara interaktif dengan orang-orang disekitar saya, baik itu sesama mahasiswa, dosen, staff akademik, maupun tetangga saya.				
			Beberapa orang mengatakan bahwa saya memiliki kemampuan yang baik dalam komunikasi persuasif.				
	Interaksi Sosial	6	Saya selalu menerima dan berusaha menjalankan hal-hal yang telah menjadi keputusan bersama				
			Saya selalu membagi sama rata tugas-tugas yang menjadi pekerjaan bersama				
			Saya tidak memiliki kecenderungan untuk ingin dianggap paling berperan dalam satu kelompok.				
			Saya selalu menawarkan bantuan kepada dosen, staff akademik, teman dan tetangga yang terlihat membutuhkan.				
			Saya membiasakan diri untuk memberi salam/sapaan saat berpapasan dengan dosen, staff akademik, teman dan tetangga.				
			Saya berusaha membantu tetangga (kos/pondok/kontrakan/dll) saat mereka memiliki kegiatan/hajat lainnya.				
Total butir instrumen		37					

### Validasi Lembar Kuesioner Mahasiswa

#### Jurusan Pendidikan IPS UIN Maulana Malik Ibrahim Malang

(Untuk digunakan dalam penelitian sebenarnya)

NIM : .....

Organisasi : HMJ/DEMA/SEMA/UKM (lingkari yang sesuai)

Jabatan : .....

#### Petunjuk Pengisian :

5. Kuesioner ini berisi beberapa indikator. Pertimbangkan setiap deskripsi indikator secara terpisah dan tentukan jawaban yang paling sesuai dengan dirimu.
6. Jawaban setiap deskripsi indikator jangan sampai dipengaruhi oleh jawaban dari deskripsi indikator lain.
7. Catat respon dengan memberikan tanda cek (√) pada pilihan jawaban yang telah tersedia dengan keterangan sebagai berikut:
  - e. SS : Sangat setuju
  - f. S : Setuju
  - g. TS : Tidak setuju
  - h. STS : Sangat tidak setuju
8. Atas kesediaannya untuk mengisi kuesioner ini, saya ucapkan terimakasih.

**Tabel Instrumen Penelitian**

No	Butir Indikator	Jawaban			
		SS	S	TS	STS
REGULASI DIRI					
1	Saya berusaha menggali informasi tentang kelebihan dan kekurangan saya dengan cara introspeksi diri dan juga melalui pendapat orang lain				
2	Saya tidak semerta-merta menerima semua pendapat orang lain tentang diri saya				
3	Saya berusaha menyesuaikan diri dengan norma-norma yang diterapkan oleh masyarakat dimanapun saya berada				
4	Saya menikmati rutinitas saya, dan menyukai jika segala sesuatu berjalan sama sebagaimana biasanya				
5	Dalam segala situasi, saya tetap pada cara saya				
6	Saat melihat masalah atau tantangan, saya segera mencari solusi yang paling memungkinkan untuk mengatasinya.				



7	Saya pandai menemukan berbagai cara untuk mendapatkan apa yang saya inginkan				
8	Sebelum membuat sebuah rencana/keputusan, Saya selalu memikirkan akibat dan manfaat yang akan saya peroleh dari rencana/keputusan tersebut				
9	Setiap hari, saya selalu mengingatkan diri saya untuk berkomitmen melaksanakan rencana-rencana yang telah saya buat untuk hari itu.				
10	Saya selalu melakukan introspeksi terhadap segala hal yang telah saya lakukan dan mencari solusi untuk lebih meningkatkannya				
<b>KEAKTIFAN DI ORGANISASI</b>					
11	Saya selalu hadir dalam setiap kegiatan HMJ/DEMA/SEMA/UKM				
12	Saya seringkali mengesampingkan kepentingan lain untuk bisa memenuhi tugas saya di kepengurusan HMJ/DEMA/SEMA/UKM				
13	Saya merasa senang berkumpul dan berinteraksi dengan teman-teman dalam satu kepengurusan HMJ/DEMA/SEMA/UKM.				
14	Saya sering memberikan saran atau kritikan untuk memperbaiki kinerja kepengurusan.				
15	Ketika organisasi dihadapkan pada masalah tertentu, saya selalu berusaha ikut andil dalam penyelesaian problem tersebut				
16	Saya selalu bersedia ambil tugas dalam suatu kegiatan demi suksesnya kepengurusan HMJ/DEMA/SEMA/UKM.				
17	Saya selalu mengerjakan tugas organisasi saya secara tuntas dan maksimal				
18	Saya selalu memberikan arahan dan mendampingi rekan tugas saya dalam menyelesaikan tugas kami.				
19	Saya merasa ikut bertanggungjawab dalam menyiapkan kader untuk kepengurusan HMJ/DEMA/SEMA/UKM selanjutnya				
<b>KOMPETENSI SOSIAL</b>					
20	Saya selalu bisa menyampaikan pendapat saya kepada orang lain dengan jelas.				
21	Saya selalu dapat menangkap informasi dengan baik saat berkomunikasi dengan orang lain				
22	Beberapa orang mengatakan bahwa saya dapat menciptakan suasana yang menyenangkan saat berkomunikasi dengan orang lain				
23	Beberapa orang mengatakan bahwa saya memiliki kemampuan dalam komunikasi persuasif.				

24	Saya selalu menerima dan berusaha menjalankan hal-hal yang telah menjadi keputusan bersama				
25	Saya selalu membagi sama rata tugas-tugas yang menjadi pekerjaan bersama				
26	Saya tidak memiliki kecenderungan untuk ingin dianggap paling berperan dalam satu kelompok.				
27	Saya selalu menawarkan bantuan kepada dosen, staff akademik, teman dan tetangga yang terlihat membutuhkan.				
28	Saya membiasakan diri untuk memberi salam/sapaan saat berpapasan dengan dosen, staff akademik, teman dan tetangga.				



### Lembar Uji Coba Kuesioner Penelitian

NIM : .....

Organisasi : HMJ/DEMA/SEMA/UKM (lingkari yang sesuai)

Jabatan : .....

#### Petunjuk Pengisian :

9. Kuesioner ini berisi beberapa indikator. Pertimbangkan setiap deskripsi indikator secara terpisah dan tentukan jawaban yang paling sesuai dengan dirimu.
10. Jawaban setiap deskripsi indikator jangan sampai dipengaruhi oleh jawaban dari deskripsi indikator lain.
11. Catat respon dengan memberikan tanda cek (✓) pada pilihan jawaban yang telah tersedia dengan keterangan sebagai berikut:
  - i. SS : Sangat setuju
  - j. S : Setuju
  - k. TS : Tidak setuju
  - l. STS : Sangat tidak setuju
12. Atas kesediaannya untuk mengisi kuesioner ini, saya ucapkan terimakasih.

**Tabel Instrumen Penelitian**

No	Butir Indikator	Jawaban			
		SS	S	TS	STS
REGULASI DIRI					
1	Saya berusaha menggali informasi tentang kelebihan dan kekurangan saya dengan cara introspeksi diri dan juga melalui pendapat orang lain				
2	Seringkali saya tidak memperhatikan apa yang saya lakukan sampai seseorang menegur untuk mengembalikan konsentrasi saya				
3	Saya tidak semerta-merta menerima semua pendapat orang lain tentang diri saya				
4	Saya berusaha menyesuaikan diri dengan norma-norma yang diterapkan oleh masyarakat dimanapun saya berada				
5	Saya menikmati rutinitas saya, dan menyukai jika segala sesuatu berjalan sama sebagaimana biasanya				
6	Dalam segala situasi, saya tetap pada cara saya				
7	Saya kesulitan menentukan sasaran untuk diri saya sendiri				

8	Saat melihat masalah atau tantangan, saya segera mencari solusi yang paling memungkinkan untuk mengatasinya.				
9	Saya cenderung terus melakukan hal yang sama, bahkan ketika itu tidak berhasil				
10	Saya pandai menemukan berbagai cara untuk mendapatkan apa yang saya inginkan				
11	Sebelum membuat sebuah rencana/keputusan, Saya selalu memikirkan akibat dan manfaat yang akan saya peroleh dari rencana/keputusan tersebut				
12	Saya punya banyak rencana sehingga sulit bagi saya untuk fokus pada salah satunya.				
13	Setiap hari, saya selalu mengingatkan diri saya untuk berkomitmen melaksanakan rencana-rencana yang telah saya buat untuk hari itu.				
14	Sedikit masalah atau hambatan membuat saya keluar dari apa yang sebelumnya saya rencanakan.				
15	Saya selalu melakukan introspeksi terhadap segala hal yang telah saya lakukan dan mencari solusi untuk lebih meningkatkannya				
<b>KEAKTIFAN DI ORGANISASI</b>					
16	Saya selalu hadir dalam setiap kegiatan HMJ/DEMA/SEMA/UKM				
17	Saya seringkali mengesampingkan kepentingan lain untuk bisa memenuhi tugas saya di kepengurusan HMJ/DEMA/SEMA/UKM				
18	Saya tidak segan menggunakan uang atau barang pribadi saat organisasi benar-banar membutuhkan				
19	Saya merasa senang berkumpul dan berinteraksi dengan teman-teman dalam satu kepengurusan HMJ/DEMA/SEMA/UKM.				
20	Saya sering memberikan saran atau kritikan untuk memperbaiki kinerja kepengurusan.				
21	Ketika organisasi dihadapkan pada masalah tertentu, saya selalu berusaha ikut andil dalam penyelesaian problem tersebut				
22	Saya selalu bersedia ambil tugas dalam suatu kegiatan demi suksesnya kepengurusan HMJ/DEMA/SEMA/UKM.				
23	Saya selalu mengerjakan tugas organisasi saya secara tuntas dan maksimal				
24	Saya selalu memberikan arahan dan mendampingi rekan tugas saya dalam menyelesaikan tugas kami.				
25	Saya merasa ikut bertanggungjawab dalam menyiapkan kader untuk kepengurusan HMJ/DEMA/SEMA/UKM selanjutnya				
<b>KOMPETENSI SOSIAL</b>					

