

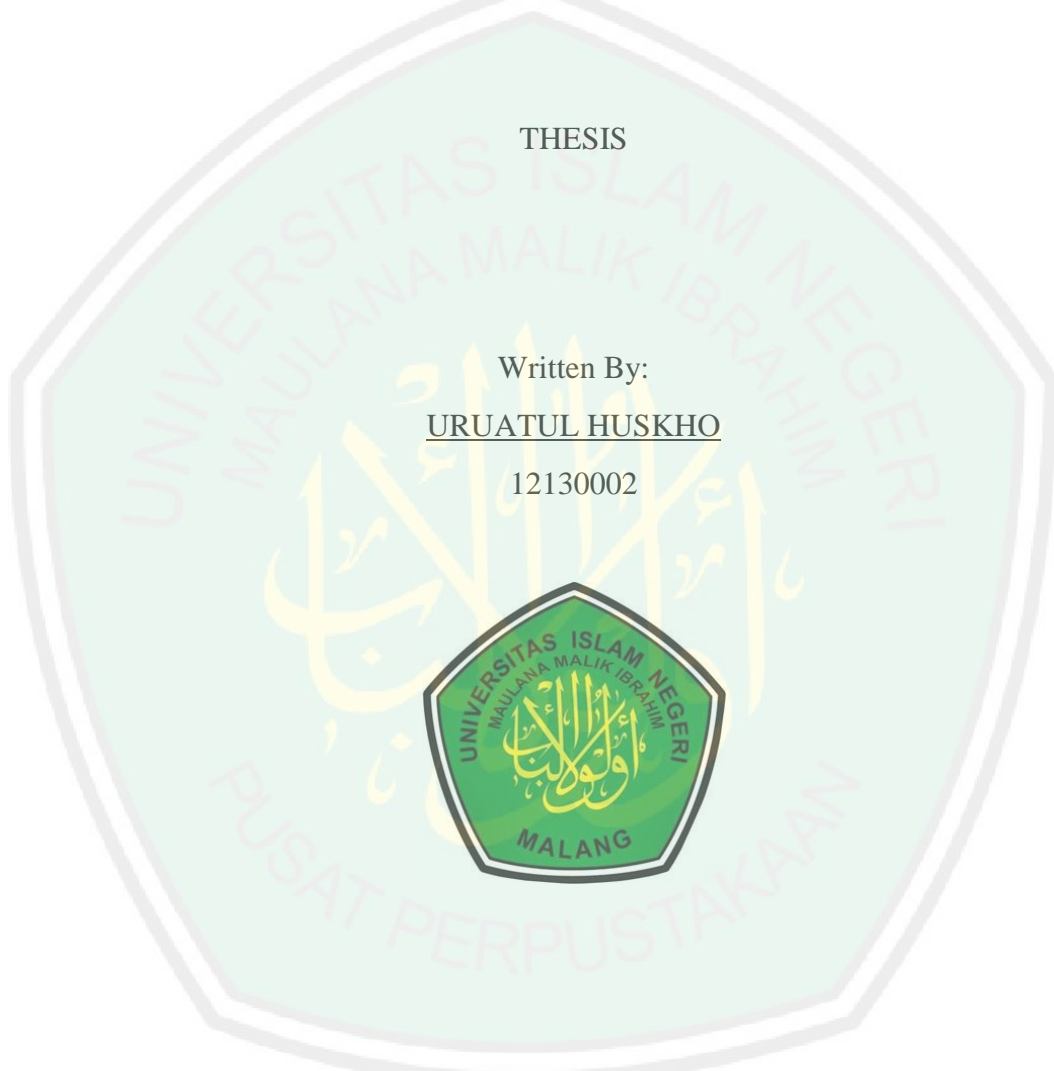
**THE INFLUENCE OF TEACHERS CREATIVITY IN CLASSROOM  
MANAGEMENT AND UTILIZATION LEARNING MEDIA TOWARD  
STUDENTS LEARNING OUTCOME IN SOCIAL SCIENCE SUBJECTS  
GRADE VIII AT MTsN MALANG III GONDANGLEGI**

THESIS

Written By:

URUATUL HUSKHO

12130002



**SOCIAL SCIENCE EDUCATION PROGRAM**

**TARBIYAH AND TEACHING TRAINING FACULTY**

**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY**

**MALANG**

**2017**

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MANAGEMENT AND UTILIZATION LEARNING MEDIA TOWARD  
STUDENTS LEARNING OUTCOME IN SOCIAL SCIENCE SUBJECTS  
GRADE VIII AT MTsN MALANG III GONDANGLEGI**

THESIS

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

Written By:

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THESIS

By

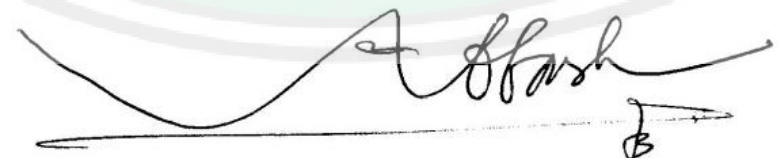
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LEGITIMATION SHEET

THE INFLUENCE OF TEACHERS CREATIVITY IN CLASSROOM  
MANAGEMENT AND UTILIZATION LEARNING MEDIA TOWARD  
STUDENTS LEARNING OUTCOME IN SOCIAL SCIENCE SUBJECTS  
GRADE VIII AT MTsN MALANG III GONDANGLEGI

THESIS

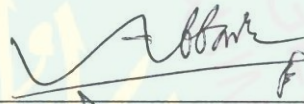
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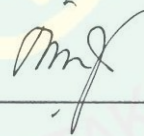
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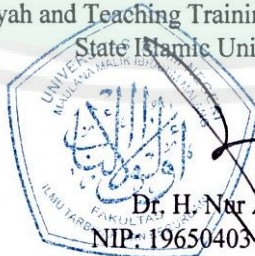
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**ADVISOR OFFICIAL NOTE**

Matter : Thesis of Uruatul Huskho Malang, 10<sup>th</sup> October 2016  
Appendixes : 4 (Fourth) exemplar

Dear,  
Dean of Tarbiyah and Teaching Training Faculty  
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At  
Malang

Assalamualaikum Wr Wb

After carrying out at several times for guidance, booth and terms of content language and writing techniques, and after reading the following thesis:

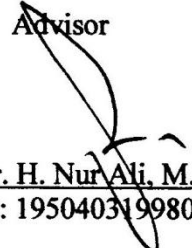
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As the advisor, we argue that this thesis has been proposed and tested decent. So, please tolerate presence.

Wassalamualaikum Wr Wb

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### DECLARATION OF AUTHORSHIP

I certify that the thesis I wrote to fulfill the requirement for Sarjana Pendidikan (S.Pd) entitled : “ *THE INFLUENCE OF TEACHERS CREATIVITY IN CLASSROOM MANAGEMENT AND UTILIZATION LEARNING MEDIA TOWARD STUDENTS LEARNING OUTCOME IN SOCIAL SCIENCE SUBJECTS GRADE VIII AT MTsN MALANG III GONDANGLEGI* ” is truly my original work. It does not incorporate any materials previously written or published by another person, except those in quotations and bibliography. Due to fact, I am the only who responsible for the thesis if there is any objection or claim from others.

Malang, 10<sup>th</sup> October 2016



Uruatul Huskho

## Dedication

*First of all, the writer gives praise and thankfulness to Allah S.W.T because His blessing and grant this skripsi can be finished, and also to our prophet, Muhammad S.A.W. The writer expresses acknowledgement for the following people:*

- 1. I dedicate the result of my work to special person in my life. For my beloved parents, my strong father Alm H. Rochmad Yasin and my patient mother Hj. Solikha that always give motivation and support in every time and everywhere, May Allah loves them.*
- 2. I dedicate to my lovely siblings, my beautiful sister Mawadda Arif Rahma and handsome brother Muhammad Farid Ma'ruf, my partner Muhammad Shofarul Adam thank you for your great motivation and support.*
- 3. I dedicate to my big family, grand father and grand mother, uncle and aunty, cousin, etc.*
- 4. I dedicate to all my friend especially my ICP class, and commonly all of my friend at social department. Good luck and be a success person to all of you. Thank you for your great motivation and support.*

*The writer expects that this skripsi is useful for the reader and the writer too. The writer knows that this report is not excellent, so the critics and advices are really welcomed.*

## Motto

خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ

“Sebaik baik manusia adalah yang paling bermanfaat bagi orang lain”

(HR. Ahmad, ath Thabrani ad Danuqutni)<sup>1</sup>

إِنْ أَحْسَنْتُمْ أَحْسَنْتُمْ لِأَنْفُسِكُمْ

“Jika kamu berbuat baik, berarti kamu berbuat baik bagi dirimu sendiri”

(QS. Al-Isra: 7)<sup>2</sup>

“ Sabar dalam mengatasi kesulitan dan bertindak bijaksana dalam mengatasinya adalah sesuatu yang utama “

( Penulis )

<sup>1</sup> HR. Ahmad, ath Thabrani ad Danuqutni . (Hadist ini dihasankan oleh Al Albani dalam Shahihul Jami' no. 3289).

<sup>2</sup> Terjemahan Al Qur'an Al – Karim .Departement Agama ( Surabaya:2000) Page .425



## PREFACE



All praise be to Allah the all mighty, who has giving us mercies and blessing until I can finish this thesis on the title “ *The Influence of Teachers Creativity in Classroom Management and Utilization Learning Media Toward Students Learning Outcome in Social Science Subjects Grade VIII at MTsN Malang III Gondanglegi*” on time.

My Sholawat and Salam always be presented to our prophet Muhammad SAW, the last messenger of Allah who has save the human’s life from destruction to safety namely Islam is the true religion.

This thesis is proposed to fulfill the last task of academic requirement as the last task for getting bachelor or under-graduate degree.

The author never forget to thanks beloved parent that always give motivation to study hard until getting the bright future and some special persons in supporting and guiding me to finish this thesis. Those are:

1. Prof. Dr. H. Mudjia Rahardjo, M.Si, Rector of Maulana Malik Ibrahim State Islamic University of Malang.
2. Dr. H. Nur Ali, M.Pd, Dean of Tarbiyah and Teaching Training Faculty.
3. Dr. H. Abdul Bashith, M.Pd Chief of Social Science Education Department
4. Dr. H. Nur Ali, M.Pd, My Advisor too thankyou for guide me to write down this thesis with patient and ikhlas.

5. Drs. Maria Ulfa, M.Pd as the principal of MTsN Malang III Gondanglegi who would accept and give me the opportunity to conduct the research, so the writer can finish this thesis.
6. Umi Hidayah M.Pd as social science teacher as the MTsN Malang III Gondanglegi who would vacated their time to guide and accept me to conduct research.
7. All my Lecture in Maulana Malik Ibrahim State Islamic University of Malang thankyou for giving the gold of knowledge for me
8. ICP Class 2013 Luzha, Farla, Leli, Novi, Linda, Bitul, Ilvi, Amrita, Fida, Syaikhu, Mual, Nikma, Nanang, Habib, Fitri, Alvin thankyou for accompany me to finishing my study at UIN Maliki I love you so much guys.
9. All of my friend at social sciences department 2012 I love you so much.

The last, author believe that there are so many mistake in this thesis, so that I never forget to ask some suggestion for the mistake in this thesis. May Allah give us his mercies and blessing.

Malang, 10<sup>th</sup> October 2016

Uruatul Huskho

## PEDOMAN TRANSLITERASI ARAB-LATIN

Penulisan transliterasi Arab - Latin skripsi ini menggunakan pedoman transliterasi berdasarkan keputusan bersama Menteri Agama RI dan Menteri Pendidikan dan Kebudayaan RI no 158 tahun 1987 dan no 0543 b/U/1987 yang secara garis besar dapat diuraikan sebagai berikut

### A. Huruf

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ح	= sh	م	= m
ج	= j	ذ	= 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. Vokal Panjang

Vocal (a) panjang = a

Vocal (i) panjang = i

Vocal (u) panjang = u

### C. Vokal Diphthong

(a) Long Vocal = â      أو      = aw

(i) Long Vocal = î      أي      = ay

(u) Long Vocal = û      أو      = û

إي      = î

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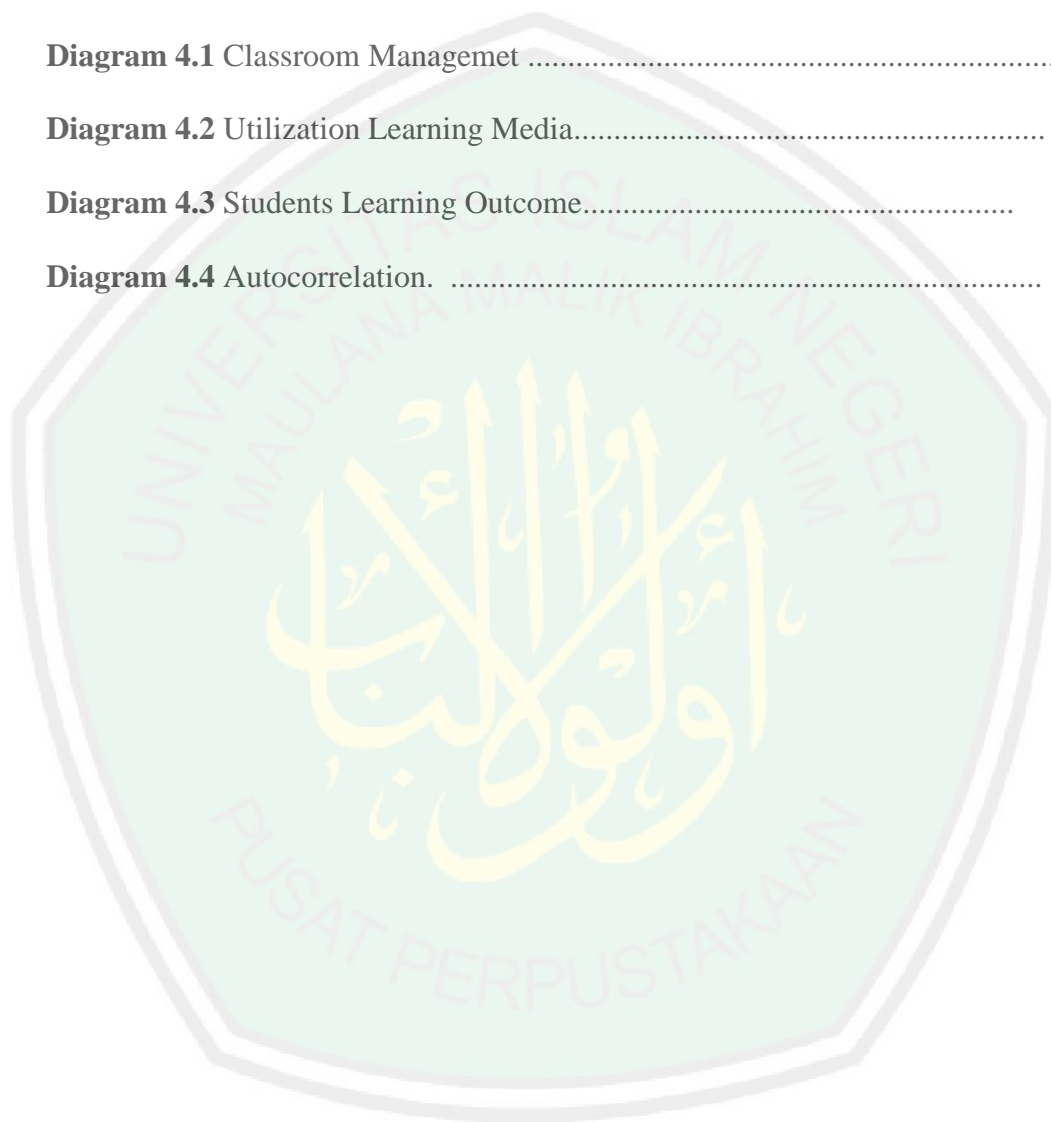
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## ABSTRAK

Huskho, Uruatul. 2016. *The influence of teachers creativity in classroom management and utilization learning media toward students learning outcome in social subjects grade VIII at MTsN Malang III Gondanglegi* 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:** *mengelola kelas, pemanfaatan media pembelajaran dan hasil belajar siswa*

Siswa dalam menunjang hasil proses pembelajaran dengan baik diperlukan guru memiliki kreatifitas tinggi dalam mengelola kelas serta pemanfaatan media pembelajaran juga mendukung dalam proses belajar yang dijadikan sebagai alat untuk menyampaikan pembelajaran dengan baik. Sehingga siswa dapat tertarik pada materi yang disampaikan dengan baik dan mudah di mengerti. Hasil belajar adalah merupakan salah satu hal yang terpenting dalam suatu pembelajaran, Hasil belajar sering digunakan dalam banyak hal, salah satunya sebagai tolak ukur keberhasilan dan evaluasi belajar bagi peserta didik dalam menyelesaikan suatu tanggung jawab proses belajar. Tujuan umum dilakukannya penelitian ini adalah (1) untuk mengetahui pengaruh kreatifitas guru dalam mengelola kelas terhadap hasil belajar siswa (2) pengaruh pemanfaatan media pembelajaran terhadap hasil belajar siswa (3) pengaruh kreatifitas guru dalam mengelola kelas dan pemanfaatan media pembelajaran terhadap hasil belajar siswa kelas VIII di MTsN Malang III Gondanglegi.

Penelitian ini menggunakan metode penelitian kuantitatif dengan pendekatan regresi berganda dengan satu variabel terikat dan dua variabel bebas. Populasi pada seluruh jumlah penelitian ini sebanyak 292 dari jumlah populasi sampel diambil sebanyak 82, teknik pengambilan sampel dalam penelitian ini adalah *simple random sampling*. Teknik pengumpulan data diperoleh dari metode angket dan dokumentasi. Data dianalisis dengan menggunakan analisis deskriptif pencapaian skor pada setiap variabel dan analisis inferensial yang menggunakan rumus *person product moment* dengan taraf hipotesis kepercayaan 95%.

Hasil penelitian menunjukan bahwa guru kreatif dalam mengelola kelas signifikan dalam mempengaruhi hasil belajar siswa dengan  $t_{hitung}$  2.399 dengan Sig.t 0,019 ( $p < 0.05$ ). Sedangkan pemanfaatan media pembelajaran tidak significant terhadap hasil belajar siswa bahwa value  $t_{hitung}$  1.029 dengan Sig. t 0,307 ( $p > 0.05$ ). Keseluruhan variabel secara simultan signifikan berpengaruh terhadap variabel terikat dengan Sig. f 0,039 ( $p < 0.05$ ). Nilai R Square yang didapat dari keseluruhan variabel bebas senilai 0.079 yang mana 7.9 % mempengaruhi sedangkan sisanya 92.1 % dipengaruhi oleh variabel lain.

## ABSTRAK

Huskho, Uruatul. 2016. *The influence of teachers creativity in classroom management and utilization learning media toward students learning outcome in social subjects grade VIII at MTsN Malang III Gondanglegi* Thesis, Social Science Education Departement, Tarbiyah and Teaching Training Faculty, Islamic State University of Maulana Malik Ibrahim Malang. Thesis Advisor: Dr. H. Nur Ali, M. Pd

**Keyword:** *classroom management, utilization learning media and students learning outcome*

---

In the students support the students learning outcome process with a good teacher is required to have a high creativity in classroom management as well as the utilization learning media also supports to learning process as a tool for delivering learning properly. So that students can be interested in the material presented and more easy to understand. The students learning outcome is one of the most important things in a study, the results of study are frequently used in many things, one of them as a benchmark of success and evaluation of learning for learners in completing a responsibility of the learning process.

General purposes of this research are to determain (1) The Influence of teachers creativity in classroom management toward students learning outcome (2) The Influence of utilization learning media toward students learning outcome (3) The Influence of teachers creativity in classroom management and utilization learning media to students learning outcome grade VIII at MTsN Malang III Gondanglegi.

The research design is research using quantitative approach where one of independent variable two dependent variables. The population of this inquiry is all of the students of grade VIII which the total 292 peoples. From the population taken 82 respondents design is regresif and its used *simple random sampling* technique. The technique of data collection were questionare and documentation. The data analysis technique using *person product momen* formula which is used to test hypothesis on 95 % reliance level.

The result show have significant the influence of teachers creativity in classroom management to students learning outcome that  $t_{hitung} 2.399$  with Sig.t 0,019 ( $p < 0.05$ ). Whereas have not significant the influence of utilization learning media to students learning outcome that Sig.f 0,039 ( $p < 0.05$ ). It means to all of variables R square 0.079 where 7.9 % while 92.1 % influence of other variation outside the research models that are not included in the limitation of this research.

## مستخلص البحث

وثقى، عروة. ٢٠١٦. تأثير الإبداع المعلمين في الإدارة الصفية واستخدام وسائل الإعلام التعلم على مخرجة التعلم الطلاب في موضوع التعلم الاجتماعية في الصف الثامن في المدرسة المتوسطة الحكومية مالانج ٣ كوندانج لآكى. بحث جامعى. قسم التربية الاجتماعية، كلية العلوم التربية والتعليم ، جامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج. المشرف، الدكتور نور علي، المحج الماجستير

كلمات الرئيسية: الإدارة الصفية، واستخدام الوسائل التعليمية ومخرجات التعلم

تحتاج الطلاب في دعم عملية التعلم المعلمين الذين له الإبداع العالية في الإدارة الصفية واستخدام الوسائل التعليمية و تدعم عملية التعلم أيضا التي يتم استخدامها كأداة للتعبير تعلم جيدا. حتى تتمكن الطلاب قد تكون مهمة في المواد المقدمة وسهلة الفهم. نتيجة التعلم هي واحدة من أهم الأمور في التعلم، وغالبا ما تستخدم نتائج التعلم في نواح كثيرة، واحدة منها كمقياس للنجاح وتقييم التعلم للمتعلمين في إنجاز مسؤولية عملية التعلم. وكان الهدف العام من هذه الدراسة هو تحديد تأثير الإبداع المعلمين في الإدارة الصفية واستخدام الوسائل التعليمية على مخرجة التعلم الطلاب في موضوع التعلم الاجتماعية في الصف الثامن في المدرسة المتوسطة الحكومية مالانج ٣ كوندانج لآكى

تستخدم هذه الدراسة الأسلوب الكمي مع نهج الانحدار المتعدد مع المتغير التابع و المتغيران المستقل. السكان على كل عدد البحث د تصل إلى ٢٩٢ من مجموع سكان العينة المأخوذة ما تصل الى ٨٢، وتقنية أخذ العينات في هذه البحث هي العينة العشوائية البسيطة. التقنيات في جمع البيانات المستمدة من أسلوب الاستبيان والوثائق. وقد تم تحليل البيانات باستخدام عشرات إنجاز تحليل وصفي على كل متغير وتحليل إستنتاجي التي تستخدم صيغة *person product moment* مع مستوى الثقة فرضية يعني ٩٥٪.

ظهرت نتائج البحث أن المعلمين في إدارة الطبقة في تأثير كبير من مخرجة التعلم الطلاب مع ت الحساب ٢،٣٩٩ مع سيح ت ( $p < 0.05$ ) 0,019 . في حين أن استخدام الوسائل التعليمية ليست لها كبيرة على مخرجة التعلم الطلاب أن قيمة ت الحساب ١،٠٢٩ مع سيح. ت 0,307 ٠,٣٠٧ ( $p > 0.05$ ). كل المتغيرة في وقت واحد تؤثر بشكل كبير على المتغير التابع مع سيح ف 0,039 ( $p < 0.05$ ). تقييمه ر المربع (R Square) المحسولة من المتغيرة المستقلة الإجمالية ٠,٠٧٩ التي ٧.٩٪ أن تؤثر و حين المتبقية ٩٢,١٪ تؤثر بالمتغيرة الأخ

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

The era of globalization now, education is strategic to enhance the welfare of human beings. Through education, human has intelligent, has the ability or skill, the attitude of a good life. Education became a social investment and makes the nations has dignities factor. The aim of national education system based on the UU at 2013 is:

Pendidikan mendefinisikan sebagai usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses belajar agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual, keagamaan, pengendalian dirinya, masyarakat, bangsa dan negara<sup>3</sup>

Based on law of education teacher plays an important role of education where teacher is primary determine the succesful of education expecially for learning process, even though curriculum is sophisticated, but along the teacher is agen of learning who facilitate student in trasfering knowledge and learning resources.

According to Oemar,

Untuk menjadi guru yang baik harus memiliki kemampuan untuk mengajar, seperti guru harus menyampaikan tujuan dari proses belajar mengajar dikelas sebelum ke materi, guru harus memiliki metode yang bervariasi, mengatur prosedur mengajar, membuat perencanaan

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<sup>3</sup>Undang - Undang Republik Indonesia Nomor 20 tahun 2013 Sistem Pendidikan Nasional (Jakarta: CV. Tamita Utama).

dan melakukan evaluasi. Ketika semua hal diatas diterapkan oleh guru maka pengajaran dan pembelajaran akan sukses.<sup>4</sup>

In addition teacher must have basic skills to determine the succes of learning, and the basic skills that must own by teacher are pedagogical skills, personality, professional and social skills. four those capabilities as an indicator to determine the sucess of the learning process that handle by teacher. Teachers creativity of learning process very influential on students understand because more creativity student to deliver material in process learning and make students enthuasthic and more creative students in learning process. "Creativity is something important in human life and relating to the potential that exists in man who used to change lives."<sup>5</sup>

Constitutions of 29, 2003 in chapter two article three that:

Pendidikan Nasional berfungsi mengembangkan kemampuan dan membentuk suatu watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman bertaqwa kepada Tuhan Yang Maha Esa, Berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri dan menjadi warga negara yang demokratis serta bertanggung jawab<sup>6</sup>

The role of teachers more important to help student for achievement success and have the ability management in classroom so conducive for situation condition and student more active and efficient. The selection of method and intruotional media must appropriate, because the material presented can be success. If strategy determine of the learning outcome in

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<sup>4</sup> Prof Dr. Oemar Hamalik, *Pendidikan Guru Berdasarkan Pendekatan Kompetensi*. ( Jakarta: Bumi Aksara.2002. ), page. 43

<sup>5</sup>Hernowo, *Menjadi Guru yang Mampu Mengajar Secara Kreaitifitas*.(Bandung:MLC, 2007), page. 26

<sup>6</sup>Undang - Undang nomor 29 tahun 2003 tentang Sistem Pendidikan Nasional Pasal 1 (Jakarta:UIN Jakarta Press,2005), page. 94

learning process but also using instructional media more important for teacher to application in teaching and learning.

This research is motivated that the teacher is one of the extrinsic factors that can influence the students learning outcome of learners. A teacher who has a high creativity, is able to use media well and able to manage a class that aims to create and maintain an atmosphere (conditions) function class support teaching program to improve the students learning outcome. Creativity teachers imbued with motivation to manage class and good use of the media is one of the efforts of teachers, to improve the students learning outcome.

Learning outcomes are one of the most important in a lesson, either measured directly with as well as numbers and overview the application learning outcomes in daily life. Furthermore the results of learning is a learning program. Learning outcomes are often used in many ways, one of them as a measure success and evaluation learning outcome for students in customizing responsibility.

In selection the application of utilization learning media the influence to absorption student. So that student more active and antuastic for learning process and to accept material from teacher. Basiclly,utiization learning media of social science subjects also essentially became his own pleasure for students, because it is more active in learning teacher using media. In addition, the utilization learning media one of alternative that considered



appropriate, because in presentation of subject matter social science subjects students receive not only theoretical, but students can directly observe shapes and images about subject matter presented of the teacher.

In addition MTsN Malang III one of the favorite school complex in Gondanglegi. To argumentation of the observation researcher with of the title favorite school MTsN Malang III Sepanjang Gondanglegi, certainly have standart the implementation of education from the facilities and teacher service. Same of argument because to understand the influence of teacher's creativity and using instructional media at MTsN Malang III, is there any influence of teachers creativity in classroom management and utilization learning media toward students learning outcome in social science subjects grade VIII.

From the discription of the background of the problem above the authors are interested to take title “ **The influence of teachers creativity in classroom management and utilization learning media toward students learning outcome in social science subjects grade VIII at MTsN Malang III Gondanglegi** ”.

## **B. Research Questions**

The are formulation questions of research:

1. Is there any influence of teachers creativity in classroom managemnet toward students learning outcome in social science subjects grade VIII at MTsN Malang III Gondanglegi ?

2. Is there any influence of utilization learning media toward students learning outcome in social science subjects grade VIII at MTsN Malang III Gondanglegi ?

3. Is there any influence of teachers creativity in classroom management and utilization learning media media toward students learning outcome in social science subjects grade VIIIat MTsN Malang III Gondanglegi ?

**C. Research Objectives**

1. To understand influence of teachers creativity in classroom management toward students learning outcome in social science subjects grade VIII at MTsN Malang III Gondanglegi.

2. To understand influence of utilization learning media toward students learning outcome in social science subjects grade VIII at MTsN Malang III Gondanglegi.

3. To understand influence of teachers creativity in classroom management and utilization learning media toward students learning outcome in social science subjects grade VIII at MTsN Malang III Gondanglegi.

**D. Significanses of the Research**

Based on this research result is hoped to be able to give the benefit are:

1. For University

The contribute science and can be use a references guide for the next researcher.

2. For Students

As input to be more motivation your result in your learn obtain the optimal learning.

3. For Teachers

As input always to be better teaching and learning activities the implementation specially of social science, and for consideration the implementation of learning activities especially with subjects.

4. For Researchers

To increase knowledge and as input in order to preparation for implementation of learning activities in the future.

**E. Research Hypothesis**

Research hypothesis will be experiment correctness the influence of teachers creativity in classroom management and utilization learning media toward students learning outcome in social science subjects grade VIII at MTsN Malang III Gondanglegi. According to Sugiyono:<sup>7</sup> “ hypothesis is temporary response to problem research”.

**H<sub>0</sub> :** There is no influence of teachers creativity in classroom management and utilization learning media toward students learning outcome in social science subjects grade VIII at MTsN Malang III Gondanglegi

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<sup>7</sup>Sugiyono. *Metodologi Penelitian*. (2005),page. 159

Ha : There is influence of teachers creativity in classroom management and utilization learning media toward students learning outcome in social science subjects grade VIII at MTsN Malang III Gondanglegi

#### **F. Scope of the Research**

The scope of a research used as limitation problems examined so do not deviate from the goal. The scope of this research are:

##### **1. Variable**

Based on the title in the lift by a researcher, then there are three variables, there is ( $X_1$ ) Teachers creativity in classroom management ( $X_2$ ) as the independent variable and utilization learning media (Y) as the dependent variable students learning outcome.

##### **2. Subject of the study**

The subject is student grade VIII in MTsN Malang III Gondanglegi

Based on the background and problems of the research, So in the research use limitation scope that utilization learning media use for teacher and than ceativity in classroom management to preparation controlling teacher in the classroom.

#### **G. Research Orsinality**

The research conducted some as an overview of the previuos reseach with last researcher as follow:

Table 1 I.1 Previous Study

No.	Researcher, Title, (Skripsi, Thesis, Journal etc), publisher and research year	Similarity	Disparity	Originality of research
1.	Asqini Magfiroh AG, Skripsi UIN Malang Prodi Pend. Ekonomi, 2013. "Media pembelajaran Dalam meningkatkan kualitas pembelajaran siswa kelas VII mata pelajaran IPS di SMP Negeri 1 Probolinggo"	Content of learning media, learning outcome	Improving the quality of students learning Qualitatif approach	Fulfill the cognitive, affective and psycomotor significant based on the report 85 %
2.	Idawati, thesis Megister IAIN Tulungaung Pend. PAI, 2015" Pengaruh kreativitas guru, pemanfaatan media pembelajaran dan pengelolaan kelas terhadap prestasi belajar mata pelajaran fiqih kelas IV – VI Madrasah Ibtidaiyah se – Kecamatan IAN Tulungagung"	Content of teacher creativity, utilization learning media and Classroom management	Acievement students	For the research teacher creativity, utilization learning media and Classroom management signicant T count> T table.
3.	Siti Munziah, Skripsi UIN Malang Prodi Pend. Ekonomi, 2011. " Pengaruh Kreativitas guru dan minat belajar terhadap hasil belajar siswa kelas VII pada mata pelajaran IPS Terpadu di SMP Negeri 2 Turen"	Content of techers creativity and learning outcome, quntitative approach than explanatory research method	Students Interest	The ffect of variables teacher creativity to learning outcome indicate significant t hitung 2,290 > t table 1,99

In the research entitle Idawati Megiser IAIN Pend PAI, 2015 “ *Pengaruh kreativitas guru, pemanfaatan media pembelajaran dan pengelolaan kelas terhadap prestasi belajar mata pelajaran fiqih kelas IV – VI Madrasah Ibtidaiyah se – Kecamatan IAN Tulungagung*” Result of the study creativity teachers showed very good tendency as many as 45 or 88% of responden have a teacher creativity with the creteria very well. Utilization of using learning media showed very good tendency that is 48 % or 94 % of responden have a management class very good. While 43 % or 84 % indicate good for learning outcome. There is significant because  $T_{count} > T_{table}$ .