26	Saya selalu bisa menyampaikan pendapat saya kepada orang lain dengan jelas.				
27	Saya selalu dapat menangkap informasi dengan baik saat berkomunikasi dengan orang lain				
28	Beberapa orang mengatakan bahwa saya dapat menciptakan suasana yang menyenangkan saat berkomunikasi dengan orang lain				
29	Saya berusaha untuk ikut merasakan emosi/perasaan yang dirasakan oleh lawan bicara saya				
30	Saya biasa berkomunikasi secara interaktif dengan orang-orang disekitar saya, baik itu sesama mahasiswa, dosen, staff akademik, maupun tetangga saya.				
31	Beberapa orang mengatakan bahwa saya memiliki kemampuan dalam komunikasi persuasif.				
32	Saya selalu menerima dan berusaha menjalankan hal-hal yang telah menjadi keputusan bersama				
33	Saya selalu membagi sama rata tugas-tugas yang menjadi pekerjaan bersama				
34	Saya tidak memiliki kecenderungan untuk ingin dianggap paling berperan dalam satu kelompok.				
35	Saya selalu menawarkan bantuan kepada dosen, staff akademik, teman dan tetangga yang terlihat membutuhkan.				
36	Saya membiasakan diri untuk memberi salam/sapaan saat berpapasan dengan dosen, staff akademik, teman dan tetangga.				
37	Saya berusaha membantu tetangga (kos/pondok/kontrakan/dll) saat mereka memiliki kegiatan/hajat lainnya.				



## Lembar Kuesioner Mahasiswa

### Jurusan Pendidikan IPS UIN Maulana Malik Ibrahim Malang

NIM : .....

Organisasi : HMJ/DEMA/SEMA/UKM (lingkari yang sesuai)

Jabatan : .....

#### Petunjuk Pengisian :

13. Kuesioner ini berisi beberapa indikator. Pertimbangkan setiap deskripsi indikator secara terpisah dan tentukan jawaban yang paling sesuai dengan dirimu.
14. Jawaban setiap deskripsi indikator jangan sampai dipengaruhi oleh jawaban dari deskripsi indikator lain.
15. Catat respon dengan memberikan tanda cek (√) pada pilihan jawaban yang telah tersedia dengan keterangan sebagai berikut:
  - m. SS : Sangat setuju
  - n. S : Setuju
  - o. TS : Tidak setuju
  - p. STS : Sangat tidak setuju
16. Atas kesediaannya untuk mengisi kuesioner ini, saya ucapkan terimakasih.

**Tabel Instrumen Penelitian**

No	Butir Indikator	Jawaban			
		SS	S	TS	STS
REGULASI DIRI					
1	Saya berusaha menggali informasi tentang kelebihan dan kekurangan saya dengan cara introspeksi diri dan juga melalui pendapat orang lain				
2	Saya tidak semerta-merta menerima semua pendapat orang lain tentang diri saya				
3	Saya berusaha menyesuaikan diri dengan norma-norma yang diterapkan oleh masyarakat dimanapun saya berada				
4	Saya menikmati rutinitas saya, dan menyukai jika segala sesuatu berjalan sama sebagaimana biasanya				
5	Dalam segala situasi, saya tetap pada cara saya				
6	Saat melihat masalah atau tantangan, saya segera mencari solusi yang paling memungkinkan untuk mengatasinya.				
7	Saya pandai menemukan berbagai cara untuk mendapatkan apa yang saya inginkan				

8	Sebelum membuat sebuah rencana/keputusan, Saya selalu memikirkan akibat dan manfaat yang akan saya peroleh dari rencana/keputusan tersebut				
9	Setiap hari, saya selalu mengingatkan diri saya untuk berkomitmen melaksanakan rencana-rencana yang telah saya buat untuk hari itu.				
10	Saya selalu melakukan introspeksi terhadap segala hal yang telah saya lakukan dan mencari solusi untuk lebih meningkatkannya				
<b>KEAKTIFAN DI ORGANISASI</b>					
11	Saya selalu hadir dalam setiap kegiatan HMJ/DEMA/SEMA/UKM				
12	Saya seringkali mengesampingkan kepentingan lain untuk bisa memenuhi tugas saya di kepengurusan HMJ/DEMA/SEMA/UKM				
13	Saya merasa senang berkumpul dan berinteraksi dengan teman-teman dalam satu kepengurusan HMJ/DEMA/SEMA/UKM.				
14	Saya sering memberikan saran atau kritikan untuk memperbaiki kinerja kepengurusan.				
15	Ketika organisasi dihadapkan pada masalah tertentu, saya selalu berusaha ikut andil dalam penyelesaian problem tersebut				
16	Saya selalu bersedia ambil tugas dalam suatu kegiatan demi suksesnya kepengurusan HMJ/DEMA/SEMA/UKM.				
17	Saya selalu mengerjakan tugas organisasi saya secara tuntas dan maksimal				
18	Saya selalu memberikan arahan dan mendampingi rekan tugas saya dalam menyelesaikan tugas kami.				
19	Saya merasa ikut bertanggungjawab dalam menyiapkan kader untuk kepengurusan HMJ/DEMA/SEMA/UKM selanjutnya				
<b>KOMPETENSI SOSIAL</b>					
20	Saya selalu bisa menyampaikan pendapat saya kepada orang lain dengan jelas.				
21	Saya selalu dapat menangkap informasi dengan baik saat berkomunikasi dengan orang lain				
22	Beberapa orang mengatakan bahwa saya dapat menciptakan suasana yang menyenangkan saat berkomunikasi dengan orang lain				
23	Beberapa orang mengatakan bahwa saya memiliki kemampuan dalam komunikasi persuasif.				
24	Saya selalu menerima dan berusaha menjalankan hal-hal yang telah menjadi keputusan bersama				

25	Saya selalu membagi sama rata tugas-tugas yang menjadi pekerjaan bersama				
26	Saya tidak memiliki kecenderungan untuk ingin dianggap paling berperan dalam satu kelompok.				
27	Saya selalu menawarkan bantuan kepada dosen, staff akademik, teman dan tetangga yang terlihat membutuhkan.				
28	Saya membiasakan diri untuk memberi salam/sapaan saat berpapasan dengan dosen, staff akademik, teman dan tetangga.				



## APPENDIX : RESULT OF VALIDITY TEST

Correlations														
	item_1	item_2	item_3	item_4	item_5	item_6	item_7	item_8	item_9	item_10	item_11	item_12	item_13	item_14
item_1														
	Pearson Correlation	1	,032	1,000**	1,000**	,426**	,243	,048	,243	,242	1,000**	1,000**	,318	1,000**
	Sig. (2-tailed)		,851	,000	,000	,008	,141	,776	,141	,144	,000	,000	,052	,000
N	38	38	38	38	38	38	38	38	38	38	38	38	38	38
item_2														
	Pearson Correlation	,032	1	,032	,032	,072	,364*	,560**	,364*	,384*	,032	,032	,110	1,000**
	Sig. (2-tailed)	,851		,851	,851	,666	,025	,000	,025	,017	,851	,851	,510	,000
N	38	38	38	38	38	38	38	38	38	38	38	38	38	38
item_3														
	Pearson Correlation	1,000**	,032	1	1,000**	,426**	,243	,048	,243	,242	1,000**	1,000**	,318	1,000**
	Sig. (2-tailed)	,000	,851		,000	,008	,141	,776	,141	,144	,000	,000	,052	,000
N	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Item_4														
	Pearson Correlation	1,000**	,032	1,000**	1	,426**	,243	,048	,243	,242	1,000**	1,000**	,318	1,000**
	Sig. (2-tailed)	,000	,851	,000		,008	,141	,776	,141	,144	,000	,000	,052	,000
N	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Item_5														
	Pearson Correlation	,426**	,072	,426**	,426**	1	,396*	,029	,396*	,119	,426**	,426**	,062	,426**
	Sig. (2-tailed)	,008	,666	,008	,008		,014	,864	,014	,476	,008	,008	,714	,008
N	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Item_6														
	Pearson Correlation	,243	,364*	,243	,243	,396**	1	,053	1,000**	,036	,243	,243	-,328**	,243
	Sig. (2-tailed)	,141	,025	,141	,141	,014		,751	,000	,829	,141	,141	,044	,141
N	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Item_7														
	Pearson Correlation	,048	,560**	,048	,048	,029	,053	1	,053	,369*	,048	,048	,477**	,048
	Sig. (2-tailed)	,776	,000	,776	,776	,864	,751		,751	,023	,776	,776	,002	,776
N	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Item_8														
	Pearson Correlation	,243	,364*	,243	,243	,396**	1,000**	,053	1	,036	,243	,243	-,328**	,243
	Sig. (2-tailed)	,141	,025	,141	,141	,014	,000	,751	,751	,829	,141	,141	,044	,141
N	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Item_9														
	Pearson Correlation	,242	,384*	,242	,242	,119	,036	,369*	,036	1	,242	,242	,573**	,242
	Sig. (2-tailed)	,144	,017	,144	,144	,476	,829	,023	,829		,144	,144	,000	,144
N	38	38	38	38	38	38	38	38	38	38	38	38	38	38





Item_10	Pearson Correlation Sig. (2-tailed) N	1,000** ,000 38	,032 ,851 38	1,000** ,000 38	1,000** ,000 38	,426** ,008 38	,243 ,141 38	,048 ,776 38	,243 ,141 38	,243 ,141 38	,243 ,141 38	,242 ,144 38	1 ,000 38	1,000** ,000 38	,318 ,052 38	1,000** ,000 38	,032 ,851 38
Item_11	Pearson Correlation Sig. (2-tailed) N	1,000** ,000 38	,032 ,851 38	1,000** ,000 38	1,000** ,000 38	,426** ,008 38	,243 ,141 38	,048 ,776 38	,243 ,141 38	,243 ,141 38	,243 ,141 38	,242 ,144 38	1,000** ,000 38	1,000** ,000 38	,318 ,052 38	1,000** ,000 38	,032 ,851 38
Item_12	Pearson Correlation Sig. (2-tailed) N	,318 ,052 38	,110 ,510 38	,318 ,052 38	,318 ,052 38	,062 ,714 38	-,328* ,044 38	,477** ,002 38	-,328* ,044 38	-,328* ,044 38	-,328* ,044 38	,573** ,000 38	,318 ,052 38	,318 ,052 38	1 ,052 38	,318 ,052 38	,110 ,510 38
Item_13	Pearson Correlation Sig. (2-tailed) N	1,000** ,000 38	,032 ,851 38	1,000** ,000 38	1,000** ,000 38	,426** ,008 38	,243 ,141 38	,048 ,776 38	,243 ,141 38	,243 ,141 38	,243 ,141 38	,242 ,144 38	1,000** ,000 38	1,000** ,000 38	,318 ,052 38	1 ,052 38	,032 ,851 38
Item_14	Pearson Correlation Sig. (2-tailed) N	,032 ,851 38	1,000** ,000 38	,032 ,851 38	,032 ,851 38	,072 ,666 38	,364* ,025 38	,560** ,000 38	,364* ,025 38	,364* ,025 38	,364* ,025 38	,384* ,017 38	,032 ,851 38	,032 ,851 38	,110 ,510 38	,032 ,851 38	1 38
Item_15	Pearson Correlation Sig. (2-tailed) N	1,000** ,000 38	,032 ,851 38	1,000** ,000 38	1,000** ,000 38	,426** ,008 38	,243 ,141 38	,048 ,776 38	,243 ,141 38	,243 ,141 38	,243 ,141 38	,242 ,144 38	1,000** ,000 38	1,000** ,000 38	,318 ,052 38	1,000** ,000 38	,032 ,851 38
Item_16	Pearson Correlation Sig. (2-tailed) N	,462** ,004 38	,059 ,723 38	,462** ,004 38	,462** ,004 38	,440** ,006 38	,438** ,006 38	-,309 ,059 38	,438** ,006 38	,438** ,006 38	,438** ,006 38	,005 ,974 38	,462** ,004 38	,462** ,004 38	-,109 ,513 38	,462** ,004 38	,059 ,723 38
Item_17	Pearson Correlation Sig. (2-tailed) N	,512** ,001 38	-,120 ,471 38	,512** ,001 38	,512** ,001 38	,240 ,147 38	,201 ,227 38	-,296 ,072 38	,201 ,227 38	,201 ,227 38	,201 ,227 38	-,179 ,282 38	,512** ,001 38	,512** ,001 38	-,167 ,317 38	,512** ,001 38	-,120 ,471 38
Item_18	Pearson Correlation Sig. (2-tailed) N	,072 ,665 38	-,020 ,903 38	,072 ,665 38	,072 ,665 38	,259 ,117 38	,393* ,015 38	-,161 ,333 38	,393* ,015 38	,393* ,015 38	,393* ,015 38	,187 ,261 38	,072 ,665 38	,072 ,665 38	-,235 ,156 38	,072 ,665 38	-,020 ,903 38
Item_19	Pearson Correlation Sig. (2-tailed) N	,462** ,004 38	,059 ,723 38	,462** ,004 38	,462** ,004 38	,440** ,006 38	,438** ,006 38	-,309 ,059 38	,438** ,006 38	,438** ,006 38	,438** ,006 38	,005 ,974 38	,462** ,004 38	,462** ,004 38	-,109 ,513 38	,462** ,004 38	,059 ,723 38



Item_20	Pearson Correlation Sig. (2-tailed) N	,488** ,002 38	-,090 ,589 38	,488** ,002 38	,279 ,089 38	,308 ,060 38	-,346* ,034 38	,308 ,060 38	-,286 ,082 38	,488** ,002 38	-,229 ,167 38	,488** ,002 38	-,090 ,589 38
Item_21	Pearson Correlation Sig. (2-tailed) N	,462** ,004 38	,059 ,723 38	,462** ,004 38	,440** ,006 38	,438** ,006 38	-,309 ,059 38	,438** ,006 38	,005 ,974 38	,462** ,004 38	-,109 ,513 38	,462** ,004 38	,059 ,723 38
Item_22	Pearson Correlation Sig. (2-tailed) N	,445** ,005 38	,131 ,433 38	,445** ,005 38	,240 ,147 38	,261 ,114 38	-,181 ,276 38	,261 ,114 38	,186 ,262 38	,445** ,005 38	,081 ,630 38	,445** ,005 38	,131 ,433 38
Item_23	Pearson Correlation Sig. (2-tailed) N	,438** ,006 38	-,154 ,355 38	,438** ,006 38	,173 ,298 38	,172 ,303 38	-,187 ,260 38	,172 ,303 38	-,202 ,225 38	,438** ,006 38	-,078 ,640 38	,438** ,006 38	-,154 ,355 38
Item_24	Pearson Correlation Sig. (2-tailed) N	,350* ,031 38	,056 ,738 38	,350* ,031 38	,347* ,033 38	,436** ,006 38	-,262 ,112 38	,436** ,006 38	,047 ,780 38	,350* ,031 38	-,010 ,953 38	,350* ,031 38	,056 ,738 38
Item_25	Pearson Correlation Sig. (2-tailed) N	,462** ,004 38	,059 ,723 38	,462** ,004 38	,440** ,006 38	,438** ,006 38	-,309 ,059 38	,438** ,006 38	,005 ,974 38	,462** ,004 38	-,109 ,513 38	,462** ,004 38	,059 ,723 38
Item_26	Pearson Correlation Sig. (2-tailed) N	,532** ,001 38	-,351* ,031 38	,532** ,001 38	,358* ,027 38	,065 ,696 38	-,511** ,001 38	,065 ,696 38	-,151 ,365 38	,532** ,001 38	-,115 ,492 38	,532** ,001 38	-,351* ,031 38
Item_27	Pearson Correlation Sig. (2-tailed) N	,438** ,006 38	-,154 ,355 38	,438** ,006 38	,173 ,298 38	,172 ,303 38	-,187 ,260 38	,172 ,303 38	-,202 ,225 38	,438** ,006 38	-,078 ,640 38	,438** ,006 38	-,154 ,355 38
Item_28	Pearson Correlation Sig. (2-tailed) N	,424** ,008 38	-,121 ,471 38	,424** ,008 38	,303 ,064 38	,165 ,323 38	-,087 ,605 38	,165 ,323 38	-,068 ,685 38	,424** ,008 38	-,097 ,560 38	,424** ,008 38	-,121 ,471 38
Item_29	Pearson Correlation Sig. (2-tailed) N	-,198 ,234 38	,314 ,055 38	-,198 ,234 38	,025 ,881 38	,256 ,121 38	-,048 ,776 38	,256 ,121 38	,055 ,745 38	-,198 ,234 38	-,167 ,316 38	-,198 ,234 38	,314 ,055 38

Item_30	Pearson Correlation	,109	-,064	,109	,109	,014	,164	,023	,164	-,284	,109	-,075	,109	-,064
	Sig. (2-tailed)	,517	,704	,517	,934	,934	,326	,889	,326	,084	,517	,655	,517	,704
	N	38	38	38	38	38	38	38	38	38	38	38	38	38
Item_31	Pearson Correlation	,520**	-,040	,520**	,400*	,400*	,186	-,110	,186	-,009	,520**	,020	,520**	-,040
	Sig. (2-tailed)	,001	,812	,001	,013	,013	,264	,512	,264	,958	,001	,906	,001	,812
	N	38	38	38	38	38	38	38	38	38	38	38	38	38
Item_32	Pearson Correlation	,429**	-,037	,429**	,347*	,347*	,234	-,087	,234	-,006	,429**	-,086	,429**	-,037
	Sig. (2-tailed)	,007	,826	,007	,033	,033	,157	,605	,157	,970	,007	,610	,007	,826
	N	38	38	38	38	38	38	38	38	38	38	38	38	38
Item_33	Pearson Correlation	,408*	,148	,408*	,002	,002	,312	-,028	,312	,085	,408*	-,060	,408*	,148
	Sig. (2-tailed)	,011	,374	,011	,990	,990	,056	,866	,056	,611	,011	,718	,011	,374
	N	38	38	38	38	38	38	38	38	38	38	38	38	38
Item_34	Pearson Correlation	,438**	-,154	,438**	,173	,173	,172	-,187	,172	-,202	,438**	-,078	,438**	-,154
	Sig. (2-tailed)	,006	,355	,006	,298	,298	,303	,260	,303	,225	,006	,640	,006	,355
	N	38	38	38	38	38	38	38	38	38	38	38	38	38
Item_35	Pearson Correlation	,438**	-,017	,438**	,443**	,443**	,294	-,194	,294	,034	,438**	-,167	,438**	-,017
	Sig. (2-tailed)	,006	,919	,006	,005	,005	,073	,244	,073	,838	,006	,317	,006	,919
	N	38	38	38	38	38	38	38	38	38	38	38	38	38
Item_36	Pearson Correlation	,574**	,014	,574**	,494**	,494**	,225	-,042	,225	,308	,574**	,134	,574**	,014
	Sig. (2-tailed)	,000	,932	,000	,002	,002	,175	,803	,175	,060	,000	,423	,000	,932
	N	38	38	38	38	38	38	38	38	38	38	38	38	38
Item_37	Pearson Correlation	,334*	,204	,334*	,110	,110	-,013	-,089	-,013	-,007	,334*	,103	,334*	,204
	Sig. (2-tailed)	,040	,220	,040	,510	,510	,939	,595	,939	,966	,040	,539	,040	,220
	N	38	38	38	38	38	38	38	38	38	38	38	38	38
Jml_Item	Pearson Correlation	,818**	,189	,818**	,543**	,543**	,464**	-,022	,464**	,209	,818**	,127	,818**	,189
	Sig. (2-tailed)	,000	,256	,000	,000	,000	,003	,897	,003	,209	,000	,448	,000	,256
	N	38	38	38	38	38	38	38	38	38	38	38	38	38

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

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

Activate Windows

Go to Settings to activate Windows.