In the reseach entitle Asqini Magfiroh UIN Malang Economic, 2013 “ *Pengaruh media pembeelajaran dalam meningkatkan kualitas pembelajaran siswa kelas VII mata pelajaran IPS di SMP Negeri 1 Probolinggo*” result of the study Fulfill the cognitive, affective and psycomotor significant based on the report 85 %.

In the reseach entitle Siti Munziah, Skripsi UIN Malang Prodi Pend. Ekonomi, 2011 “*Pengaruh Kreativitas guru dan minat belajar terhadap hasil belajar siswa kelas VII pada mata pelajaran IPS Terpadu di SMP Negeri 2 Turen*” The resut od study conluded in partially or simutaneously teacher creativity in learning outcome of subject grade VIII the effect of variabel indicate significant by the large  $T_{count} > T_{table}$ .  $2,290 > 1,99$ .

## H. Operational Definition

Defination of operational is to explain of term in the research of title , so in order to avoid not understand of clarity meaning title of research. <sup>8</sup>

There are delimitation related to title in process writing thesis:

1. Teachers creativity is an ability potential to create something new, like an idea, solution problem new appearance or new method an activity that creating something that wasn't done by someone or existence a tendency to creating something new for provide a certain amount of knowledge.
2. Classroom management is an effort beguiling existing class potential as optimally as possible to support in process of achieving the learning objectives of educational interaction.
3. Utilization learning media is mean mediator or an information carrying the technologies like a audio, visual, audio visual that can be used for instruction media of instruction for the teacher and a tools to something communicate of message.
4. Learning outcomes is an ability students as a outcomes of activity and behavior change such as, cognitive, affective and phsycomotor fulfilling lives.

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<sup>8</sup>Pedoman Penulisan Skripsi.. *Fakultas Tarbiyah UIN Malang, 2015*, page.11

## I. Composition of Research Findings

The are for six compositions of research finding such as:

**Chapter I** The are of introduction chapter: background of research, problems of research, objective of research, significance of research, hypotesis of research, scope of research, originality of research, operational defination of key term, and than composition research findings.

**Chapter II** This chapter is rewiw of related literature base theoretical research the influence of teachers creativity in classroom management and utilization learning media toward students learning outcome in social science subjects grade VIII at MTsN Malang III Gondanglegi.

**Chapter III** The are methodology of chapter: research setting, approach and research design, research variabel, population and sample, data and data source, research instrument, data collection, test of reability and validity, data analysis, and than research procedure.

**Chapter IV** This chapter is the result of research.

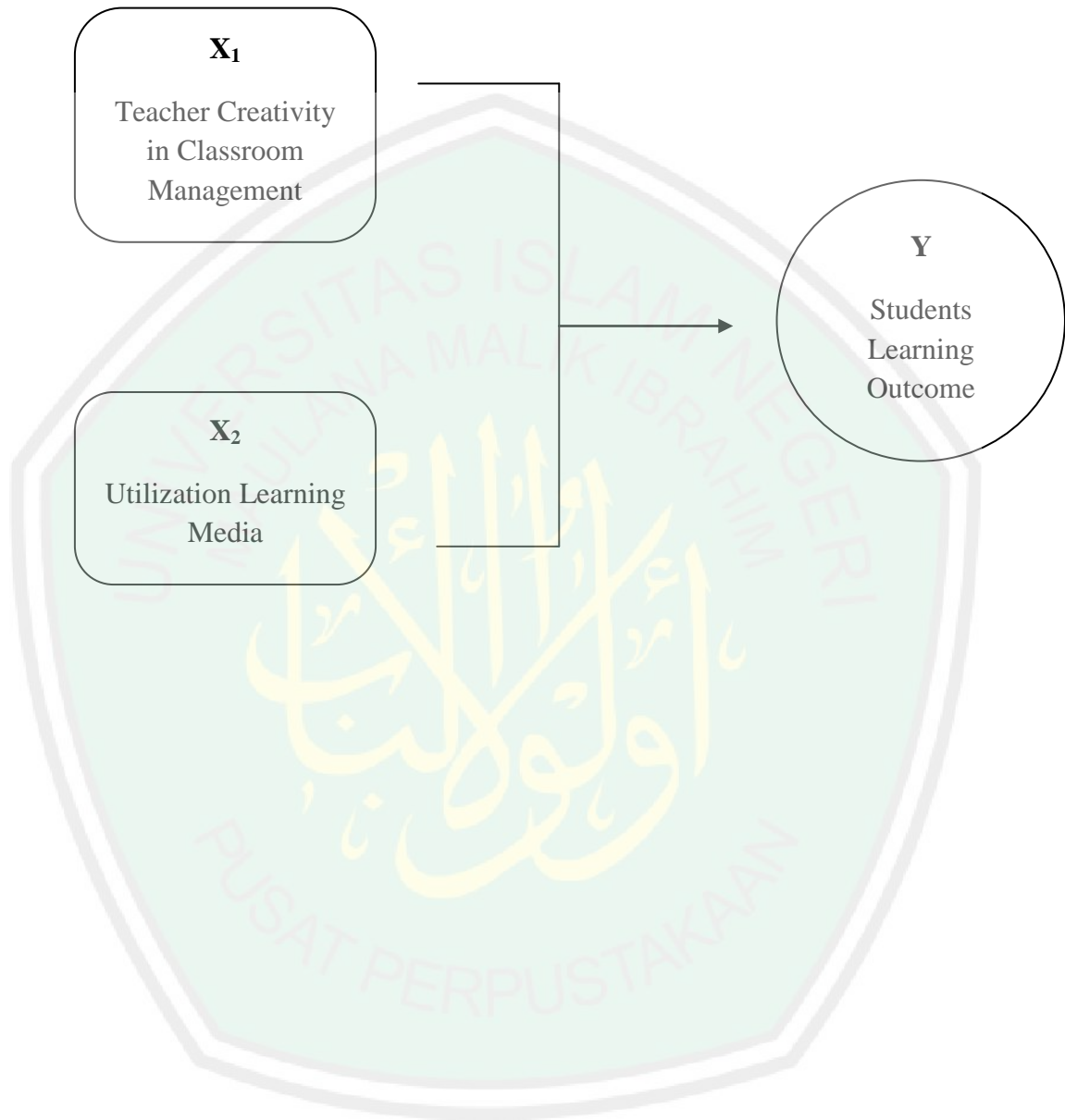
**Chapter V** This chapter is discussion about of research.

**Chapter VI** Closing and arguments.



## J. Framework of Thinking

Diagram 1.1 The Framework of Thinking



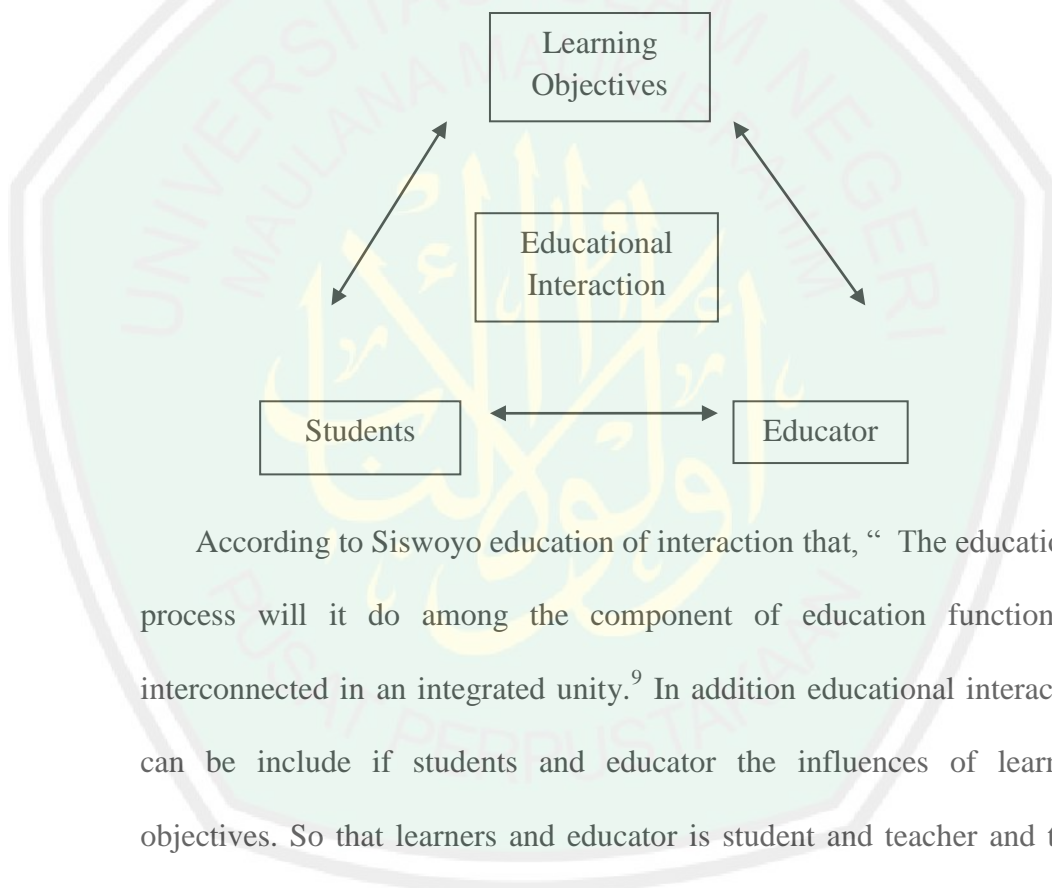
## CHAPTER II

### LITERATURE REVIEW

#### A. Teachers Creativity in Classroom Management

The educational process will do interaction between learners and educator in attain learning objectives.

Diagram 2.1 *Educational Component*



According to Siswoyo education of interaction that, “ The educational process will do among the component of education functionally interconnected in an integrated unity.<sup>9</sup> In addition educational interaction can be include if students and educator the influences of learning objectives. So that learners and educator is student and teacher and than learning objectives for to be sucess in students learning outomes. Therefore, teachers creativity in classroom maagement and utilization learning media toward influences of learning objectives.

<sup>9</sup>Siswoyo,Dwi., dkk. *Ilmu Pendidikan*. (Yogyakarta: Uny Press, 2007), page. 45

According to Tajalan, teachers creativity can be directed in two components in classroom learning that <sup>10</sup>

1) Creativity in classroom management

Classroom management is activity teachers for manage classroom to dynamic, organizing existing resources and planning good learning activities which done in classroom. In the case the teachers creativity of classroom management to directed :

- a. To help of learners in order class learn related collaborative and cooperative.
- b. Creating a conducive academic environment in the learning process.

2) Creativity in utilization learning media

Learning media is a tool that can be support in the learning process. The function media is help of learners in understand taught to abstract concept, Increase motivation to learners in the learning process, reduce misunderstanding, Increase motivation to teachers for skill developing. In the context as teacher in media that:

- a. Reduce things to abstract in a lesson.
- b. To help of students for the integration of learning materials in situation.

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<sup>10</sup>Talajan, Guntur. (2012). *Menumbuhkan Kreativitas & Prestasi Guru*. (Yogyakarta: LaksBang PRESSindo,2012), page. 58 - 59

The are some need various of component understood and developed to good funtion.

According to Muhammad Nurdin that,

Guru adalah pendidik profesional karena guru secara langsung telah merelahkan dirinya untuk menerima dan menanggung sebagian tanggung jawab sebagai pengganti orang tua disekolah, dan guru adalah orang yang berkewajiban untuk mengajar dan mengamalkan ilmunya kepada siswa – siswanya, jadi tugas utama seorang guru adalah mendidik siswa.<sup>11</sup>

Teachers dream is a product or the balance between teacher control aspects and disciplines, they do not need to be contested but how teachers forged aspects of this personality and have a god capability in mastery the subjects. Personality intact and qualified teachers is very important because this is where the emerging professional responsibility and readiness to always develop themselves. The task of teacher is to stimulate potential learners and teaching in order to learn.

Teachers in islam is person who is responsible for the development of students by pursuing their full potential, both potential affective, cognitive pontential, and potential of psycomotor. Teachers also adult person who is responsible for providing and help students in developing mental physical in order to achieve the level of maturity, and able to stnd alone in fulfilling his duties as a servant of God. In addition, it is capable of as a social being and an independent individual. Allah says in the Qur'an Ali Imran (3): 164.

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<sup>11</sup> Muhammad Nurdin, *Kiat Menjadi Guru Profesional* (Yogyakarta: Ar – Ruzz Media, 2008), page. 127

لَقَدْ مَنَّ اللَّهُ عَلَى الْمُؤْمِنِينَ إِذْ بَعَثَ فِيهِمْ رَسُولًا مِّنْ أَنفُسِهِمْ يَتْلُوا عَلَيْهِمْ  
آيَاتِهِ ۗ وَيُزَكِّيهِمْ وَيُعَلِّمُهُمُ الْكِتَابَ وَالْحِكْمَةَ وَإِن كَانُوا مِن قَبْلُ لَفِي

ضَلَالٍ مُّبِينٍ ﴿١٢٤﴾

“ Sungguh Allah telah memberi karunia kepada orang-orang yang beriman ketika Allah mengutus diantara mereka seorang Rasul dari golongan mereka sendiri, yang membacakan kepada mereka ayat-ayat Allah, membersihkan (jiwa) mereka, dan mengajarkan kepada mereka Al kitab dan Al hikmah. dan Sesungguhnya sebelum (kedatangan Nabi) itu, mereka adalah benar-benar dalam kesesatan yang nyata.”<sup>12</sup>

“ Indeed Allah disclosed, as a blessing a Rasul for the believers from within themselves (brought forth a Rasul from among their own kind) he reads His signs purifies them and teaches them the knowledge of reality and wisdom (the system and order of all that is formed). (Whereas) previously they were in evident corruption”

The verses above can be conducted that the main task of the Prophet thas as a prophet, as well as an educator or teacher. Therefore, the main task of the teacher according to the verse is: <sup>13</sup>

Signification, namely development, cleaning and removal of his soul to created, abstain from evil and keep yourself that are in nature. Teaching namely, the transfer of knowledge and faith to the mind and heart of the Muslims so that they realize in life behavior.

The addition understand of teachers according “ The teacher is office or profession that requires special skills its main task as educating, teaching, guiding, directing, train, assess, and evaluate students in early

<sup>12</sup> Al –Qur’an dan terjemahannya. (Bandung: Jumatul’ Ali Imran ,2005), page. 92

<sup>13</sup> Muhammad Nurdin, *Op, Cit*, page. 128

childhood education formal education path, primary, and secondary schools”<sup>14</sup>

Teachers have a very important roles in learning. Learners need a background of a teacher to help him in the process of self development and optimization of talent and ability who owned learners.

Basically of teachers creativity can help students to increase their level of thinking, but every individual there is who value on ideas generated. There is also absolutely no regard for the ideas generated. As for some definition of creativity according to experts :

- a. According to Indonesian defination that “ the ability to create “ or creativity.The word is related to the great power with the potential that exists in human which can be utilized to change lives.<sup>15</sup>
- b. According to Furthermore Feldman that “The Achievement of something remarkable and new, something which transfroms and changes a field of endeavor in a significant way .... the kinds of things that people do that change the world.”<sup>16</sup>
- c. According to Zalena “ create or make a something from nothing came into existance”<sup>17</sup>

<sup>14</sup>Etika Profesi Keguruan, *Kegiatan belajar 1 Makna Profesi* (2005), page. 40.

<sup>15</sup> Hernowo. *Menjadi Guru yang Mampu Mengajar Secara Kreatifitas*.(Bandung:MLC,2007)page. 26.

<sup>16</sup> Nirma. 2005. Hubungan positif antara persepsi terhadap iklim kelas dengan kreatifitas pada siswa SMA Kalam Kudus Medan. *Skripsi, Fakultas Tarbiyah Universitas Sumantera Utara*. ([Http://ID.PDF.Org/WIKI/KRREATIFITAS](http://ID.PDF.Org/WIKI/KRREATIFITAS)) diakses tanggal 15 September 2015 jam 21.00 WIB.

<sup>17</sup>Zaleha Izhah Haassoubah, *Mengasah Pikiran Kreatif dan Kritis* (Bandung: Nuansa, 2007), page.50

- d. According to Yusuf Abu Al – Hajjaj “ creativity is the ability to create something new, like a solution problem new appearance, artistic value, or new methods”<sup>18</sup>
- e. According to Munandar that“ Creativity as a process of human thinking to create something new, by connecting facts, information, language, or a condition”<sup>19</sup>

So that, the meaning of creativity suggested some formulation which conclusion an experts about creativity such as:

- a) Creativity is an ability to create new combination data, and information or items.
- b) Creativity of creative thinking (divergent) based on the ability data or information provided, find lots of possible answers to a problem, its importance on quality, diversity, and appropriate answers.
- c) Operationally creativity can be formulated as an ability of reflecting smoothness, suppleness and orsinality of thinking, as well as ability to combine (detailing) an idea.

According to Talajan that,

Kreatifitas guru dalam pembelajaran merupakan bagian dari suatu sistem yang tidak terpisahkan dengan terdidik dan pendidikan. Peranan kreativitas guru tidak sekedar membantu satu aspek dalam diri manusia saja, akan tetapi mencakup aspek - aspek lainnya yaitu kognitif, psikomotorik dan afektif.<sup>20</sup>

<sup>18</sup>Yusuf abu al – Hajjaj, 30 *Kiat meledakan Kreatifitas*. (Solo: Ziyad Visi media, 2010), page. 16

<sup>19</sup>Munandar, SCU. *Kreatifitas dan Keberbakatan: Strategi Mewujudkan Potensi Kreatif dan Bakat*. (Jakarta: Gramedia Pustaka Utama, 1999), page. 12

<sup>20</sup>Talajan, Guntur, *Menumbuhkan Kreativitas & Prestasi Guru*.(Yogyakarta: LaksBang PRESSindo, 2012), page. 54

Then the authors conclusion on description above, creative action is an imposing of one's own whole personality on the environment in an unique charactereristic way and create to something new idea.

According to Joyce Wycoff, the are some of teacher characteristics that: <sup>21</sup>

- a. Boldness, look full in the face new challenges and prepared to risk facing failure.
- b. Expressive, not afraid to express your thoughts and feelings.
- c. Humorist, related to creativity combine things in such a way, so as to be different and unpredictable.
- d. Intuition, accept as reasonable under to aspect of personality.

According to Munandar “The are some personal charecteristic of creative: imajinatif, have initiative, broad interest, self independent, happy adventure, energic, beleive, dare to take risks, bold in opinionated and confident”. <sup>22</sup>

According to Hernowo creativity of teacher that, teacher are able to create a learning environment that is conducive to the development of

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<sup>21</sup> Sri wahyuni, *Pengaruh Kreativitas dan Frekuensi Belajar Terhadap Prestasi Belajar Akuntansi pada siswa kelas XI Akuntansi SMK Muhammadiyah 2 Surakarta angkatan 2008/2009. Skripsi, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surakarta, 2009, page. 29*

<sup>22</sup>Munandar, Utami, *Pengembangan kreativitas Anak Berbakat* (Jakarta: Rineka Cipta, 2004), page.30



creativity. Able to apply learning techniques stimulate creative thinking in students by combining cognitive and affective development.<sup>23</sup>

The above description can be drawn conclusion so that creativity free in the acting and thinking, the existence of initiatives foster a sense of wonder, believe in yourself and have a good imagination.

### 1. Defination of Classroom Management

The meaning of management come from Indonesia language “*manajemen*“. Management is supervision, performance use of resources effectively achieve the goals or means expectation.<sup>24</sup> The conclusion management is the maintenance of something in order to effectively and efficiently.

According to Dr Suharsimi Arikunto that, “Classroom management an attempt by resonsibility of teaching and learning activities to help with a view to achieving optimal conditions, so that the expected learning can be accomplished”

According to Drs Syaiful Bahri Djamarah that “Classroom management is an effort beguilling existing class potential as optimally as possible to support in process of achieving the learning objectives of educational interaction “<sup>25</sup>

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<sup>23</sup> Hernowo, *Guru menjadi guru yang mau dan mampu mengajar secara kreatif* (Jakarta:MLC,2009), page. 1

<sup>24</sup>Pius A.Partanto, M.Dahlan al-Barry, *Kamus Ilmiah Populer* (Surabaya : Arkola, 1994), page. 434

<sup>25</sup>Syaiful Bahri Djamarah, *Guru dan Anak Didik Dalam Interaksi Edukatif* (Jakarta : Rineka Cipta, 2000 ), page. 173

According to Dr. Hadari Nawawi that,

Diartikan sebagai kemampuan guru atau wali kelas dalam mendayagunakan potensi kelas berupa pemberian kesempatan yang seluas-luasnya pada setiap personal untuk melakukan kegiatan-kegiatan yang kreatif dan terarah, sehingga waktu dan dana yang tersedia dapat dimanfaatkan secara efisien untuk melakukan kegiatan-kegiatan kelas yang berkaitan dengan kurikulum dan perkembangan murid.<sup>26</sup>

The description above that the program will develop if the teacher or class of guardian fullest potential class consists of three elements: teacher, students, process or dynamis and classroom management is an attempt to create an atmosphere or pleasant conditions and maintaining the motivation of students to participate in the educational process.

## 2. The Aims of Classroom Managemnet

Classroom Management essentially contained in the aims of education good special or general. Classroom is provision of facilities for a variety of students learning activities in a social environment, emotional, inteclual in class.

Facilities available that allow students to learn and work, social condition which gives satisfication, discipline condition, intelectual development, intectual and emotional, attitude and students appreciation.

<sup>27</sup> As for the aims of classroom management such as :

- a. So that process teaching and learning can be carried out to maximum related to objectives learning effective and efficient.

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<sup>26</sup>Drs. H. Hadari Nawawi, *Organisasi Sekolah Dan Pengelolaan Kelas* (Jakarta : CV. Haji Masagung, 1989), page. 115

<sup>27</sup> Dr. Sadirman N, dkk, *Ilmu Pendidikan* (Bandung: Remaja Karya CV, 1987), page. 312

- b. To provide convenience and effort into the students progress in the learning, so that teacher can be observed in students which slow in learning.
- c. To provide ease in raising important issues to be discussion in class for the improvement of learning in the future.

So, classroom management is create the conditions in which class group in form of a good classroom environment, which allow students to act in accordance the ability and related aims of educational.

### 3. Indicator of Classroom Management

The description from that given according to Novan Ardy Wiyani that : <sup>28</sup>

- a. Creating to appropriate climate learning

Creating the right learning climate is directed to embody a conducive atmosphere of class and fun in order to can motivate learners to be able to learn with a good fit with the development and its ability.

To create the right learning climate, a teacher as Manager of them must master the principles of management classes and class management skills component, as well as being able to use classroom management approach effectively.

- b. Organize of study room

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<sup>28</sup>Novan Ardy Wiyani. Manajemen Kelas: Teori dan Aplikasi untuk Menciptakan Kelas yang Kondusif. ( Yogyakarta: Ar – Ruzz Media, 2013), page 65

The room is learning in this classroom should be designed such that it created a fun class condition and could bring the passion and the desire to learn with goods such as desks, chairs, cabinets, pictures affirmations, display the results of the work students who are top achievers, a variety of props, musical accompaniment and learning media to suit the subject matter being taught or nuances of the music that can be build passion learners.

Related activities the arrangements classroom is as follows :

- 1) The student seating arrangements
  - 2) educational media settings
  - 3) Arrangement of plants
  - 4) Granting of aromatherapy
- c. Manage the interaction learning activities

In the interaction of teaching and learning, teachers and learners should be active. Active in the sense of attitude, mental, and deeds. For creating effective teaching and learning interactions, at least the teacher have to master and practice the various basic skill teaching.

Skills of teachers in the process of teaching and learning, such as: opening and closing skills lessons, skill explained, skills asks, argumentation skill using learning media, small group discussion guide skills, skills to manage classes, and teaching skills to hold a variation of individuals and small groups etc.

If the elements above can be filled with good, then classroom management can be said to be good.

#### 4. Implementation of Classroom Management

The implementation of classroom management for effective and efficient, teacher must have knowledge and lesson management in classroom, planning and broad view of the class.

In addition, teachers must develop caring attitude, spirit for teaching, discipline, example for teaching and human relationships as the embodiment of moral climate conducive work. Furthermore the function teacher as a manager, facilitator etc give suggestion to students.

In order to implementation of classroom management teacher must be creative in improving class good teaching and learning structure. Classroom condition is fun and full of discipline needed to encourage students learning. Creativity and creative teacher for implementation classroom management in always to encourage development.<sup>29</sup>

Teacher style is a pattern of behaviors that effect students. Teacher style can be changed with the situation at hand.<sup>30</sup>

Stage management and implementation of the learning process can be detailed as follows.<sup>31</sup>

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<sup>29</sup>Dr. E. Mulyasa, M. Pd, *Manajemen Berbasis Sekolah Konsep, Strategi, Dan Implementasi*(Bandung : PT. Remaja Rosdakarya, 2002), page. 57-58

<sup>30</sup>Drs. H. Martinis Yamin, M.Pd, Dra, Maisah, M.Pd.I, *Manajemen Pembelajaran Kelas Strategi Meningkatkan Mutu Pembelajaran*(Jakarta : Gaung Persada Press, 2009), page. 18

### 1) Planning

- a. Specify what to do, when or where.
- b. Limiting the implementation to achieve maximum results through target.
- c. Development to alternative
- d. Gather and analysis of information
- e. Prepare and communication program from decision.

### 2) Organization

- a. Preparation of facilities, equipment, the man power required to construct an efficient framework in implementation planning.
- b. Classification work into organizational structure on a regular basis.
- c. Establish organizational structures and mechanism.
- d. To formulate and determine method and procedure.
- e. Held out of workforce training of education and need another sources.

### 3) Direction

- a. Frame the time and costs in detail
- b. To show leadership in implementing the plan decision.
- c. Take our issued a specific instruction.

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<sup>31</sup>Drs. Abu Ahmadi, Drs. Joko Tri Prasetyo, *SBM Strategi Belajar Mengajar Untuk Fakultas Tarbiyah Komponen MKDK*, (Bandung : CV. Pustaka Setia, 2005), page. 32-33

- d. Guiding, motivation and to do vision.
- 4) Controlling
- a. The evaluation activities compared of planning.
  - b. The reporting irregularities to the correction action, the formulation action, preparing standard and suggestion.
  - c. The value work and take action against irregularities correction.

The conclusion description above for the implementation of classroom management should be better before learning begins to be ready for everything the teacher in the learning.

## **B. Utilization Learning Media**

### **1. Definition of Learning Media**

The meaning of media comes from Latin *medius* means an “mediator” or introduction, from Arabic language media is “wasail” sender to the recipient of message.<sup>32</sup>

Dictionary of Indonesian language, media is tools or means to communicate.<sup>33</sup> So, media means mediator, introduction or a tool to something communicate of message.

According to Santoso that, “media are all of forms mediator use of disseminator ideas”. So, an idea or concept to recipient.<sup>34</sup>

<sup>32</sup>Arif Sardiman, dkk. *Media Pendidikan*(Jakarta: Raja Grafindo Persada.), page. 6

<sup>33</sup>Depdikbud, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2000), page. 563.

<sup>34</sup>Ahmad Rohani, *Media Instruksional Edukatif*,(Jakarta: Rineka Cipta, 1997), page. 2.

media means everything it can be in sense that functions as an mediator or tools for communication process (teaching and learning).

<sup>35</sup>According to Schram quotality Raharjo “Information carrying technologies that can be used for instruction....the media of instruction, consequently are extensions of the reacher” <sup>36</sup>This means that information that contains of technology can be used for teaching materials.... teaching media can escalate or clarify the achievement of learning objectives.

Based on the description, it can author conclude to somegeneral characteristics contained in understanding about media, that is:

- a. learning media has a sense of aids in the learning process both inside and outside the classroom.
- b. Learning media used in order of communication and interaction of teachers and students in teaching and learning.
- c. Learning media has a physical sense known as hardware means an object that can be seen or touched with the five senses.
- d. Learning media has a non physical sense known as software, namely content message contained in hardware which content wish to be conveyed to the students.

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<sup>35</sup>Ibid, page. 3

<sup>36</sup>Raharjo, *Media Pendidikan dalam Yusuf Hadimiarso, Teknologi Komunikasi Pendidikan.*(Jakarta: Rajawali), page. 46-47.



A tool that can help the learning process serves to clarify the meaning of message delivered so as to achieve the learning objectives.

## 2. Function and Benefit of Learning Media

According to Hamalik Arsyad “Believes use of media in teaching and learning can be generate motivation and stimulation of learning activities”.<sup>37</sup> Utilization learning media of the introduction stage learning help effectiveness process teaching and learning delivery of message and interest for students. Learning media also to help students increase understand and facilitate interpretation which can ultimately to improve students achievement.<sup>38</sup>

There are some two elements important your process of teaching and learning, utilization learning media and creativity of teacher in management classroom, so there are two aspects to interrelateds. One particular teaching method will affect types of media education, though there are still numerous other aspects to look for in selecting media.

According to Kemp ad Dayton learning media can fulfill three function if media use for group, more group and individual that is :<sup>39</sup>

- a. Motivation interest or action, can be realized with the technique drama or entertainment.

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<sup>37</sup> Arsyad, Azhari, *Media Pembelajaran*. (Jakarta: PT. Raja Grafindo Persada, 2009), page. 21 - 23

<sup>38</sup> Arsyad, Azhari, *Media Pembelajaran*. (Jakarta: PT. Raja Grafindo Persada, 2007), page. 15 - 16

<sup>39</sup> Cecep Kustandi dan Bambang Sutjipto, *Media p pembelajaran manual dan digital* (Bogor:Ghalia Indonesia, 2011), page. 23

- b. Presenting information, can be used present information in front students group and give a instruction.

According to M. Sumarti and J. Pernama, general of function media in process teaching and learning such as:<sup>40</sup>

- a. A tools to create effective teaching situations.
- b. Over all integral part of the teaching situation.
- c. Despise the foundation concrete and abstract concepts so as to reduce the abiding nature of verbalisme.
- d. inspiration to motivation students.
- e. Expandig on the quality of teaching.

Generally, benefit media in process learning is smooth interaction between teacher and students until activity learning more effective and efficient. Specific some benefits media in the learning according to Kemp and Dayton that :<sup>41</sup>

- a. Delivering course material can be homogenized.
- b. Learning process more detail and draw.
- c. Learning process more interactive
- d. Efficient of time and energy.
- e. To increse the quality students learning outcome.
- f. Media can allow the process to do anywhere

<sup>40</sup>Anissatul Magfiroh, *Strategi Belajar Mengajar* (Yogyakarta:Teras, 2009), page. 110

<sup>41</sup> Etin Solihatini dan Raharjo, *Cooperative learning analisis model pembelajaran IPS* (Jakarta: Bumi Aksara, 2009), page. 23 -25

- g. Media can foster a positive attitude among material and learning process
- h. Change of teacher into a more positive direction and productive.

The purpose utilization learning media can be improve learning achievement after fulfillment, an function learning media including to make it real situation learn effective, attain goal and enhance the quality learning.

### 3. Types of Learning Media

There are some several types of media that can be used in teaching and learning : <sup>42</sup>

#### a. Auditif Media

Auditif Media is media use only voice capability like radio, cassette recorder etc. This media is suitable for the deaf or abnormalities in hearing.

#### b. Visual Media

Visual media is media use only vision. Nothing displays still images such as slides, picture, printing, etc. There are also visual media picture or symbol like that silent film and cartoon film.