**APPENDIX : RESULT OF RELIABILITY TEST****Case Processing Summary**

		N	%
Cases	Valid	38	100,0
	Excluded <sup>a</sup>	0	,0
	Total	38	100,0

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

**Reliability Statistics**

Cronbach's Alpha	N of Items
,948	10

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item_1	28,68	23,952	,956	,935
item_3	28,68	23,952	,956	,935
Item_4	28,68	23,952	,956	,935
Item_5	29,34	25,474	,475	,964
Item_6	28,58	28,575	,373	,957
Item_8	28,58	28,575	,373	,957
Item_10	28,68	23,952	,956	,935
Item_11	28,68	23,952	,956	,935
Item_13	28,68	23,952	,956	,935
Item_15	28,68	23,952	,956	,935

**Case Processing Summary**

		N	%
Cases	Valid	38	100,0
	Excluded <sup>a</sup>	0	,0
	Total	38	100,0



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

**Reliability Statistics**

Cronbach's Alpha	N of Items
,937	9

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item_16	24,16	23,272	,899	,922
Item_17	23,87	24,388	,667	,935
Item_19	24,16	23,272	,899	,922
Item_20	24,16	21,596	,787	,931
Item_21	24,16	23,272	,899	,922
Item_22	24,03	22,837	,832	,925
Item_23	23,84	24,893	,579	,940
Item_24	23,89	26,259	,468	,944
Item_25	24,16	23,272	,899	,922

**Case Processing Summary**

	N	%
Cases Valid	38	100,0
Excluded <sup>a</sup>	0	,0
Total	38	100,0

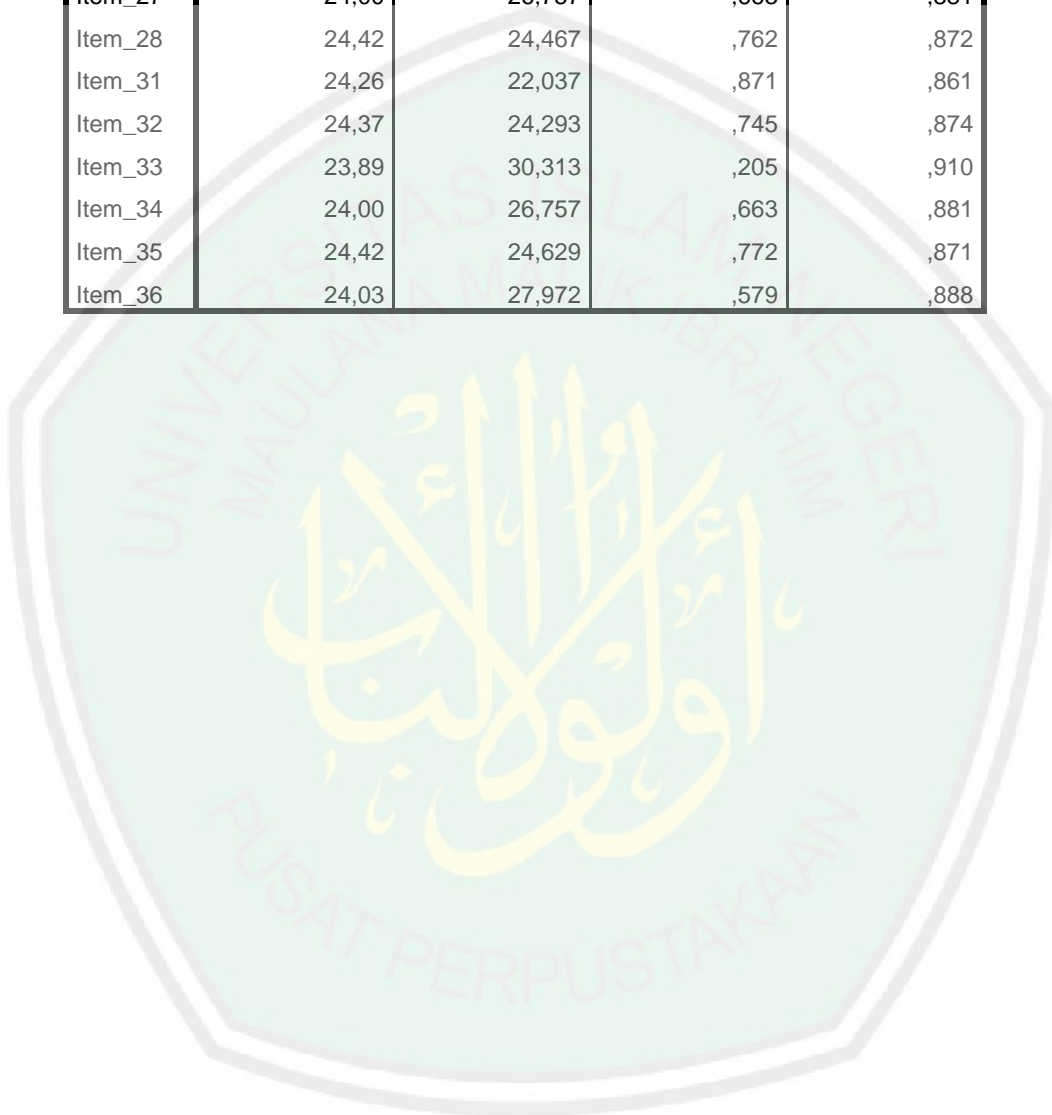
a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
,893	9

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Item_26	24,29	26,157	,605	,885
Item_27	24,00	26,757	,663	,881
Item_28	24,42	24,467	,762	,872
Item_31	24,26	22,037	,871	,861
Item_32	24,37	24,293	,745	,874
Item_33	23,89	30,313	,205	,910
Item_34	24,00	26,757	,663	,881
Item_35	24,42	24,629	,772	,871
Item_36	24,03	27,972	,579	,888



## APPENDIX : DATA FREQUENCY DISTRIBUTION

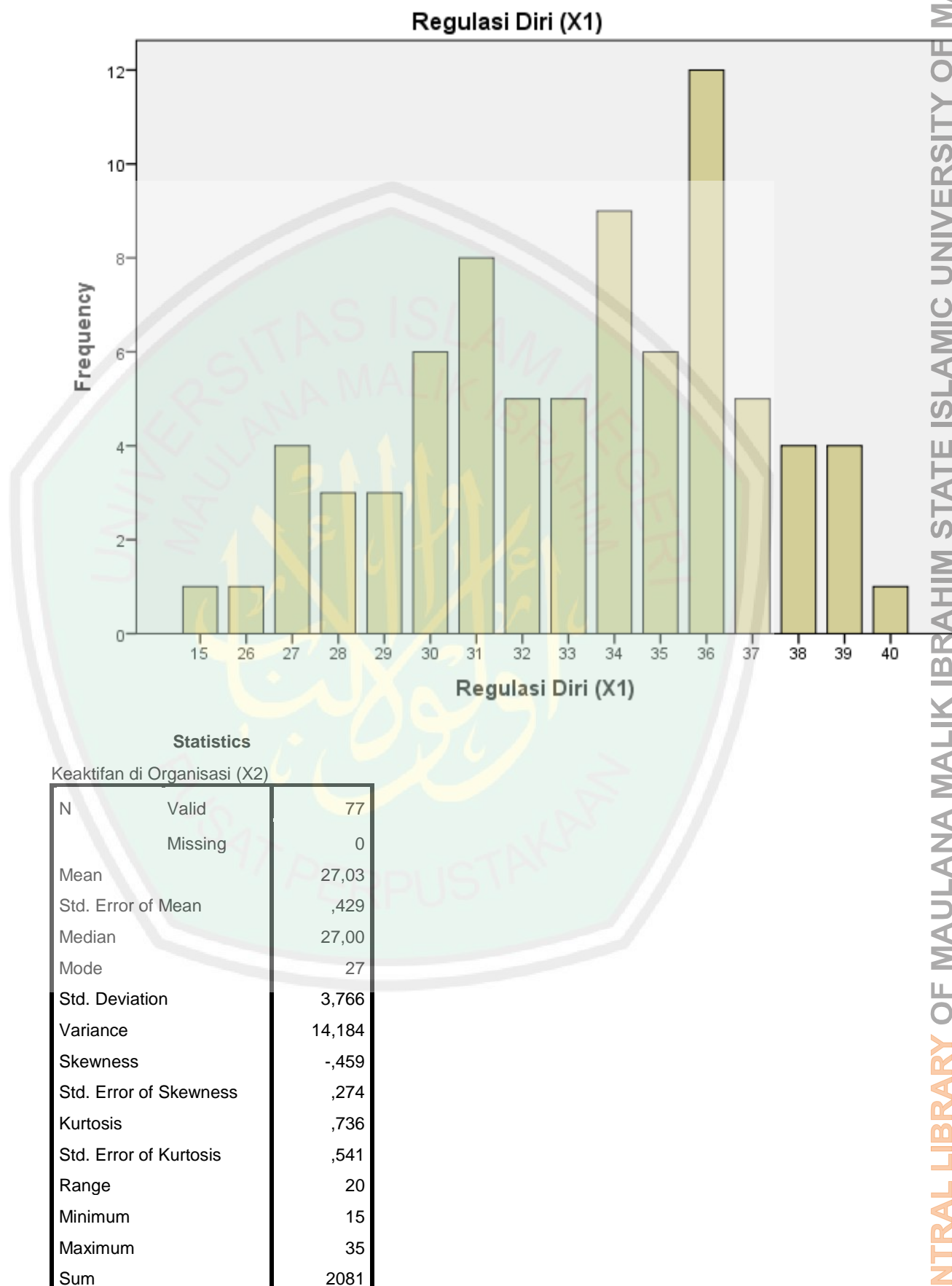
### Statistics

Regulasi Diri (X1)