#### c. Audio Visual Media

Media which have an element of sound and picture. Kind this media has a better ability.

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<sup>42</sup> Syaiful Bahri Djamarah dkk, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2002), page 140 - 142

According to Nana Sudjana and Ahmad Rifai learning media use in process teaching and learning.<sup>43</sup>

- 1) Two dimensional media like a picture, drawing, poster, blueprint and carton.
- 2) Three dimensional media like solid model, section media, row media and work media.
- 3) Projection media like that slide, filmstrip, OHP or LCD.
- 4) Environment

The first groups type of learning media: graphic media, printed material and still images.

- a) Graphic media: Visual medium that present facts, idea or concept through presentation of word, number, sentence etc. Which includes graphic media: diagram, draft, vignette, Poster, flanel board, bulletin board.
- b) Printed material: Visual medium through the process of manufacture printing of offset. Printmedia types including: teks book, module, programmed instruction materials.
- c) Still images: Visual medium through process of photography. Types include is picture.

The second groups type of learning media: OHP/OHT, *opaque projector, slide*, and film strips.

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<sup>43</sup>Sudjana, Rifai, *Media Pengajaran* (Bandung : CV Sinar Baru, 1990), page. 3 - 4

- a) OHP or OHT: Visual medium that is projected through a projection tool OHP (*Overhead Projector*).
- b) Opaque Projector: Media used to project the material or media is not transparent, example book, picture, models two dimension or three.
- c) Slide: Visual medium that is projected through called projector slide.
- d) Film Strips : Projection visual media silence is basically the same as the slide media.

The third groups type of learning media: Audio Media

- a) Radio Media: delivery of messages by electronic waves.
- b) Tape Recorder: delivery of messages by audio cassette.

The fourth groups type of learning media: Visual Audio Silent is media delivery can be received by the sense of hearing or eyesight.

#### 4. Indicator of Utilization Learning Media

The description from that given according to Suwarna that :<sup>44</sup>

- a. Do duty for draw students interest about lesson.

The media can be convey information that heard and seen with the result that explain principles, concept, process or procedure and that abstract and incomplete becomes clearer.

- b. The amount of learning time can be reduced.

It often happened, teachers spend the time to explain the lesson material if the utilization good learning media.

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<sup>44</sup>Suwarna, *Pengajaran Mikro*. (Yogyakarta: Tiara Wacana, 2006), page 128

- c. Generate conceptual ideas thus reducing misconception to students in lesson

The existence good utilization learning media then material received of the students become focus and not misconception in lesson.

### C. Students Learning Outcome

#### 1. Definition of Students Learning Outcome

Learning outcomes is an ability of the students after that learning experience. Learning outcomes include in cognitive, affective, and psychomotor to remember. Learning outcomes changes behavior that should be remembered or changes behavior whole isn't just one aspect or indicator of a potential. That meaning learning outcome which are categorized by education experts, but comprehensive.<sup>45</sup>

The meaning of learning outcomes can be understand which two word "product" and "learn". The product shows on an acquisition of a result in doing an activity or process that resulted change of input functional.<sup>46</sup> According to Morgan in Introduction to psychological that, "learn is relative permanent change in behaviour that occurs as a result of practice and experimentation".<sup>47</sup>

<sup>45</sup>Purwanto, *Evaluasi Hasil Belajar* .(Yogyakarta: Pustaka Pelajar, 2009), page 38 - 39

<sup>46</sup>Purwanto, *Evaluasi Hasil Belajar*, (Yogyakarta:Pustaka Pelajar, 2011), page. 44

<sup>47</sup> Ngalim Purwanto, *Psikologi Pendidikan*, (Bandung: Remaja Rosdakarya, 2000), page.

According to Roger “ internal process that drive the students in order to use full potential cognitive, affective and psycomotor in order to have capability of intellectual, morality and other skill.<sup>48</sup>

While according to piaget “ Learn is interaction process students with environment which always changes experience and conduct continuously.<sup>49</sup>

Based on the description above can understand, that learn a process performance by a person to obtain a change in interaction with the environment. Essentially, learning outcome is an ability which obtain the students after learning activities like a changes to cognitive, affective and psycomotor for expects increse student learning outcome after learning process.

## **2. Factors of Students Learning Outcome**

According to Slameto, the factors which affecting sucess of study can be devided into two parts internal factor and external factor.<sup>50</sup>

- 1) Internal Factor
  - a. Physical Factor

Include into the physical factor is health factor and disability

- b. Psychology Factor

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<sup>48</sup> Abudin Nata, *Perspektif Islam tentang strategi pembelajaran*, (Jakarta: Kencana, 2011), page. 101

<sup>49</sup> *ibid*, page . 99

<sup>50</sup> Slameto, *Belajar dan Faktor-Faktor Yang mempengaruhinya*. (Jakarta: PT.Rineka Cipta, 2003), page 54

There are some influences of psychology factors that, intelligence, interest, talent, maturity, readiness, and attention.

c. Reaction Factor

Reaction in a person can be divided into two that, physical reaction and spiritual reaction : physical reaction looks weak body and then spiritual reaction can be looked into boredom so that interest and encouragement to produce missing.

2) External Factor

a. Family Factor

Students who learn will accept the influence of the family in the form of how parents educate, relationship between family members, condition of house, economic family and understanding for parents and culture background.<sup>51</sup>

b. School Factor

Students who learn will accept the influence of the school method, curriculum, relationship between teacher and students, tool learn, time school, discipline school, state building, house work and standard lesson for evaluation.<sup>52</sup>

c. Society Factor

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<sup>51</sup> ibid, page 60

<sup>52</sup> ibid, page 64



Society more influence toward students learning outcome because presence of students in the community such as, friends hanging out, and forms of life in the community.<sup>53</sup>

### 3. Indicators of Students Learning Outcome

Learning outcomes is someone has learned a behavior change occur on a person, for example of knowing to know, and from don't understand be understand.<sup>54</sup> Based on the theory of learning outcomes Bloom's Taxonomy order is achieved through study of three categories among other cognitive, affective, psychomotor.<sup>55</sup> The details are as follows :

#### 1) Cognitive

The are consist of six aspects cognitive learning outcomes namely knowledge, comprehension, application, analysis, synthesis and evaluation. The first until thrid including low cognitive aspects furthermore high cognitive.

Cognitive to include:

- a. Knowledge an ability to remember about lessons learned and stored in memory.

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<sup>53</sup> ibid, page 69 - 70

<sup>54</sup> Hamalik, Oemar, *Proses Belajar Mengajar*. (Jakarta: Bumi Aksara, 2007), page. 30

<sup>55</sup> Nurgiantoro, Burhan, *Dasar-Dasar Pengembangan Kurikulum Sekolah*, (Yogyakarta: BPFE, 1988), page. 42

- b. Comprehension an ability comprehend the meaning of things learned.
- c. Applicationan ability to apply of method and rules for face a real problem or a new.
- d. Analysisan include ability of detail a whole into parts so that the whole structure can be well understood.
- e. Synthesisan ability of helps new patterns.
- f. Evaluationan ability to form an opinion a couple of things based on certain criteria.

## 2) Affective

The are some consists five aspects about affective namely reciving or attending, responding or answers, valvuling, organization and value internalisation. Affective with regard to learning outcomes of the skills and ability to act, following categories:<sup>56</sup>

- a. Reciving or attendingis sensibility to receive stimulation from outside who came to him in form of problems, situation, and indication etc.
- b. Responding or answers reaction sent someone to stimulation that comes from outside. includes recision reaction,depth of feeling, satisfaction of responding, responsibility in providing a response to stimulation from outside who came to him.

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<sup>56</sup>Muhibin Syah, *Psikologi Pendidikan*.(Bandung: PT Remaja Rosdakarya, 2006), page. 141.

- c. Valvuling wilingsness accept value, background or experience to receive value and deal against those values.
- d. Organization development value into system of organizations, including relationship about one of value with another value, consolidation and values priority.
- e. Value internalisation integration of all system values that effect a persons personality and behavior patterns.

### 3) Psychomotor

Learning outcomes appear form of psycomotor and ability to act.

The are some six of aspects skill:<sup>57</sup>

- a. A motion of reflex (skill in movement impatient) .
- b. Skills on basic movement.
- c. Perceptual abilities, including distinguishing visul, auditif, motoris etc.
- d. The ability of physical , for example harmony, and precision.
- e. Skills of movement, to begin from simple skill until complex.
- f. The ability of conorning to communication non decursive as expressive movement and interpretatif.

The aspects above that is cognitive, affective and psycomotor interrelated in determining or measure of students success affective also psycomotor same in related to measure students having good production.

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<sup>57</sup>Ibid, page. 141

Discussion about learning outcomes, something conclusion that the influence students learning outcomes in ability of learning experience whenever have ability talent, vast knowledge, so then learning outcomes can be increase also on the contrary certain learning outcomes to be continue. Learning outcomes most of the influence of students themselves, because they learn related to ability or to obtain experiences learning.

#### **D. The Influence of Teachers Creativity in Classroom Management Toward Students Learning Outcome**

Classroom management is essentially contained in the aims of education good special or general. Classroom is provision of facilities for a variety of students learning activities in a social environment, emotional, intelectual in class. Facilities available that allow students to learn and work, social condition which gives satisfication, discipline condition, intelectual development, intectual and emotional, attitude and students appreciation.

General of activity teachers for manage classroom to dynamis, organizing existing resources and planning good learning activities which done in classroom. According to Drs Syaiful Bahri Djamarah that “Classroom management is an effort beguilling existing class potential

as optimally as possible to support in process of achieving the learning objectives of educational interaction “<sup>58</sup>.

In addition teacher must have basic skills to determine the success of learning, and the basic skills that must own by teacher are pedagogical skills, personality, professional and social skills. four those capabilities as an indicator to determine the success of the learning process that handle by teacher. Teachers creativity in classroom management of learning process very influential on students understand because more creativity student to deliver material in process learning and make students enthusiastic and more creative students in learning process. “Creativity is something important in human life and relating to the potential that exists in man who used to change lives.” <sup>59</sup>

So that if teacher have a potential of teacher creativity in classroom management make to students understand to learning process and material so make produce good to students learning outcome.

#### **E. The Influence of Utilization Learning Media Toward Students Learning Outcome**

Utilization learning media is a tool that can be support in the learning process. The function media is help of learners in understand taught to abstract concept, Increase motivation to learners in the learning

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<sup>58</sup>Syaiful Bahri Djamarah, *Guru dan Anak Didik Dalam Interaksi Edukatif* (Jakarta : Rineka Cipta, 2000 ), page. 173

<sup>59</sup>Hernowo, *Menjadi Guru yang Mampu Mengajar Secara Kreatifitas*.(Bandung:MLC, 2007), page. 26

process, reduce misunderstanding, Increase motivation to teachers for skill developing.

General of utilization learning media of the introduction stage learning help effectiveness process teaching and learning delivery of message and interest for students. Learning media also to help students increase understand and facilitate interpretation which can ultimately to improve students achievement.<sup>60</sup>

According to Sachram quotability Raharjo “Information carrying technologies that can be used for instruction....the media of instruction, consequently are extensions of the teacher”<sup>61</sup> This means that information that contains of technology can be used for teaching materials....teaching media can escalate or clarify the achievement of learning objectives. So that teacher an important role of education where teacher must to successful in learning process. Because more important utilization learning media influence to students learning outcome.

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<sup>60</sup>Arsyad, Azhari, *Media Pembelajaran*. (Jakarta: PT. Raja Grafindo Persada, 2007), page. 15 – 16

<sup>61</sup>Raharjo, *Media Pendidikan dalam Yusuf Hadimiarso, Teknologi Komunikasi Pendidikan*.(Jakarta: Rajawali), page. 46-47.

## **F. The Influence of Teachers Creativity in Classroom Management and Utilization Learning Media Toward Students Learning Outcome**

There are some two elements important your process of teaching and learning, utilization learning media and creativity of teacher in management classroom, so there are two aspects to interrelateds. One particular teaching method will affect types of media education, though there are still numerous other aspects to look for in selecting media.

The role of teachers more important to help student for achievement success and have the ability management in classroom so conducive for situation condition and student more active and efficient. The selection of method and instructional media must appropriate, because the material presented can be success. If strategy determine of the learning outcome in learning process but also using instructional media more important for teacher to application in teaching and learning.

This research is motivated that the teacher is one of the extrinsic factors that can influence the students learning outcome of learns. A teacher who has a high creativity, is able to use media well and able to manage a class that aims to create and maintain at atmosphere (conditions) function class support teaching program to improve the students learning outcome. Creativity teachers imbued with motivation to manage classe and good use of the media is one of the efforts of teachers, to improve the students learning outcome.

According to Roger “ internal process that drive the students in order to use full potential cognitive, affective and psycomotor in order to have capability of intellectual, morality and other skill.<sup>62</sup> So that Because more important teacher creativity in classroom management and utilization learning media influence to students learning outcome.

### **G. Social Science Subjects (IPS)**

Social science subjects (IPS) is one of subjects at Junior High School that consists some of material that subject matter in study of geography, history, sociology and economics. In order for the implementation of learning. So, learning is active, creative, effective and fun. Below are some important points that relate to social science at Junior High School that is as follows:

#### 1) Functions

Social science subjects in the junior high school serves to develop a knowledge attitude and basic skills to understand social reality face by students in the student life day or daily activity.

#### 2) Purpose

Basically the purpose of social science subjects to education and provide the basic ability to preparation of students to develop self agree with a talents, interests, capabilities and environment as well a variety of provision for students to process to a high level.

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<sup>62</sup> Abudin Nata, *Perspektif Islam tentang strategi pembelajaran*, (Jakarta: Kencana, 2011), page. 101



3) Approaches and learning methods integrated social science the implementation of teaching and learning teachers can choose and determine the approach and methods agree with to the students ability, specificity of learning materials, means and condition of students.

The lesson social science subjects for step junior high school in order systematic, comprehensive and integrated in the maturity and success life of society. This approach hope students will obtain to understanding of the wide and depth in field concerned.

The purpose of in junior high School based on competence and basic competences as follows:<sup>63</sup>

- a. know a concepts related of life community and environment.
- b. Has the basic capabilities for logical and critical thinking, curiosity, inkuiri, breaking, and skills in social life.
- c. Has commitment and awareness values of the social and human.  
Has communication skills, cooperate and competency in multiple communities that, at the local level, nationally and globally

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<sup>63</sup> Sapriya, *Pendidikan IPS konsep dan Pembelajaran*. (Bandung: PT. Remaja Rosdakary, 2009), page. 200 – 201

## CHAPTER III

### RESEARCH METHOD

#### A. Research Setting

This location is research at MTsN Malang III Gondanglegi state Basuki Rahmat 194 Sepanjang Gondanglegi, which location is strategic on highway. Because purpose of this study to obtain information and data related research.

#### B. Approach and Design Research

To know the truth of scientifically so needed scientific research methods, in accordance with the goal to be achieved in the study. Determining the type of research is especially important to have the right data analysis technique

The research is quantitative, process of discovering knowledge to use of data in form numbers as a tool to analyze about information or wants to be known.<sup>64</sup> Quantitative research more use statistic for hypothesis test.<sup>65</sup> This type is descriptive research for to description a state or real phenomenon.<sup>66</sup> While the regression analysis is an approach that involves the collection data in order to determine whether there is a correlation or influence between two or more variables. The

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<sup>64</sup>Kasiram, *Metodologi Penelitian Kuantitatif – Kualitatif*(Malang: UIN Malang Press, 2008), page.210

<sup>65</sup>Nana Sudjana dan Ibrahim, *Penelitian dan Penilaian Pendidikan* (Bandung: Sinar Baru Al Gensindo, 2004), page 8

<sup>66</sup> Prof. Dr. Nana Syaoudih, *Metode Penelitian Pendidikan* (Bandung: PT Rosdakarya, 2015), page. 18

existence of this correlation is very important to know how big the correlation or influence that exist in the variable in this research.<sup>67</sup>

While for the type of research in this study is a "correlation" as described Iqbal Hasan definition of a correlational study is conducted research for two or more variables and aims to compare the measurement results between two different variables to determine which level of relationship between the variables of one another.<sup>68</sup>

### C. Research Variable

The research variable is point of attention research. Basis of this definition, it can author explain that this research has two variables, namely:<sup>69</sup>

The independent variables namely  $X_1$  teachers creativity in classroom management,  $X_2$  utilization learning media, The dependent variable Y Students Learning Outcome.