N	Valid	77
	Missing	0
Mean		33,17
Std. Error of Mean		,461
Median		34,00
Mode		36
Std. Deviation		4,044
Variance		16,353
Skewness		-1,238
Std. Error of Skewness		,274
Kurtosis		3,914
Std. Error of Kurtosis		,541
Range		25
Minimum		15
Maximum		40

Regulasi Diri (X1)

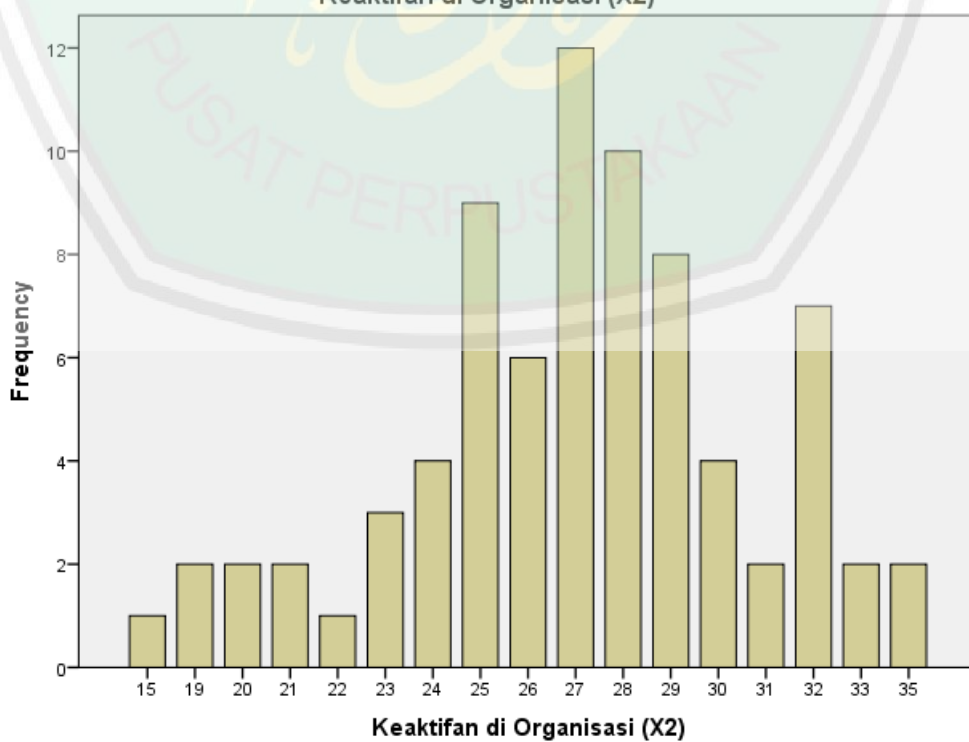
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15	1	1,3	1,3	1,3
	26	1	1,3	1,3	2,6
	27	4	5,2	5,2	7,8
	28	3	3,9	3,9	11,7
	29	3	3,9	3,9	15,6
	30	6	7,8	7,8	23,4
	31	8	10,4	10,4	33,8
	32	5	6,5	6,5	40,3
	33	5	6,5	6,5	46,8
	34	9	11,7	11,7	58,4
	35	6	7,8	7,8	66,2
	36	12	15,6	15,6	81,8
	37	5	6,5	6,5	88,3
	38	4	5,2	5,2	93,5
	39	4	5,2	5,2	98,7
	40	1	1,3	1,3	100,0
Total		77	100,0	100,0	



Keaktifan di Organisasi (X2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15	1	1,3	1,3	1,3
	19	2	2,6	2,6	3,9
	20	2	2,6	2,6	6,5
	21	2	2,6	2,6	9,1
	22	1	1,3	1,3	10,4
	23	3	3,9	3,9	14,3
	24	4	5,2	5,2	19,5
	25	9	11,7	11,7	31,2
	26	6	7,8	7,8	39,0
	27	12	15,6	15,6	54,5
	28	10	13,0	13,0	67,5
	29	8	10,4	10,4	77,9
	30	4	5,2	5,2	83,1
	31	2	2,6	2,6	85,7
	32	7	9,1	9,1	94,8
	33	2	2,6	2,6	97,4
	35	2	2,6	2,6	100,0
Total		77	100,0	100,0	

Keaktifan di Organisasi (X2)





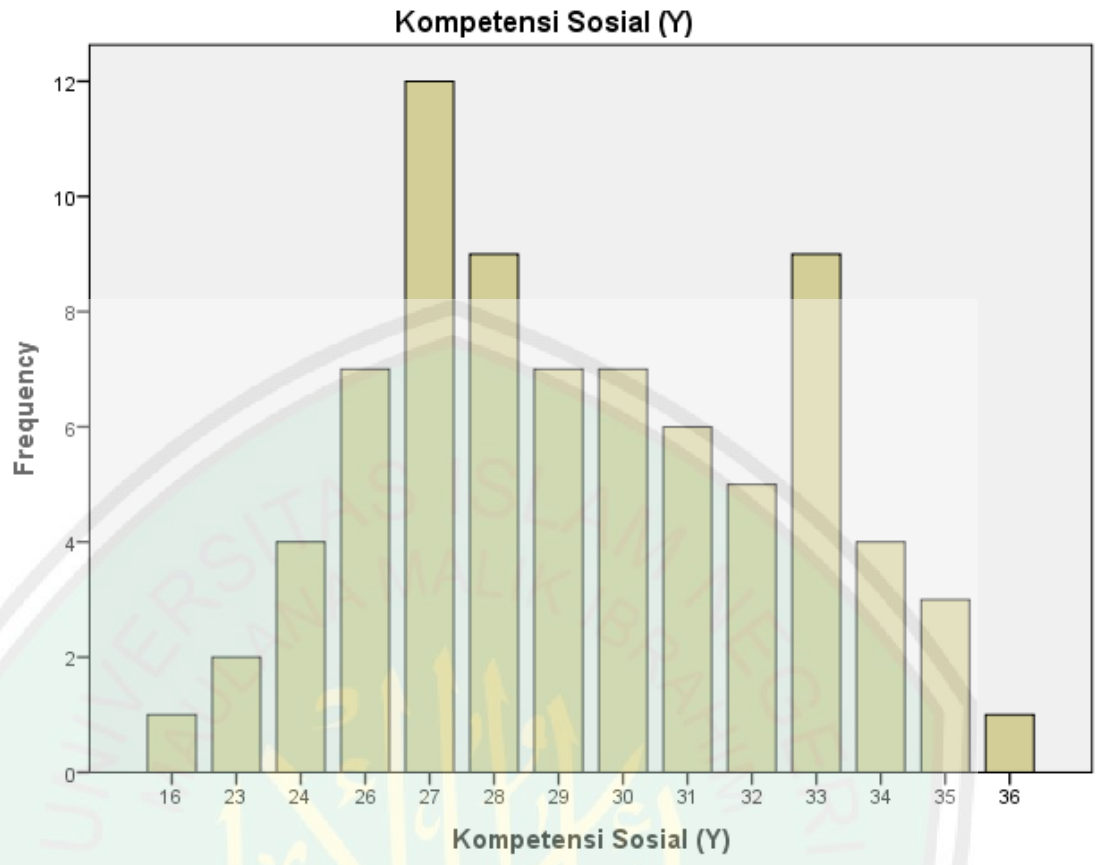
**Statistics**

Kompetensi Sosial (Y)

N	Valid	77
	Missing	0
Mean		29,21
Std. Error of Mean		,400
Median		29,00
Mode		27
Std. Deviation		3,507
Variance		12,298
Skewness		-,548
Std. Error of Skewness		,274
Kurtosis		1,325
Std. Error of Kurtosis		,541
Range		20
Minimum		16
Maximum		36
Sum		2249

**Kompetensi Sosial (Y)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16	1	1,3	1,3	1,3
	23	2	2,6	2,6	3,9
	24	4	5,2	5,2	9,1
	26	7	9,1	9,1	18,2
	27	12	15,6	15,6	33,8
	28	9	11,7	11,7	45,5
	29	7	9,1	9,1	54,5
	30	7	9,1	9,1	63,6
	31	6	7,8	7,8	71,4
	32	5	6,5	6,5	77,9
	33	9	11,7	11,7	89,6
	34	4	5,2	5,2	94,8
	35	3	3,9	3,9	98,7
	36	1	1,3	1,3	100,0
Total		77	100,0	100,0	



**APPENDIX : CLASSIC ASSUMPTION TEST****Report**

Kompetensi Sosial (Y)

Regulasi Diri (X1)	Mean	N	Std. Deviation
15	16,00	1	.
26	24,00	1	.
27	25,75	4	2,062
28	24,67	3	1,155
29	25,33	3	1,155
30	28,00	6	1,095
31	28,38	8	2,066
32	28,80	5	3,962
33	29,20	5	1,924
34	29,11	9	2,205
35	31,00	6	2,898
36	30,42	12	2,906
37	33,20	5	1,095
38	31,75	4	2,062
39	32,25	4	2,217
40	36,00	1	.
Total	29,21	77	3,507

**ANOVA Table**

	Sum of Squares	df	Mean Square	F	Sig.
Kompetensi Sosial (Y) * Regulasi Diri (X1)	597,011	15	39,801	7,190	,000
Between Groups	546,722	1	546,722	98,767	,000
Within Groups	50,290	14	3,592	,649	,813
Total	337,664	61	5,535		
	934,675	76			