### D. Population and Samples

Population in this researach take based on the opinion of Suharsimi Arikunto: “ When the subject is less than 100 peoples, than take every one from population, so this a population research. Furthermore if the more than is greater then the subject can be taken around 10 - 15 % or

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<sup>67</sup>Sukardi, metodologipenelitianpendidikan: kompetensidanprakteknya (Jakarta: PT. bumiaksara, 2004), page 166

<sup>68</sup>Iqbal Hasan, pokok – pokokmaterimetodologipenelitiandanaplikasinya (Jakarta: Ghaliaindonesia, 2002), page 23

<sup>69</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*(Jakarta: Rhineka Cipta, 2005),Cet.k-13, page. 118

20 – 55 % at least it is more dependent on the ability of researchers in terms of time, energy and money.<sup>70</sup>

The population of region is as generalization which consists of top object or subject that has certain qualities and characteristics specified by research to learn and then drawn the conclusion.<sup>71</sup>

The researchers will take a sample of 30% of the total population 292 students so that there will be a sample of 82 responden. As for taking samples in this study will use a "propotional random sampling".

According to Suharsimi and Arikunto sample selection is random taking the sample of researchers shuffle or mix the subject in the population so that all subjects in the same regard. Thus the researchers gave the same rights to each subject for an opportunity selected into the sample.<sup>72</sup>

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

Data is a data source of the first good from individuals as a result of filling a questionnaire that can be completed by researchers.<sup>73</sup>

- 1) Data is the recording of research, both in the form of facts and numbers, Arikunto mentioned the data is all the facts and numbers that can be used to complete the information. Based on way of

<sup>70</sup>Suharsimi Arikunto, Op.Cit, page. 134.

<sup>71</sup>Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*. (Bandung: CV Alfabeta, 2007), page. 72

<sup>72</sup>Suharsimi, arikunto, ibid, page 134

<sup>73</sup>Umar, *Metodologi Penelitian Untuk Skripsi dan Tesis Bisnis Kuantitatif*. (2006), page. 4

acquiring the data used in this study are primary data and secondary data.<sup>74</sup>

- 2) Primary data obtained directly from the source, while secondary data is data obtained indirect from the source, such as through documentation or questionnaires.<sup>75</sup>

Sources of data by Arikunto is the subject from which the data can be obtained.<sup>76</sup> Because in this study using a questionnaire and documentation, then the data source from students grade VIII MTsN Malang III to complete a questionnaire and other data that document the results of interviews with relevant parties to supplement the results of this study.

#### **F. Research Instrument**

The instrument is a tool that is selected and used by researchers in their activities so that the data collected about its activities into a systematic and easy by it.<sup>77</sup> Instrument in this study using a closed questionnaire (structured questionnaire) that the questionnaire presented in such a way that the respondents were asked to choose one answer that suits his characteristics by providing a cross (X) or a checklist (√).<sup>78</sup>

<sup>74</sup> S. arikunto. *Prosedur penelitian suatu pendekatan praktek*. (Jakarta:PT RinekaCipta, 2002), page. 96

<sup>75</sup>Wahid murnni, *Cara mudah menulis proposal dan laporan penelitian lapangan* (Malang: UM press,2008), page. 41

<sup>76</sup>Suharsimi, arikunto, *ibid*, page 107

<sup>77</sup> Riduwan, *Skala Pengukuran Variable-Variable Penelitian* (Bandung: Alfabeta, 2002) page 24

<sup>78</sup> *Ibid*, page 27

In this research tool used to collect data was a questionnaire and documentation in the form of school archives. Beads of questions or statements in the questionnaire was developed based on existing theories. Statement in the questionnaire were measured using a likert scale, which is a scale used to measure attitudes, opinions, perceptions of a person or a group of social phenomenon.<sup>79</sup>

With likert scale, then the variable to be measured are translated into indicator variables. Then the indicators used as a starting point to construct items instruments which can be a statement or a question. Following a statement or question is created, then followed by scoring or weighting to each alternative answer. Answer every item instrument that uses a likert scale has a gradation from very positive to very negative, they are: SS, S, TS, STS

Sangat Setuju (SS) : Score 4

Setuju (S) : Score 3

Tidak Setuju (TS) : Score 2

Sangat Tidak Setuju (STS) : Score 1

Data was collect must be process with some procedure, technique analysis use *SPSS 16.0*. Analysis will be use are:Statistic Analysis Inferensial, the goal of inferensial is to know the influence between independent variable with dependent variable. This analysis use the pair regression analysis. Indicators preparation of questionnaires

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<sup>79</sup> Sukadarmidi, *Metodologi Penelitian: Petunjuk untuk Peneliti Pemula* (Yogyakarta: Gajahmada University, 2004) page 93

Table 3.1 Indicators Questioner

Variabel	Indicator	Sub Indicator	Item
Teacher Creativity in Classroom Management $X_1$	1. Creating to appropriate climate learning	1. Practice the principles of class management	1*,2*,3*
		2. Increase to students motivation	4*,5
		3. Creating positive interpersonal relationship in classroom	6,7
	2. Organize of study room	1. Seating of students arrangement	8, 9
		2. Setting of educational learning media	10,11
		3. Aromatherapy award	12,13
	3. Manage the interaction learning activities	1. Practice to variation model of learning	14,15
		2. Practice of basic skill opening and closing	16,17, 18
		3. Practice of explanation skill	19,20,21
Utilization Learning Media $X_2$	1. Do duty for draw students interest about lesson	1. Students active learning	22, 23
		2. Students do not get bored in the learning process	24,25
		3. Students better understand the material presented	26,27
	2. The amount of learning time can be reduced	1. Process accelerate to learning	28, 29
		2. Facilitate the delivery of learning material	30,31
		3. Time spent to be effective	32,33
	3. Generate conceptual idea thus reducing misconception to students in lesson	1. Learning materials can be delivered smooth	34, 35
		2. Students misunderstand the receiving to learning materials	36,37
		3. Learning materials can be delivered with focus	38,39

Information \* : fall in indicator of variable

## G. Collection Data Technique

To finishing this thesis researcher collecting data with some way, there is:

### 1. Documentary

Documentation is the data collection techniques used to find data on things or variables such as notes, transcripts, books, newspapers, magazines, inscription, meeting minutes, agendas, and so forth.<sup>80</sup>

In this research the documentation data obtained from books and journals relevant to this research.

### 2. Questioner

Questionnaire are a number of written questions that are used to obtain information from respondents. The questionnaire used for this research were 82 respondents filled out by students MTsN Malang III

### 3. Library Research

Collecting data with reading book and learn more.

## H. Uji Validity and Realibility

### 1. Test of Validity

Data has a position that is very important for a study, because the data is studied variables and serves as a tool to help refine hypotheses.

Therefore, in a study can be collected in an instrument. Instrument used in

collecting the data must meet two requirements, namely the validity and realibility.

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<sup>80</sup>Suharsimi, Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Xipta, 2006) page 129



Validity is a measure that indicates the levels of validity and the validity of an instrument. A valid instrument has high validity. Conversely be valid if the instrument is capable of measuring what is desired.<sup>81</sup> High and low validity of the instrument indicates the extent to which the data collected does not deviate from the description of the variables studied. However, states using instruments that have tested its validity, the results of research data automatically become valid.<sup>82</sup>

Testing the validity performed using SPSS 16.0 *for windows*. Instruments can be said to be valid if each factor is positive and the magnitude of 0.3 or more then the factor is a strong construction. So, based on the factor analysis can be concluded that the instrument has good construction validity. If the corrected item total  $> 0.3$  then the item is said to be valid. Conversely, if the corrected item total  $< 0.3$  then item is not valid.<sup>83</sup>

Questionnaire will be distributed to the respondents previously conducted trials to 39 students class VIII MTsN Malang III were the tested the validity and realibity with the following results:

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<sup>81</sup> Suharsimi, Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2006) page 168-169

<sup>82</sup> Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R & D)* (Bandung: Alfabeta, 2006) page 47

<sup>83</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2008) page 121

Table 3.2 ValidityTest

Item	r hitung	r tabel	Description
Item 1	-.675	0,213	Invalid
Item 2	-.264	0,213	Invalid
Item 3	-.125	0,213	Invalid
Item 4	.187	0,213	Invalid
Item 5	.482	0,213	Valid
Item 6	.632	0,213	Valid
Item 7	.620	0,213	Valid
Item 8	.798	0,213	Valid
Item 9	.731	0,213	Valid
Item 10	.889	0,213	Valid
Item 11	.950	0,213	Valid
Item 12	.952	0,213	Valid
Item 13	.971	0,213	Valid
Item 14	.970	0,213	Valid
Item 15	.973	0,213	Valid
Item 16	.982	0,213	Valid
Item 17	.990	0,213	Valid
Item 18	.992	0,213	Valid
Item 19	.990	0,213	Valid
Item 20	.990	0,213	Valid
Item 21	.988	0,213	Valid
Item 22	.997	0,213	Valid
Item 23	.992	0,213	Valid
Item 24	.994	0,213	Valid
Item 25	.995	0,213	Valid
Item 26	.994	0,213	Valid
Item 27	.994	0,213	Valid
Item 28	.995	0,213	Valid

Item 29	.996	0,213	Valid
Item 30	.994	0,213	Valid
Item 31	.995	0,213	Valid
Item 32	.995	0,213	Valid
Item 33	.996	0,213	Valid
Item 34	.996	0,213	Valid
Item 35	.997	0,213	Valid
Item 36	.997	0,213	Valid
Item 37	.996	0,213	Valid
Item 38	.998	0,213	Valid
Item 39	.995	0,213	Valid

Source: data diolah 2016

From the validity of test results above it was found that there were 6 instruments statement invalid the instrument number 1, 2, 3, 4, of the four items that the researchers decided not to use in future research, the instruments are used for real research there are 35 items. Next to test the reliability of the 35 items of the instrument.

## 2. Test of Reliability

Reliability is the confidence level of measurement. Measurements have high reliability capable of providing reliable measuring results is called reliable. Reliability indicates the extent to which a measuring device is relatively consistent if performed repeated measurements. Test reliability is an index which indicates the extent to which a measuring tool that is trustworthy or reliable.<sup>84</sup>

<sup>84</sup> Singarimbun. Metode Penelitian dan Survei (Jakarta: LP3ES, 1989) page 140

This reliability test is calculated by correlating the score of the items one by a score of other items results are then compared with the critical value at a significant level 5% ( $= 0,05$ ). A data can be said to be reliable if, the reliability  $r \geq 0,60$ , then the data is said to be reliable. Likewise, if the reliability is not reached  $r \leq 0,60$ , then the data can not be said to be reliable.

The instrument that are valid next to be tested reliability, the following are the result of reliability testing.

Table 3.3 Reliability Result

**Case Processing Summary**

		N	%
Cases	Valid	28	100.0
	Excluded <sup>a</sup>	0	.0
	Total	28	100.0

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

Table 3.4 Reliability Result

**Reliability Statistics**

Cronbach's Alpha	N of Items
.991	35

From the test result it is known that the value of  $r$  calculated at 0.991, while  $r_{table}$  is 0.334, this means the count  $r >$  of  $r_{table}$ , so to 35 items of the statement can be said to be reliable as an instrument of research.

## I. Data Analysis

Data analysis techniques that are used in quantitative research using descriptive statistics is statistics and inferential statistics. According sugioyo said that the descriptive statistics are statistics used to analyze the data by describing or depicting data that has been collected as without means to make conclusions or generalizations.

Mean while, inferential statistics is a technique used to analyze the sample data and the results apply to the population.<sup>85</sup> For further research using several tests, such as:

### 1. Regression Analysis

According Arikunto regression analysis is an extension of the regression technique when more than one independent variable and there is a dependent variable.<sup>86</sup> Based on the researched variables, the regression model in this research the formula is:

$$Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + e$$

Information:

Y = students learning outcome

$\beta_0$  = value consonants

$\beta_1$  = regression coefficient

$X_1$  = teachers creativity in classroom management

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<sup>85</sup>Sugiyono. *Metode penelitian bisnis* (bandung: CV alfabeta 2004) page207

<sup>86</sup>Arikunto, op-cit page 264

$X_2$  = utilization learning media

$e$  = error items (other factors)

## 2. Uji asumsi klasik

### a. Normality

Normality test aimed to examine whether the regression model, both the dependent and independent variable, both have a normal distribution or not. In the regression model that is both regression models who have normal or near-normal distribution.

### b. Autocorrelation

Autocorrelation defined occurred correlation between observational data, where the rise of the data is influenced by previous data. To determine their autocorrelation used Durbin Waston test. To determine their autocorrelation Durbin Waston test was used. The regression equation has to meet the assumptions autocorrelation if DW test with close to 2 or more with general as standard is:

- 1) If the value of DW is between  $d_U$  until  $4 - d_U$ , then there is no autocorrelation
- 2) If the value of DW is smaller than  $d_L$ , then there is positive autocorrelation
- 3) If the value of DW is bigger than  $4 - d_L$ , negative autocorrelation

4) If the value of DW lies between  $4 - d_U$  and  $4 - d_L$ , then it cannot be concluded.

c. Multicollinearity

Multicollinearity test to identify the presence of independent variables studied for the detection of multicollinearity can be seen from VIF (variance information factor) according Ghozali whether or not multicollinearity in the regression model can also be seen if VIF is included 1 point and have a number of tolerance approach 1.

d. Heteroscedasticity

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

3. T test

T test is used to determine whether or not the significant influence of each independent variable. There is a dependent variable that is used to determine a significant worth 0,05. Hypothesis is:

a.  $H_0$ : teachers creativity in classroom management and utilization learning media by parcial no effect on students learning outcome

- b.  $H_1$ : teachers creativity in classroom management and utilization learning media by *parcial* have effect on students learning outcome.

In conclusion if  $t_{statistic} < t_{table}$  or if the probability  $t_{statistic} > 0,05$  then  $H_0$  is accepted while if  $t_{statistic} > t_{table}$  or probability  $t_{statistic} < 0,05$ , so  $H_0$  is rejected

#### 4. F test

F test used to determine the independent variable *simultan* of the dependent variable. Hypothesis used are as bellow:

- a.  $H_0$ : teachers creativity in classroom management and utilization learning media by *simultan* no effect on students learning outcome.
- b.  $H_1$  : teachers creativity in classroom management and utilization learning media by *simultan* have effect on students learning outcome.

The conclusion if  $F_{statistic} < F_{table}$  or if the probability  $F_{statistic} > 0,05$  then  $H_0$  is accepted while if  $F_{statistic} > F_{table}$  or probability  $F_{statistic} < 0,05$ , so  $H_0$  is rejected.

### J. Research Procedure

This is of research. Researcher have disigned to research procedure as follows :

- 1) Preparation
  - a) Problems of determaine



- b) Carry out of study literature to get a clear pictures of these variabels.
- c) Design determine of research and instrument to be studied.
- d) Determine of population and sampel and then sampling technique which be used.
- e) Preparation for research belonging to measuring instruments use in research

#### 2) Implementation

- a. Intention of spreading the prologue in delivered questionnaire.
- b. Distributing of questionnaire to students.
- c. Give explanation how to fill out the questioanire.
- d. Give a time to work.
- e. Taking and collecting questionnaires again.
- f. Express gratitude epilogue.

#### 3) Tabulating of data ( Data analysis)

- a. Make of data vertivication.
- b. Make of skoring.
- c. Tabulation of data
- d. Data analysis

#### 4) Finishing

- a. Forward into data procesing.
- b. Discussion of result in the research.
- c. Make conclussion and recommendation.

## CHAPTER IV

### THE EXPOSURE OF DATA AND RESEARCH RESULTS

#### A. The Exposure Data

##### 1. The Profile of MTsN Malang III

School name	: MTsN Malang III Gondanglegi
School status	: Negeri
School statistic number	: 12.1.13.50.70.001
Accord	: A
No.SK	: Dp.027091
NPSN	: 20581230
NPWP	: 00.036.317.6.654.000
Postal coe	: 65174
Date SK	: 28 juli 1980
The name of headmaster	: Dra, Hj. Maria Ulfa, M. Pd.I
Adress	: Basuki Rahmat 194 Sepanjang Gondanglegi
Telvon number	: (0341) 879381
Website	: <a href="http://www.mtsnmalang3.sch.id">http://www.mtsnmalang3.sch.id</a>
Email	: <a href="mailto:mtsnmaang3@yahoo.com">mtsnmaang3@yahoo.com</a>

##### 2. Vission and Mission MTsN Malang III Gondanglegi

###### Vission

*“Prepare a human that have knowledge and taqwa, creative, have a good personality and be autonomous”*

### Mission

- 1) Run education management appropriate with national education standard.
  - 2) Increase professional teacher and school staff to realize human that have Islamic personality.
  - 3) Make a student have high knowledge and *taqwa* through experience, knowledge and religious experience.
  - 4) Equip the student through effective and efficiency learning, so that have achievement in science and technology with their potency.
  - 5) Educate, training and guide student to have a good personality, creative, autonomous and have a comprehensive national vision to realize a competitive young generation.
  - 6) Create situation that conducive, confidence and comfortable environment, clean and harmonies.
  - 7) Make the school culture is orderly, disciplined and religious.<sup>87</sup>
3. Infrastructurein MTsN Malang III

With adequate facilities are undirectly be incresing the quality of learning student of MTsN Malang, III to better know what facilities are available in MTsN Malang, III they are:

- a. Infrastucture of learxning support

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<sup>87</sup> Data Dokumen berupa hard file yang diberikan oleh Ibu Erna (staf TU), (Selasa, 26 Agustus 2016)

Table 4.1 Infrastructure

No	Types of Infrastructure	Total	Condition
1.	Studens Chair	889	Good
2.	Students table	889	Good
3.	Chair teachers	29	Good
4.	Tables teachers	29	Good
5.	Blackboard	29	Good
6.	Cupboard in classroom	29	Good
7.	Basketball	1	Good
8.	Volleyball	1	Good
9.	Tennis	2	Good
10.	Square of badminton	1	Good
11.	Square of basketball	1	Good
12.	Square of volleyball	1	Good
13.	Laptop	2	Good
14.	Computere personal	5	Good
15.	Printer	5	Good
16.	LCD	15	Good
17.	Screen	15	Good
18.	P3K	55	Good
19.	Waschtafel	29	Good

## b. Infrastructure of Condition buildings

Table 4.2 Condition buildings

No	Types of Infrastructure	Total	Condition
1.	Classroom	30	Good
2.	Headroom School	1	Good
3.	Teachers room	1	Good
4.	Administration room	1	Good
5.	Blackboard	1	Good
6.	Chemistry laboratory	1	Good
7.	Biology laboratory	1	Good
8.	Computer laboratory	1	Good
9.	Language laboratory	1	Good
10.	Gallery room	1	Good
11.	UKS	1	Good
12.	Toilet teachers	3	Good
13.	Toilet students	16	Good
14.	Auditorium	1	Good
15.	OSIS room	1	Good
16.	Canteen	15	Good
17.	Library	1	Good
18.	Mosque	1	Good
19.	Conceling room	1	Good

#### 4. Human Resources in MTsN Malang III

Human resources is all of the individual components that directly involved in the planning, implementation and evaluation of work in MTsN Malang 2015 / 2016 .

##### a. Total students of school

Table 4.3 Condition buildings

Class	A	B	C	D	E	F	G	H	I	J	Total
VII	36	28	29	14	36	36	36	36	36	16	290
VIII	16	24	25	36	30	32	21	32	34	32	292
XI	16	21	23	34	34	34	34	32	32	30	339
Total											921

##### b. Total educators of school

Table 4.4 Condition buildings

No.	Total of Information	PNS		NON – PNS	
		L	P	L	P
1.	Headmaster	-	1	-	-
2.	Vice of headmaster	4	-	-	-
3.	Sertification educator	20	22	4	3
4.	Educators	3	1	-	-

#### B. Description The Result of Reserch

In this section described about the distribution answers of respondents against the variables in this study they are the influences of teachers creativity in classroom management and utilization learning

media toward students learning outcome in social science subjects grade VIII at MTsN Malang III Gondanglegi.

#### 1. Variable teachers creativity in classroom management

In this research can be measured with the interest and activeness indicators. From the indicator make questions with the score 1 – 4 from each statement. Based on interval class data can be determined from the highest score – lowest score + 1 and the result divide by class. The interval class calculation is:

$$\text{Length of Intervals Class} = \frac{(X_{\max} - X_{\min}) + 1}{5}$$

$$\text{Length of Intervals Class} = \frac{(68 - 43) + 1}{5} = \frac{26}{5} = 5,2 = 5$$

Data about the classroom management who successfully collected from 82 respondents quantitatively showed that the highest score 68 and the lowest score of 43. The results of the analysis are presented in the form of table as follows:

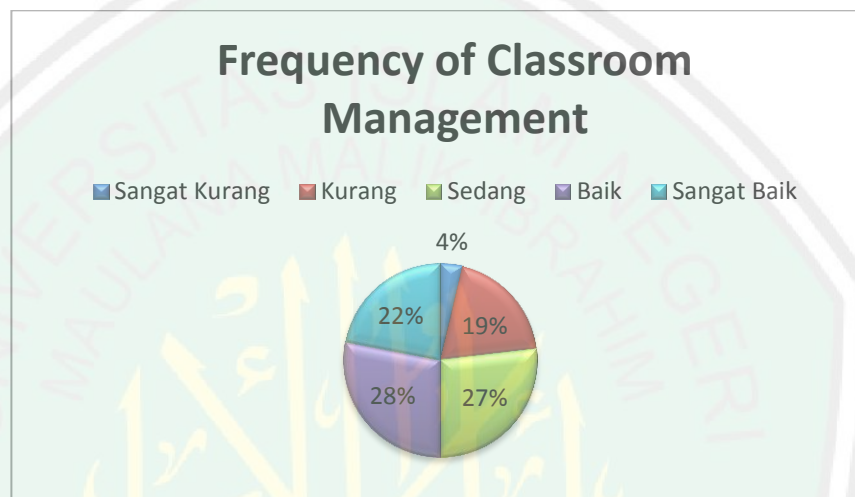
Table 4.5 Frequency distribution of classroom management

No	Intervals Score	Criteria	Frequency	
			F	%
1	43 – 47	Very Less	3	3.6%
2	48– 52	Less	16	19.5%
3	53 – 57	Medium	22	26.8%

4	58 – 62	Good	23	28%
5	63 – 68	Very Good	18	21.9%
Jumlah			82	100%

Source: data diolah 2016

Diagram 4.1 Classroom Management



Based on the results of a descriptive statistical data processing can be known that teacher creativity in classroom management that includes the category bad once numbered 3 or equal to 3.6%, which includes the category of less or equal to 16 totaled 19.5%, which includes categories are numbered 22 or equal to 26,8%, which included both categories numbered 23 or equal to 28%, including the excellent category amounted to 18 or equal to 21.9%.

In general it can be stated that the teachers creativity in classroom management in social science subject VIII grade at MTsN Malang III Including category **Good**.



## 2. Variable of utilization learning media

In this research can be measured with the interest and activeness indicators. From the indicator make questions with the score 1 – 4 from each statement. Based on interval class data can be determined from the highest score – lowest score + 1 and the result divide by class. The interval class calculation is:

$$\text{Length of Intervals Class} = \frac{(X_{\max} - X_{\min}) + 1}{5}$$

$$\text{Length of Intervals Class} = \frac{(72 - 42) + 1}{5} = \frac{31}{5} = 6,2 = 6$$

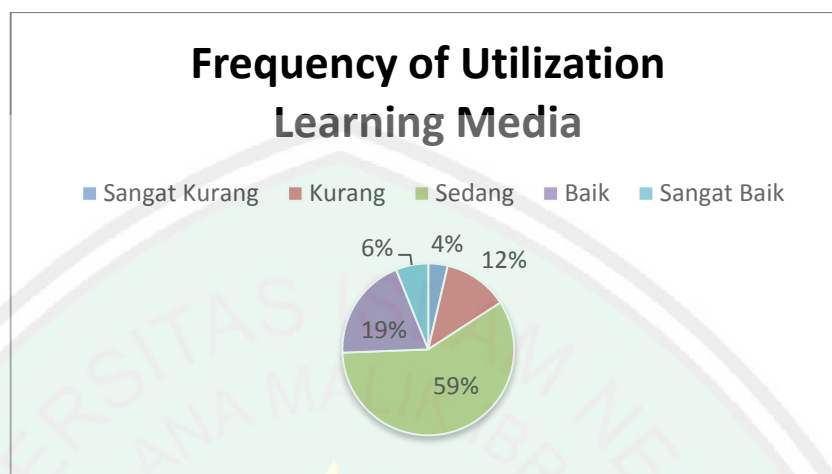
Data about the utilization learning media who successfully collected from 82 respondents quantitatively showed that the highest score 72 and the lowest score of 42. The results of the analysis are presented in the form of table as follows:

Table 4.6 Frequency distribution of utilization learning media

No	Intervals Score	Criteria	Frequency	
			F	%
1	42 – 47	Very Less	3	3.6%
2	48 – 53	Less	10	12.2%
3	54 – 59	Medium	48	58.5%
4	60 – 66	Good	16	19.5%
5	68 – 72	Very Good	5	6.1%
Jumlah			82	100%

Source: data diolah 2016

Diagram 4.2 Utilization Learning Media



Based on the results of a descriptive statistical data processing can be known that utilization learning media that includes the category bad once numbered 3 or equal to 3.6%, which includes the category of less or equal to 10 totaled 12.2%, which includes categories are numbered 48 or equal to 58,5%, which included both categories numbered 16 or equal to 19.5%, including the excellent category amounted to 5 or equal to 6.1%.

In general it can be stated that utilization learning media in social science subject VIII grade at MTsN Malang III Including category **Medium**.

### 3. Variable of students learning outcome

In this research can be measured with the interest and activeness indicators. From the activities value of middle and finaly test based on interval class data can be determined from the highest

score – lowest score + 1 and the result divide by class. The interval class calculation is:

$$\text{Length of Intervals Class} = \frac{(X_{\max} - X_{\min}) + 1}{5}$$

$$\text{Length of Intervals Class} = \frac{(94 - 71) + 1}{5} = \frac{24}{5} = 4,8 = 5$$

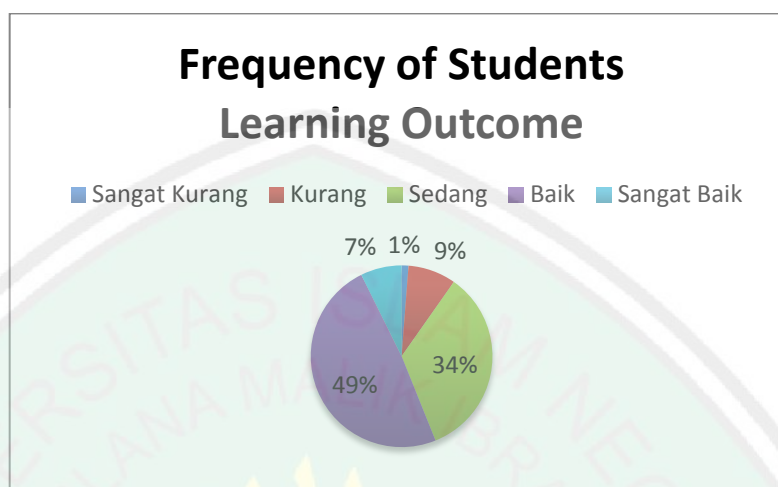
Data about the students learning outcome collected from 82 respondents quantitatively showed that the highest score 94 and the lowest score of 71. The results of the analysis are presented in the form of table as follows:

Table 4.7 Frequency distribution of utilization learning media

No	Intervals Score	Criteria	Frequency	
			F	%
1	69 – 73	Very Less	1	1.2%
2	74 – 78	Less	7	8.5%
3	79 – 83	Medium	28	34.3%
4	84 – 88	Good	40	48.7%
5	89 – 94	Very Good	6	7.3%
<b>Jumlah</b>			<b>82</b>	<b>100%</b>

Source: data diolah 2016

Diagram 4.3 Students Learning Outcome



Based on the results of a descriptive statistical data processing can be known that students learning outcome includes the category bad once numbered 1 or equal to 1.2%, which includes the category of less or equal to 7 totaled 8.5%, which includes categories are numbered 28 or equal to 34.3 %, which included both categories numbered 40 or equal to 48.7%, including the excellent category amounted to 6 or equal to 7.3%.

In general it can be stated that students learning outcome in social science subject VIII grade at MTsN Malang III Including category **Good**.

### C. The Result of Test Research

#### 1. Regression Analysis

Regression analysis used to analyze the influence of teachers creativity in classroom management and utilization learning media as summarized the result of multiple regression can be seen in this table.

Table 4.8 regression test

		Coefficients <sup>a</sup>				Sig.
		Unstandardized Coefficients		Standardized Coefficients	T	
Model		B	Std. Error	Beta		
1	(Constant)	73.159	4.777		15.314	.000
	Classroom Management	.286	.119	.371	2.399	.019
	Utilization Learning Media	-.101	.098	-.159	-1.029	.307

a. Dependent Variable: Students learning outcome

Based on the result so can be obtained by the following equation:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + e$$

Y = students learning outcome

$\beta_0$  = constant coefficient.

$\beta_1$  = regression coefficient of classroom management

$\beta_2$  = regression coefficient of utilization learning media

$X_1$  = classroom management

$X_2$  = utilization learning media

Student's learning outcome =  $73.159 + .286$  classroom management +  
 $-.101$  utilization learning media + e

- a.  $\beta_0$  = is a constant, the value  $\beta_0 = 73,159$  state that if the dependent variable is considered constant than student's learning outcome is 73,159
- b.  $\beta_1$  = a regression coefficient classroom management ( $X_1$ ) have a positive influence on the direction of student's learning outcome. That way if the variable of classroom management improved 1 time, so student's learning outcome will increase 0,286 or 28,6% and if make low one time student's learning outcome grade 8 MTsN Malang III Gondanglegi will decline 0,286 or 28,6%.
- c.  $\beta_2$  = a regression coefficient utilization learning media ( $X_2$ ) have a positive influence on the direction of student's learning outcome. That way if the variable of social utilization learning media improved 1 time, so student's learning outcome grade 8 MTsN Malang III Gondanglegi will increase 0,101 or 10,1% and if make low one time student's learning outcome will decline 0,101 or 10,1%.
- d. e = is error that which occurred on dependent variable (Y), this is because there are other factor beside classroom management ( $X_1$ ) and utilization learning media ( $X_2$ ).

## 2. Classic assumption test

### a. Normality Test

Normality is a prerequisite of most statistical procedures inferensial. The aim of the test the normality is to find out whether the residual or error that examined distribution normal or not. While the methods by using the non - parametric statistical test Kolmogov - Smirnov (K-S) test of K - S performed, if the value of significance more than 0.05 then these data have a normal distribution if the value significance of less than 0.05 then data not have a normal.

For it if the value of the significance of test results of Kolmogorov – Smirnov  $\geq 0.05$  then distributed normally and if otherwise then distributed is not normal. The following test results test of Normality of data from spss:

Table 4.9 Normality Test

#### One-Sample Kolmogorov-Smirnov Test

		Unstandadirized Predicted Value
N		82
Normal Parameters <sup>a</sup>	Mean	83.3170732
	Std. Deviation	1.15679538
Most Extreme Differences	Absolute	.064
	Positive	.053
	Negative	-.064
Kolmogorov -Smirnov Z		.581
Asymp. Sig. (2-tailed)		.888

- a. Test distribution is Normal.  
b. Calculated from data

The results of normality test showed the significant value of normality 0.888 this means data that was tested had normal distribution because the value significance greater than 0.05.

**b. Autocorelation Test**

Autocorrelation test used to find out or no deviation classic assumption autocorrelation they are correlation between residual on one observation with other observations in the regression model. The prerequisites that must be met is the absence of autocorrelation in regression models. Testing method that is often used is to test the Durbin - Watson (test DW) with the following conditions:

1. If  $d$  is smaller than  $dL$  or greater than  $(4 - dL)$  then hypothesis  $H_0$  is rejected, which means there is autocorrelation.
2. If  $d$  lies between  $dU$  and  $(4 - dU)$ , then the  $H_0$  hypothesis is accepted, which means no autocorrelation.
3. If  $d$  lies between  $dL$  and  $dU$  or between  $(4 - dU)$  and  $(4 - dL)$ , it does not produce a definite conclusion.