**Measures of Association**

	R	R Squared	Eta	Eta Squared
Kompetensi Sosial (Y) * Regulasi Diri (X1)	,765	,585	,799	,639

## Report

Kompetensi Sosial (Y)

Keaktifan di Organisasi (X2)	Mean	N	Std. Deviation
15	16,00	1	.
19	27,50	2	,707
20	28,00	2	1,414
21	28,50	2	2,121
22	27,00	1	.
23	25,67	3	1,528
24	26,75	4	3,775
25	26,89	9	1,833
26	28,17	6	3,371
27	28,25	12	1,712
28	30,10	10	3,071
29	29,25	8	2,121
30	33,25	4	,500
31	33,50	2	2,121
32	33,43	7	,535
33	33,50	2	2,121
35	34,00	2	1,414
Total	29,21	77	3,507

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Kompetensi Sosial (Y) * Keaktifan di Organisasi (X2)	Between Groups (Combined)	634,422	16	39,651	7,924	,000
	Linearity	468,418	1	468,418	93,605	,000
	Deviation from Linearity	166,004	15	11,067	2,212	,016
	Within Groups	300,253	60	5,004		
	Total	934,675	76			

Measures of Association

	R	R Squared	Eta	Eta Squared
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Kompetensi Sosial (Y) *				
Keaktifan di Organisasi (X2)	,708	,501	,824	,679

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,851 <sup>a</sup>	,723	,716	1,869

a. Predictors: (Constant), Keaktifan di Organisasi (X2), Regulasi Diri (X1)

b. Dependent Variable: Kompetensi Sosial (Y)

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	676,122	2	338,061	96,756	,000 <sup>b</sup>
	Residual	258,553	74	3,494		
	Total	934,675	76			

a. Dependent Variable: Kompetensi Sosial (Y)

b. Predictors: (Constant), Keaktifan di Organisasi (X2), Regulasi Diri (X1)

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2,631	1,925		1,367	,176		
	Regulasi Diri (X1)	,474	,061	,547	7,710	,000	,744	1,344
	Keaktifan di Organisasi (X2)	,402	,066	,431	6,086	,000	,744	1,344

a. Dependent Variable: Kompetensi Sosial (Y)

**Collinearity Diagnostics<sup>a</sup>**

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	Regulasi Diri (X1)	Keaktifan di Organisasi (X2)



1	1	2,983	1,000	,00	,00	,00
	2	,010	17,631	,44	,04	,90
	3	,007	20,549	,56	,95	,10

a. Dependent Variable: Kompetensi Sosial (Y)

**Residuals Statistics<sup>a</sup>**

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	15,77	34,37	29,21	2,983	77
Residual	-5,242	4,715	,000	1,844	77
Std. Predicted Value	-4,507	1,731	,000	1,000	77
Std. Residual	-2,804	2,522	,000	,987	77

a. Dependent Variable: Kompetensi Sosial (Y)

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,851 <sup>a</sup>	,723	,716	1,869

a. Predictors: (Constant), Keaktifan di Organisasi (X2), Regulasi Diri (X1)

b. Dependent Variable: Kompetensi Sosial (Y)

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	676,122	2	338,061	96,756	,000 <sup>b</sup>
	Residual	258,553	74	3,494		
	Total	934,675	76			

a. Dependent Variable: Kompetensi Sosial (Y)

b. Predictors: (Constant), Keaktifan di Organisasi (X2), Regulasi Diri (X1)

**Coefficients<sup>a</sup>**

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2,631	1,925		1,367	,176		
	Regulasi Diri (X1)	,474	,061	,547	7,710	,000	,744	1,344
	Keaktifan di Organisasi (X2)	,402	,066	,431	6,086	,000	,744	1,344

a. Dependent Variable: Kompetensi Sosial (Y)

**Collinearity Diagnostics<sup>a</sup>**

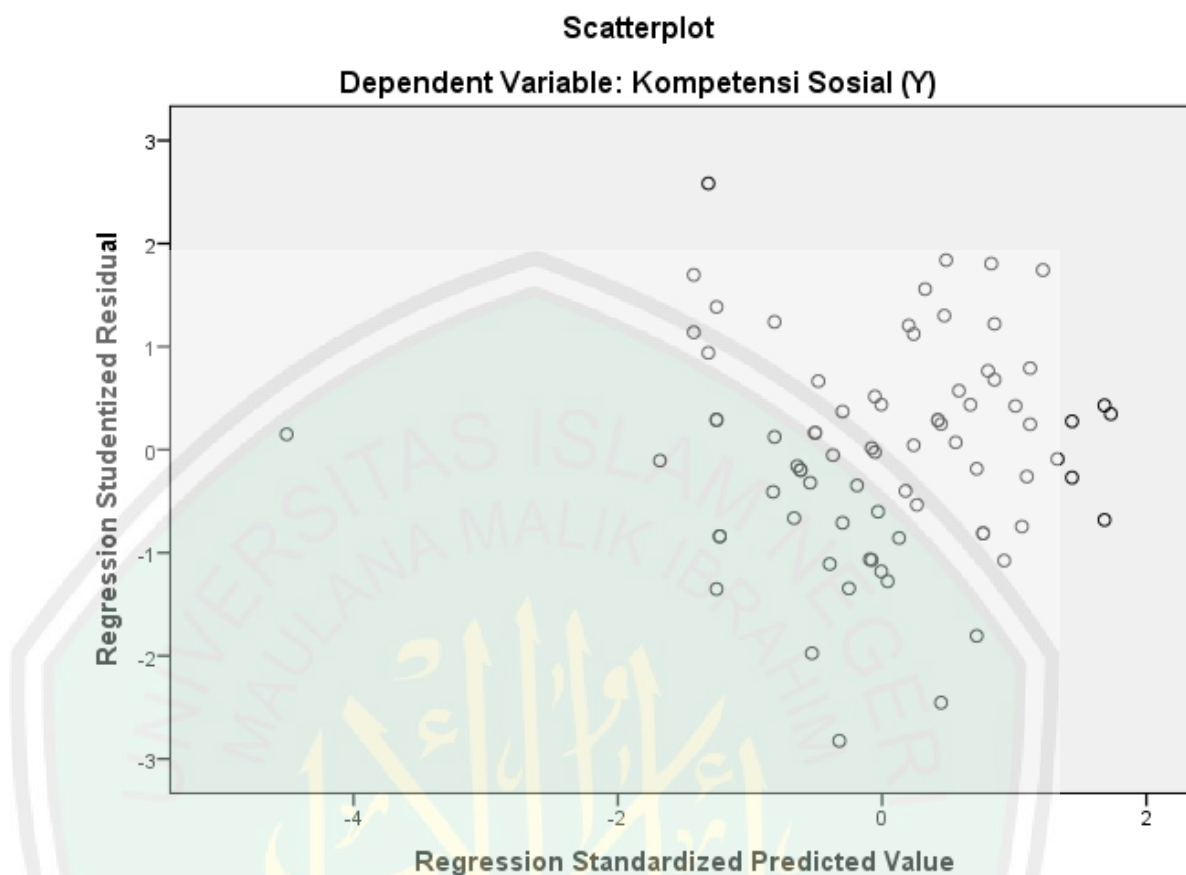
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	Regulasi Diri (X1)	Keaktifan di Organisasi (X2)
1	1	2,983	1,000	,00	,00	,00
	2	,010	17,631	,44	,04	,90
	3	,007	20,549	,56	,95	,10

a. Dependent Variable: Kompetensi Sosial (Y)

**Residuals Statistics<sup>a</sup>**

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	15,77	34,37	29,21	2,983	77
Std. Predicted Value	-4,507	1,731	,000	1,000	77
Standard Error of Predicted Value	,213	1,013	,351	,116	77
Adjusted Predicted Value	15,67	34,34	29,20	2,996	77
Residual	-5,242	4,715	,000	1,844	77
Std. Residual	-2,804	2,522	,000	,987	77
Stud. Residual	-2,825	2,583	,003	1,006	77
Deleted Residual	-5,318	4,946	,011	1,919	77
Stud. Deleted Residual	-2,970	2,690	,002	1,023	77
Mahal. Distance	,002	21,324	1,974	2,618	77
Cook's Distance	,000	,109	,013	,021	77
Centered Leverage Value	,000	,281	,026	,034	77

a. Dependent Variable: Kompetensi Sosial (Y)



Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,000 <sup>a</sup>	,000	-,027	1,86921

a. Predictors: (Constant), Keaktifan di Organisasi (X2), Regulasi Diri (X1)

b. Dependent Variable: Abs\_RES

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,000	2	,000	,000	1,000 <sup>b</sup>
	Residual	258,553	74	3,494		
	Total	258,553	76			

a. Dependent Variable: Abs\_RES

b. Predictors: (Constant), Keaktifan di Organisasi (X2), Regulasi Diri (X1)

**Coefficients<sup>a</sup>**

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1,661E-15	1,925		,000	1,000		
	Regulasi Diri (X1)	,000	,061	,000	,000	1,000	,744	1,344
	Keaktifan di Organisasi (X2)	,000	,066	,000	,000	1,000	,744	1,344

a. Dependent Variable: Abs\_RES

**Collinearity Diagnostics<sup>a</sup>**

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	Regulasi Diri (X1)	Keaktifan di Organisasi (X2)
1	1	2,983	1,000	,00	,00	,00
	2	,010	17,631	,44	,04	,90
	3	,007	20,549	,56	,95	,10

a. Dependent Variable: Abs\_RES

**Residuals Statistics<sup>a</sup>**

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	,0000	,0000	,0000	,00000	77
Std. Predicted Value	,000	,000	,000	,000	77
Standard Error of Predicted Value	,213	1,013	,351	,116	77
Adjusted Predicted Value	-,2573	,1421	-,0105	,08264	77
Residual	-5,24168	4,71470	,00000	1,84445	77
Std. Residual	-2,804	2,522	,000	,987	77
Stud. Residual	-2,825	2,583	,003	1,006	77
Deleted Residual	-5,31809	4,94558	,01052	1,91865	77
Stud. Deleted Residual	-2,970	2,690	,002	1,023	77
Mahal. Distance	,002	21,324	1,974	2,618	77
Cook's Distance	,000	,109	,013	,021	77
Centered Leverage Value	,000	,281	,026	,034	77

a. Dependent Variable: Abs\_RES

**APPENDIX : RESULT OF MULTIPLE REGRESI LINIER RESULT****Descriptive Statistics**

	Mean	Std. Deviation	N
Kompetensi Sosial (Y)	29,21	3,507	77
Regulasi Diri (X1)	33,17	4,044	77
Keaktifan di Organisasi (X2)	27,03	3,766	77

**Correlations**

		Kompetensi Sosial (Y)	Regulasi Diri (X1)	Keaktifan di Organisasi (X2)
Pearson Correlation	Kompetensi Sosial (Y)	1,000	,765	,708
	Regulasi Diri (X1)	,765	1,000	,506
	Keaktifan di Organisasi (X2)	,708	,506	1,000
Sig. (1-tailed)	Kompetensi Sosial (Y)	.	,000	,000
	Regulasi Diri (X1)	,000	.	,000
	Keaktifan di Organisasi (X2)	,000	,000	.
N	Kompetensi Sosial (Y)	77	77	77
	Regulasi Diri (X1)	77	77	77
	Keaktifan di Organisasi (X2)	77	77	77

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	Keaktifan di Organisasi (X2), Regulasi Diri (X1) <sup>b</sup>	.	Enter

a. Dependent Variable: Kompetensi Sosial (Y)

b. All requested variables entered.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,851 <sup>a</sup>	,723	,716	1,869



a. Predictors: (Constant), Keaktifan di Organisasi (X2), Regulasi Diri (X1)

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	676,122	2	338,061	96,756	,000 <sup>b</sup>
	Residual	258,553	74	3,494		
	Total	934,675	76			

a. Dependent Variable: Kompetensi Sosial (Y)

b. Predictors: (Constant), Keaktifan di Organisasi (X2), Regulasi Diri (X1)

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,631	1,925		1,367	,176
	Regulasi Diri (X1)	,474	,061	,547	7,710	,000
	Keaktifan di Organisasi (X2)	,402	,066	,431	6,086	,000

a. Dependent Variable: Kompetensi Sosial (Y)

**Data mahasiswa aktif Jurusan Pendidikan IPS**

**UIN Maulana Malik Ibrahim Malang**

**Angkatan 2016**

<b>No</b>	<b>NIM</b>	<b>NAMA</b>
1	16130001	AMY SEPTIAMUNA PAMUJI RAHAYU
2	16130002	AULIA DINI AFIFATUSHOLIAH
3	16130004	RIZKY ANANDA
4	16130005	RIZQIYATUL MUBAROKAH
5	16130006	WIDIA DININGRUM
6	16130007	ROSYIDA AULA PUTRI
7	16130008	ROSABELA AMANI NURIA
8	16130009	YAASINTA IKA NURHAZIZA
9	16130010	MOCH. N'AM ARFIAN SYAH
10	16130011	FANI KHIKMIA TSANI
11	16130012	DEWI NUR MUSTHOFIYAH
12	16130013	DIAH ALVIANI PUTRI SUGIANTO
13	16130014	IKA NUR AZIZAH
14	16130015	NUR AFIFATURROHMAH
15	16130016	WIWIN NURIS FITRIANA
16	16130017	OLGA YOLANDA DELLA RIZKA
17	16130018	AINUN KHUSNAWATI
18	16130019	ULFA ZUHRANI
19	16130020	RAHMANIAR KUSUMADEWI
20	16130021	UMI AZIZAH
21	16130022	AHMAD FARISUDDIN AL AYYUBI
22	16130023	AINUN PUSPITA RINI
23	16130024	TIA INAYATUN NADZIFAH
24	16130025	FIDYA RAHAYUDIN
25	16130026	SITI NUR ALIFAH

26	16130028	AIRUL TANDHE HITANAYA
27	16130029	KUNTARI HARDIANTI
28	16130030	MOH. IQBAL ALKHARIRY
29	16130031	ABDULLOH MUBAROK
30	16130032	MUH. FATHURRIJAL AZIZ
31	16130033	MOH. YUSRIL IHZA MAULANA
32	16130034	ROSIDATUL HALIM NAJIB
33	16130035	NUR QOMARIYAH
34	16130036	HARIS AL ANSHORI
35	16130037	ASSAIDATUL KAMILAH
36	16130038	MOHAMMAD HASAN NURUL KHANIF
37	16130039	RATNA KUSDIANA NUGRAHAINI
38	16130040	RIZKA AMALIA
39	16130041	ANIS CHURIN NAFIAH
40	16130042	WINDIYANTO
41	16130043	ZORIN SILLAHUDIN
42	16130044	ADELLYA RINTAN WIHENDA
43	16130045	ITA HIJRIAH
44	16130046	ADHE PUTRA PRASETYO
45	16130047	BIDA BELINDAR NURBAYA
46	16130048	MUHAMMAD HEIDAR HILMI
47	16130049	MUHAMMAD AMIN NAAJIH
48	16130050	ILHAM RAMADHAN
49	16130052	HIDAYATUL ISLAM
50	16130053	AGUS PRAMONO HADI
51	16130054	MOCH. NUR ADI AGUNG ASEGAF
52	16130055	EKA NOOR FEBRIANI
53	16130056	MOHAMMAD SYAIFULLOH
54	16130057	DEWI MARDIYAH

55	16130058	ROFIATUL JANNAH
56	16130059	ZIHRUL FAUZI
57	16130060	QANISMA AININDRI
58	16130061	MUHAMAD FAJAR RIYANDANU
59	16130064	NUR CHOLILAH
60	16130065	ZAINUR ROBITH AL-IRSYAD
61	16130066	ANISA PUTRI
62	16130067	SAIFUL RIZAL
63	16130068	TALITA RACHMATA CANDRA DEWI
64	16130069	ALFIATUS SHOLIAH
65	16130070	GANDHU MINTARAGA
66	16130071	YUNI VICHA PERMATASARI
67	16130072	TIKA YULIANTI
68	16130073	LILIS DWI JAYANTI
69	16130074	AMRI DHIMAS MAULANA
70	16130075	RAQIB ALAMAH PUTRA
71	16130076	ANNISA YURIS DIN ASSYIFA
72	16130077	HAFSHOH AL AZIIZAH
73	16130078	SAKTI ANNISA SARI
74	16130079	USWATUN HASANAH
75	16130080	YUNI DWI IRMAWATI
76	16130081	ARTIKA PUTRI KARUNIA
77	16130082	AINUL YAQIN
78	16130083	RIZKY AMALIA
79	16130084	ANNISA NUR LIFIA RAHMA
80	16130085	NURATNI
81	16130086	IVA KHOIRUN NISA`
82	16130087	MEI JOHAR DIANTORO
83	16130088	RESTIKA MAYASTUTI

84	16130089	MUHAMMAD SHOFIYULLOH AL KAMIL
85	16130090	IMELDA PUTRI GUNANTARA
86	16130091	ROFIDAH TAMAMI
87	16130092	HANDY MOHAMMAD SHODIQ
88	16130093	JANUAR RAMADHANI HERDIANZA
89	16130094	FIKRI MUHAMMAD MIRZA MAULIDIN
90	16130095	SINTA AMANDA PRATAMA
91	16130096	LIVIA MAYDA FASICHA
92	16130097	AHMAD IRDIAN MUJAHID
93	16130098	SITI AULIA RAHMADANI
94	16130099	SULISTIA NINGRUM AYU WIDATI
95	16130100	SILMI FARICHAH
96	16130101	MAIMUNAH
97	16130102	IZZATUN NIMAH
98	16130103	MUZZAMMIL ILMI NABILAH
99	16130104	MOHAMMAD ABID AMRULLAH
100	16130105	MUHAMMAD NASHRUL ULUM
101	16130106	GITA ALFI NURSAHRI
102	16130107	SITI NUR LOVITA
103	16130108	RIZKI KHOIRUL MUNA
104	16130109	ROSITA EKA MARDIANA
105	16130110	SYAMSUL MA'ARIF
106	16130111	NUR SYAMSIAH
107	16130112	PUTRI NUR FUADAH
108	16130113	PUTRI AULIA ENAN DINA
109	16130114	FATY ATS TSAQOFI
110	16130115	DESY FATMA SARI
111	16130116	IKKE YOLANDA
112	16130117	ACHMAD RIZKY LUDVY ANDIKA



113	16130118	AHMAD MUZADI KIROM
114	16130119	YUSSI RUSDIANA
115	16130120	ZUHRIYATUL INSAN
116	16130122	HARIYATI
117	16130123	MUHAMMAD EKY ZUBAIDI
118	16130124	DANIA ROICHANA
119	16130125	FINDAH HIMATUR ROSHIDAH
120	16130126	ULINNUHA AZZURA ALAM
121	16130127	NIHAYATUL QONITAH
122	16130128	MUSYHIDATUL CHUSNA
123	16130129	ROZAK ANSHORI
124	16130130	NUR`AFNI FITRIA CAHYANINGSIH
125	16130131	LAILA FADLILATUR RAHMAH
126	16130132	AKHMAD ASFAHANI YUSUF
127	16130133	NUNUNG RAHMAWATI MUKOLANG
128	16130134	NUNUNG NURLAILI
129	16130135	GOZA SEPTIAN LIANAWATI
130	16130136	MUFLICHUL ILMI
131	16130137	ANNUR EZA FITRIANA
132	16130138	NAILATUL ISTIQOMAH
133	16130139	NUR KHOLIS
134	16130140	ACHMAD FAJAR FERDIANSYAH
135	16130141	MURJA`IE
136	16130142	ADAM
137	16130143	LAILATUL MUNADIFAH
138	16130144	ALFIYATIN NADHIFAH
139	16130145	SITI LUTFIATUL RUKMANA
140	16130146	MUHAMMAD HANIF MAGHFURI
141	16130148	RIZKA NURHAEDA

142	16130149	ULIN FARISCHA AL FIDIYAH
143	16130150	MASYUL KHOIROH
144	16130151	CHAIRUL ANWAR
145	16130152	ASTI FATHIMATIN HAMDIYAH
146	16130153	WINDY HIDAYATUN NISA`



**Data mahasiswa aktif Jurusan Pendidikan IPS**

**UIN Maulana Malik Ibrahim Malang**

**Angkatan 2017**

No		
1	17130001	SONY IRAWAN
2	17130002	ANDIK SETIAWAN
3	17130003	LAILATUL BADRIYAH
4	17130004	ILMIN NAFIATUS TSALASA
5	17130005	NURIL DINA AHASYIM
6	17130006	VITA YULIANINGSIH
7	17130007	AKMAL HAIKAL
8	17130008	DIAH ANGGRAINI
9	17130009	MOH. DAUD RAFIQI
10	17130010	RIA WAHYUNI
11	17130011	RA. ARDIAZANI RUSNA TRIAMA
12	17130012	IIF `AISYAH
13	17130013	RIZQI ARUM FIRDIANTI
14	17130014	ENDAH DEVI SAFITRI
15	17130015	ARIESTIA PRADINI
16	17130016	ROFI SULASTRI
17	17130017	MAULANA AGUNG HABIBULLOH
18	17130018	MARIYATUL QIBTIYAH
19	17130019	AINY BARIQOTUR ROFIFAH
20	17130020	NUR WULANSARI
21	17130021	ZULVA ROHMATUL LAILA
22	17130022	FIFI RIMELDA
23	17130023	SILVI NUR INSANI
24	17130024	LULUK MAFULA ALIYATUN MUTTAKIN
25	17130025	ZUMROTUS SHOLIKHAH

26	17130026	IDA RAHAYU
27	17130027	FAZRIN REZA NANDA
28	17130028	AINI SOFIANA
29	17130029	BAHRUL ULUM
30	17130030	LULUK ZAHROTUL HIKMAH
31	17130031	KRISNA WATI
32	17130032	SHINDI AGUSTINA ANGGRAINI
33	17130033	HAINUNATUL HASANAH
34	17130034	MOHAMAD ULUL AZMI
35	17130035	RISKA DWI AMALIA
36	17130036	ULFATIN NADHIROH
37	17130037	NUR AZIZAH ROZAQIBILLAH
38	17130038	KURNIA RAHAYU
39	17130039	MOCH. HISYAM DHIYA`UL HAQ
40	17130040	ABI YAZID BUSTHOMI
41	17130041	EMY NURHAYATI
42	17130042	RIZKA ISRO`ATUL MUFIDAH
43	17130043	EKA NINDIA SAFITRI
44	17130044	IMAM MASYKUR HABIBULLOH
45	17130045	RISTUTA ANGGARANI
46	17130046	INDAH NUR YANI
47	17130047	HARI BAGUS SETIAWAN
48	17130048	ULFARIA
49	17130049	NURIS SHOFATUL FIKROH
50	17130050	MUHAMMAD IQBAL
51	17130051	MUHAMMAD MUKHLIS ANSHORI
52	17130052	VINA NIHAYATUL HUSNA
53	17130053	ZULAIKHA FATTAH MARDHIAH
54	17130054	AYU KURNIA JAYA

55	17130055	MINNATUL MAULA
56	17130056	NIRA MAWADAH
57	17130057	ZAKIYAH UMMUL WAFA
58	17130058	ANNISA LUTHFIYATURROFIFAH
59	17130059	NADHROTUS SYARIFAH ANNAJA
60	17130060	AHMAD MUZAKKY AHLAN HAFIDZ
61	17130061	SANTI WAHYU SANIA
62	17130062	SITI FAUZIYATUN NIMAH
63	17130064	FIRDA ISTIQOMAH
64	17130065	SAFIRAH INSANIA
65	17130066	NINA NURHALIZAH
66	17130067	SAFITRI ANDRIYANI
67	17130068	EGIVIA TRIESNA SAFITRI
68	17130069	YENY IRAWATI
69	17130070	ERIKA INDAHSARI
70	17130071	FITA QURROTA A'YUNI
71	17130073	IMAM BAGUS MAHADI
72	17130074	EVA YULININGTYAS
73	17130075	ABDUL HAMID
74	17130077	AJENG ANGELA
75	17130078	WAKHIDATUR ROKHMAH
76	17130079	NEILA FARAH
77	17130080	NUR FADILA
78	17130081	AGUNG SAMUDRA PANGESTU
79	17130082	ATTHORIQ ADI MAULANA FIRDAUSYI
80	17130083	AMALIA WIDYA MEKARSARI
81	17130084	NOVIA NIDA NABILA
82	17130086	LULUK FAJRIATUL MUNIROH
83	17130087	CHAMIM THOHARI MAHFUDILLAH



84	17130088	RAMITHA ARAHMA MAULIDYA
85	17130089	IZZATUL MASFUFAH
86	17130090	DITA FAMELA AISYIYAH
87	17130091	SITI NING SETYOWATI
88	17130092	AWANDA EKA PRATIWI
89	17130093	ELY KHURRIYAH SARI
90	17130094	ANIS HARTANTI
91	17130096	FAIS FIKROTUL ZAHIROH
92	17130097	GUSTI ARUM KINASIH
93	17130098	SINDI DWI ADIYANTI
94	17130099	REZA FEBRIAS PUTRI
95	17130100	LAILA BANA MUSTYASFA
96	17130101	IKRIMA NIDA KENCANA WATI
97	17130102	WAHDANIYAH AZIZAH PUTRI AYUNINGTYAS
98	17130103	ALFIN NUR LAILI
99	17130104	SHOKHIBUL KIROM
100	17130105	ARIE REFARMZANAH
101	17130106	SEPTIANI AISYAH AYU PARAMITA
102	17130107	CINDY SEPTIANA CHOIRUNNISA
103	17130108	RIZKA KURNIA DEWI
104	17130109	MOH.FARUQ MUKODAMI
105	17130110	ACHSANIA DEVI FATIKASARI
106	17130111	AINUN HUSNA NADIYAH
107	17130112	SELY KUSUMAHARANI
108	17130113	YULIA SULISTYAWATI
109	17130115	USLAFATUL AYU NURMALADEVI
110	17130116	MUHAMMAD IFAN ADY WINATA
111	17130117	VINA FEBRIANA PRATIWI
112	17130118	ZAHHRAH RAFIFAH

113	17130119	ZSA ZSA ZHULIA DEWI
114	17130120	ADELLINA TRIMANDA
115	17130122	DHEA FIRSTY AL FARABI
116	17130123	MUHAMMAD CHUSAINI ALFIN
117	17130124	EKA APRILIA
118	17130125	RAFIKA
119	17130126	KOIRIL ANAM
120	17130127	IBNU ATHO` ILLAH
121	17130128	MOCHAMAD ADI DWI ANDREANTO
122	17130129	ARJUN ISMAIL
123	17130130	EGA ODE ARIYANTI
124	17130131	MUHAMMAD ILHAM NASRULLAH
125	17130132	BELLA NUR ALIYAH
126	17130133	M AINUL YAQIN
127	17130134	AHMAD BACHTIAR FIRDAUS
128	17130136	ENDAH RATNASARI
129	17130137	DEWI NURDIANTY ASHARI
130	17130138	FERAWATI SRI BINTANG
131	17130139	MOCHAMMAD RIYAN HERMAWAN
132	17130140	FIRMAN ARIF RIAN FAUZI
133	17130142	MOCHAMMAD YUSRON HABIBI
134	17130143	MUHAMMAD ANGGA RIZQIE
135	17130144	HALIIMATUS SA`DIYYAH
136	17130145	RAGILYA ILDA PRATISTA
137	17130146	ADINDA AULIA ROKHIM
138	17130147	TITIS YUNASTIKA
139	17130148	RADA KUSUMA DEVI
140	17130149	IBRAHIM HABIBURRAHMAN AKBAR
141	17130150	NAUFAL SAMUDRA

142	17130151	MU`ANISAH
143	17130152	MAULIDYA SALSABILA MUSTOFA
144	17130154	VINA ZAHIROTUL HUSNA
145	17130155	RIZKIA ANANDA RAHMATULLOH
146	17130156	SILVIA DWI RAHAYU
147	17130157	KHOIRUN NISA
148	17130158	M.TAUFIQUR ROHMAN S.
149	17130159	ANANDA ILHAM ROZAK
150	17130160	ELSA SELVIANA
151	17130161	SULAIMAH
152	17130162	MUHAMMAD RIFKI
153	17130163	AM. SULTON SYAIKHUL ISLAM
154	17130164	JUMLATUL MA`RIFAH
155	17130165	RIKA REFORMASI HILYATUNNISA
156	17130166	AGUNG MUSTOFA
157	17130167	NURINDA PUTRI LESTARI
158	17130168	IRENE DINDA YULIANA
159	17130169	AHMAD RIJALUDDIN MUZAKKI
160	17130170	ERDIN PUTRA PRATAMA
161	17130171	VALY ANISA
162	17130172	YUSLINDA TRUBUS PANGESTU
163	17130174	NAFAUL NURSAFITRI NINGTYAS

## CURRICULUM VITAE



Name : Isvina unaizahroya

NIM : 15130152

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Education Department

Entrance year : 2015

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Malang, May 13rd 2019

Researcher,

Isvina Unaizahroya