The value of  $dU$  and  $dL$  can be obtained from the statistics table Durbin Watson who depend the number of observation and the large number of variables that explain. Following are the results of a test for autocorrelation in SPSS.



Table 4.10 R Square

Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.280 <sup>a</sup>	.079	.055	4.012	1.158

a. Predictors: (Constant), Utilization Learning Media, Classroom Management

b. Dependent Variable: Students learning outcome

After a test of autocorrelation on SPSS then found the value of Durbin - Watson of 1.158, next is determine the position of the autocorrelation with diagram du and dl as follows:

## Durbin - Watson Table

$$N = 82 \quad \text{dan} \quad k = 2$$

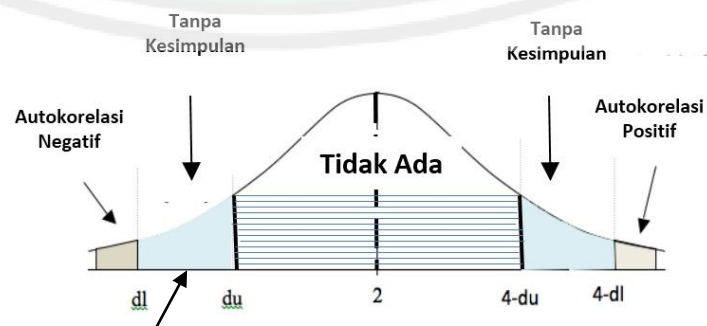
$$dL = 1.5915$$

$$dU = 1.6913$$

$$4 - dL = 2.4085$$

$$4 - dU = 2.3087$$

Diagram 4.3 Autocorrelation



**1.158**

The value of the Durbin-Watson showed the value of 1.158 based on image value of 1.158 are on between the  $d_l$  and  $d_u$ , meaning data examined did not have a conclusion autocorrelation.

### c. Multicollinearity Test

Multicollinearity test for the presence of a relationship between some all of the variables in the regression model explained. If there are multicollinearity in the model then the model has a large standard error so that the coefficient cannot be estimated with precision. To detection multicollinearity is look at the value of tolerance and the value of the Variance Inflation Factor (VIF), a variable is said to have had a problem if the value of multicollinierity tolerance less than 0.1 or VIF values greater than 10.

Table 4.11 Multicollinierity

Coefficients<sup>a</sup>

Model		Unstandarized Coefficients		Standardize d Coefficients	T	Sig.	Collinarity Statistics	
		B	Std. Error	Beta			Toleranc e	VIF
1	(Constant)	73.159	4.777		15.314	.000		
	Classroom Management	.286	.119	.371	2.399	.019	.487	2.055
	Utilization Learning Media	-.101	.098	-.159	-1.029	.307	.487	2.055

a. Dependent Variable: Students learning outcome

The table description above obtained value coefficient tolerance on each of the following variables, variable classroom management 0.487, variable utilization learning media 0.487, this means the values of the Tolerance of the respective variable  $> 0.1$  then, overall free variables are not exposed to multicollinearity.

VIF on each of the following variables, variable classroom management 2.055, variable utilization learning media 2.055, this means the value of the VIF from each variable then, whole  $< 10$  then all of variables not exposed to multicollinierity.

d. Heteroscedasticity test

Heteroscedasticity test have aim to know there are on the regression model. And basis for a decision in this test is:

- 1) If the significant value  $> 0,05$ . So not exposed heteroscedasticity
- 2) If the significant value  $< 005$ . So struck heteroscedasticity

Table 4.12: output of heteroskedastisity test

		Coefficients <sup>a</sup>				
		Unstandarized Coefficients		Standardized Coefficients	T	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	8.110	2.869		2.827	.006
	classroom management	-.063	.072	-.140	-.884	.380
	utilization learning media	-.025	.059	-.067	-.421	.675

a. Dependent Variable: RES2

Based on output the value of significant in classroom management 0.380 that less than 0,05 if the value of significsnt utilizstion learning

media is 0,575 less than 0,05. So, both of these variable is not exposed heteroskedastisity.

e. Validity Test

Validity test of the analysis is to determine whether the number of items capable of revealing a variable statement disclosed. This test measured the correlation koefesien compared the value of the correlation table product moment with  $\alpha = 0.05$ , if  $\text{sig} < \alpha$  then the item is said to be valid.

The research items 35 items questioner reserved as a research instrument distributed to 82 respondents. Then the validity of the test results were found as follows:

Table 4.13 Validity Test Result

Variable	Item	Person Correlation (R)	Sig	Discription
Teachers creativity In classroom management  X <sub>1</sub>	Item 1	.488	.000	Valid
	Item 2	.545	.000	Valid
	Item 3	.486	.000	Valid
	Item 4	.522	.000	Valid
	Item 5	.282	.010	Valid
	Item 6	.445	.000	Valid
	Item 7	.426	.000	Valid
	Item 8	.358	.000	Valid
	Item 9	.461	.000	Valid
	Item 10	.704	.000	Valid
	Item 11	.680	.000	Valid
	Item 12	.550	.000	Valid

	Item 13	.616	.000	Valid
	Item 14	.664	.000	Valid
	Item 15	.633	.000	Valid
	Item 16	.525	.000	Valid
	Item 17	.577	.000	Valid
Utilization learning media X <sub>2</sub>	Item 18	.516	.000	Valid
	Item 19	.621	.000	Valid
	Item 20	.631	.000	Valid
	Item 21	.664	.000	Valid
	Item 22	.727	.000	Valid
	Item 23	.627	.000	Valid
	Item 24	.745	.000	Valid
	Item 25	.732	.000	Valid
	Item 26	.608	.000	Valid
	Item 27	.618	.000	Valid
	Item 28	.698	.000	Valid
	Item 29	.691	.000	Valid
	Item 30	.704	.000	Valid
	Item 31	.759	.000	Valid
	Item 32	.671	.000	Valid
	Item 33	.597	.000	Valid
	Item 34	.566	.000	Valid
	Item 35	.396	.000	Valid

From Validity test we found result that all off items instrument is valid as questioner.

#### f. Reliability Test

Reliability test of research instruments, such as looking at the SPSS output is contained in the Appendix, obtained the value of Alpha Cronbach:

Table 4.14 Reliability Result

##### Reability Statistics

Cronbrach's Alpha	N of Items
.824	17
.915	18

On the data table above obtained value of cronbrachs Alpha of 0.824  $X_1$  and .915  $X_2$  which means its value has exceeded the standard value of reliability they are 0.6 which means that data is already very reliability.

#### D. Hipotesis Test Result

##### 1. T test (partial)

There are three the hypothesis in this study, using multiple regression analysis (multiple linear regression). Linear multiple regression analysis function to know influence while in partial or simultaneously between the dependent variables of the community against the students. Following is the result of multiple linear regression counting using by program SPSS.

Table 4.15 data t test

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

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	73.159	4.777		15.314	.000
	Classroom Management	.286	.119	.371	2.399	.019
	Utilization Learning Media	-.101	.098	-.159	-1.029	.307

a. Dependent Variable: Students learning outcome

- a. The influence of teachers creativity in classroom management toward students learning outcome in social science subjects grade VIII at MTsN Malang III Gondanglegi

Based on analysis table of variable teachers creativity in classroom management ( $X_1$ ) toward student's learning outcome (Y) obtained  $t_{statistic}$  2,399 with  $t_{table}$  1,660 and significance 0.019. So that the conclusion is variable  $X_1$  have significant influence toward variable Y because value of significance  $> 0.05$  and value of  $t_{statistic} < t_{table}$ .

- b. The influence of utilization learning media toward students learning outcome in social science subjects grade VIII at MTsN Malang III Gondanglegi.

Based on analysis table of variable social interaction ( $X_2$ ) toward students learning outcome (Y) obtained  $t_{statistic}$  1,029 with  $t_{table}$  1,660 and significance 0.307. So that the conclusion is

variable  $X_2$  have not significant influence toward variable Y because value of significance  $> 0.05$  and value of  $t_{statistic} < t_{table}$ .

## 2. F test (simultaneous)

F test used to determine whether there is influence of all independent variables, that teachers creativity in classroom management and utilization learning media toward students learning outcome .

The result of T test can be seen from this Based on this table obtain the value of  $F_{statistic} 3.368$  with  $F_{table} 0.039$  and significance value is 0.000. This is mean the independent variable overall have not significant the influence toward dependent variable because value of significant  $> 0.05$  and  $F_{statistic} < F_{table}$ .

Table 4.16 F test

ANOVA<sup>b</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	108.392	2	54.196	3.368	.039 <sup>a</sup>
	Residual	1271.364	79	16.093		
	Total	1379.756	81			

a. Predictors: (Constant), Utilization Learning Media, Classroom Management

b. Dependent Variable: Students learning outcome



### 3. Determination coefficient test (Rsquare)

Table 4.17 Rsquare

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

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.280 <sup>a</sup>	.079	.055	4.012	1.158

a. Predictors: (Constant), Utilization Learning Media, Classroom Management

b. Dependent Variable: Students learning outcome

Based on analysis obtain R square 0,079 this shows that 7.9 % contribution of independent variables  $X_1$  and  $X_2$  to the dependent variable Y. whereas the remaining 92.1% is influenced by other factors but limitation of researcher.

## CHAPTER V

### DISCUSSION

The results of the descriptive analysis that has been done at MTsN Malang III Gondanglegi that number of respondents based on gender is obtained that the majority of the respondents women 43 students the next based on gender is obtained that the majority of the respondents men 39 students while respondents based on class grade 8 82 students or 28,9 % propotional random sampling.

While based on the descriptive analysis of respondents obtained the results that of respondents against teachers creativity in management a classroom included in category of good 23 students or 28 %. Respondents of utilization learning media in category 48 students or 58,5%. In category the result of analysis respondents medium next of the students learning outcome category good where 40 students 487% obtain a good result.

A. The influence of teachers creativity in classroom management toward students learning outcome in social science subjects grade VIII at MtsN Malang III Gondanglegi.

In this Research can be found that teacher creativity in classroom management has influence to student learning outcomes. The result of variables teacher creativity in classroom management have significant and positive to students learning outcome while of significant  $0,019 < 0,05$  the meaning that high teachers creativity in classroom management, so will be high in students learning outcome to result students.

From the 17 items of the statement that has been filled by 82 respondents found the results of the quantitative data that showed that the highest score 23 category good and the lowest score of 3, interval analysis results showed results from each respondent answers.

The quality of education can't be separated from quality of teaching and learning. As relevance required for the effective teaching. Teacher as the main implementation in teaching and learning. The quality of education is not only determined by teacher, but also students and other instrumental factors, but students are ultimately dependent on the quality of teaching and the quality of teaching depends on the quality of teachers creativity.

These results with the hypothesis formulated and in support of research that has been done Budi Purwanto phases in teaching and learning activities basically to cover planning, implementation, and evaluation. On the teachers creativity in the process of teaching and learning covers how teachers in PBM plan, how teachers in the implementation of PBM and how teachers in hold the learning evaluation.<sup>88</sup> Drs Syaiful Bahri Djamarah that "Classroom management is an effort beguiling existing class potential as optimally as possible to support in process of achieving the learning objectives of educational interaction"<sup>89</sup>.

The program will develop if the teacher or class of guardian fullest potential class consists of three elements: teacher, students, process or

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<sup>88</sup>Purwanto, Budi. (2004). *Fisika Dasar Teori dan Implementasinya*. Solo : PT Tiga Serangkai Pustaka Mandiri. page, 36 - 41

<sup>89</sup>Syaiful Bahri Djamarah, *Guru dan Anak Didik Dalam Interaksi Edukatif* (Jakarta : Rineka Cipta, 2000 ), page. 173

dynamis and classroom management is an attempt to create an atmosphere or pleasant conditions and maintaining the motivation of students to participate in the educational process.

As for the aims of classroom management such as:

- a. So that process teaching and learning can be carried out to maximum related to objectives learning effective and efficient.
- b. To provide convenience and effort into students progress in the learning, so that teacher can be observed in students which slow in learning.
- c. To provide ease in raising important issues to be discussion in class for the improvement of learning in the future.

Every teacher, good a classroom teacher directly in the activities of classroom management. Skills to manage this very important class of control and implementation of the teacher at any time do the learning process in classroom. The goal is to make the learning process itself can run effectively and efficiently, so that the competencies students can be achieved.

The are some of things that need to teacher of management classroom according to Wardani and Julaeha (2007:8.43) that the important role of teachers in an effort to create an atmosphere of fun classes, reduce aberrant behavior with evocative students to learn and behave well through words and actions, use of the teaching variations were able to reduce interference, the flexibility of teachers in the learning activities can prevent the onset of

the disorder, teachers should always emphasise the positive things, teachers must be able to be a role model in instilling discipline yourself.

B. The influence of utilization learning media toward students learning outcome in social science subjects grade VIII at MTsN Malang III Gondanglegi.

In this research can be found that utilization learning media has not influence to student learning outcomes. The result of variables utilization learning media have not significant and negative to students learning outcome while of significant  $0,307 > 0,05$ . The meaning that lower utilization learning media, so will be lower in students learning outcome to result students. From the 18 items of the statement that has been filled by 82 respondents found the results of the quantitative data that showed that the highest score 48 category medium and the lowest score of 3, interval analysis results showed results from each respondent answers.

In the explanation research of utilization not have significant to students learning outcome where utilization learning media that true the influence both little for students learning outcome maybe the other influence that according to Slameto the factor which affecting success of study can be divided into two parts component the are internal factor and external factor.<sup>90</sup>

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<sup>90</sup>Slameto, *Belajar dan Faktor-Faktor Yang mempengaruhinya*. (Jakarta: PT.Rineka Cipta, 2003), page 54

### 1) Internal Factor

- a. Physical Factor : Include into the physical factor is health factor and disability
- b. Psychology Factor: some influence of psychology factor that, intelligence, interest, talent, maturity, readiness, and attention.
- c. Reaction Factor: reaction in a person can be divided into two that, physical reaction and spiritual reaction: physical reaction looks weak body and spiritual reaction can be look so that interest and encouragement to produce missing.

### 2) External Factor

#### a. Family Factor

Students who learn will accept the influence of the family in the form of how parents educated relationship between family members, condition of house, economic family and understand for parents and culture background.<sup>91</sup>

#### b. School Factor

Students who learn will accept the influence of the school method, curriculum, relationship between teacher and students, tool learn, time school, discipline school, state building, house work and standart lesson for evaluation.<sup>92</sup>

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<sup>91</sup> ibid, page 60

<sup>92</sup> ibid, page 64

c. Society Factor

Society more influence toward students learning outcome because presence of students in the community such as, friends hanging out, and forms of life in the community.

Some according to Hamalik Arsyad “Believes utilization of media in teaching and learning can be generate motivation and stimulation of learning activities”.<sup>93</sup> Utilization learning media of the introduction stage learning help effectiveness process teaching and learning delivery of message and interest for students. Learning media also to help students increase understand and facilitate interpretation which can ultimately to improve students achievement.<sup>94</sup>

So that the are three functions if media use for group, more group and individual that:

- a. Motivation interest or action can be realized with the technique drama or entertainment.
- b. Presenting can be used present information in front students group
- c. give a instruction.

In the process of teaching and learning, two important elements are the teaching methods and instructional media. Learning media usage in the

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<sup>93</sup>Arsyad, Azhari, *Media Pembelajaran*. (Jakarta: PT. Raja Grafindo Persada, 2009), page. 21 - 23

<sup>94</sup>Arsyad, Azhari, *Media Pembelajaran*. (Jakarta: PT. Raja Grafindo Persada, 2007), page. 15 - 16

process of teaching and learning can evoke desire and interest in the new, motivation and evoking stimuli and learning activities, and even psychological influences brought against students. Learning media use will greatly help the effectiveness of the learning process and the delivery of the message and the content at that time.

Besides resurrecting the motivation and interest of students, learning media can also help students improve understanding, presenting interesting and reliable data, eases data interpretation and condense information.

One feature of the learning media is media that contain and carry messages and information to the recipient, namely students. Messages and information carried by the media can either be simple messages and messages can also be very complex. But the most important is that the media are prepared to meet the needs of beajar and the ability of the students, as well as students can actively participate in the process of teaching and learning.

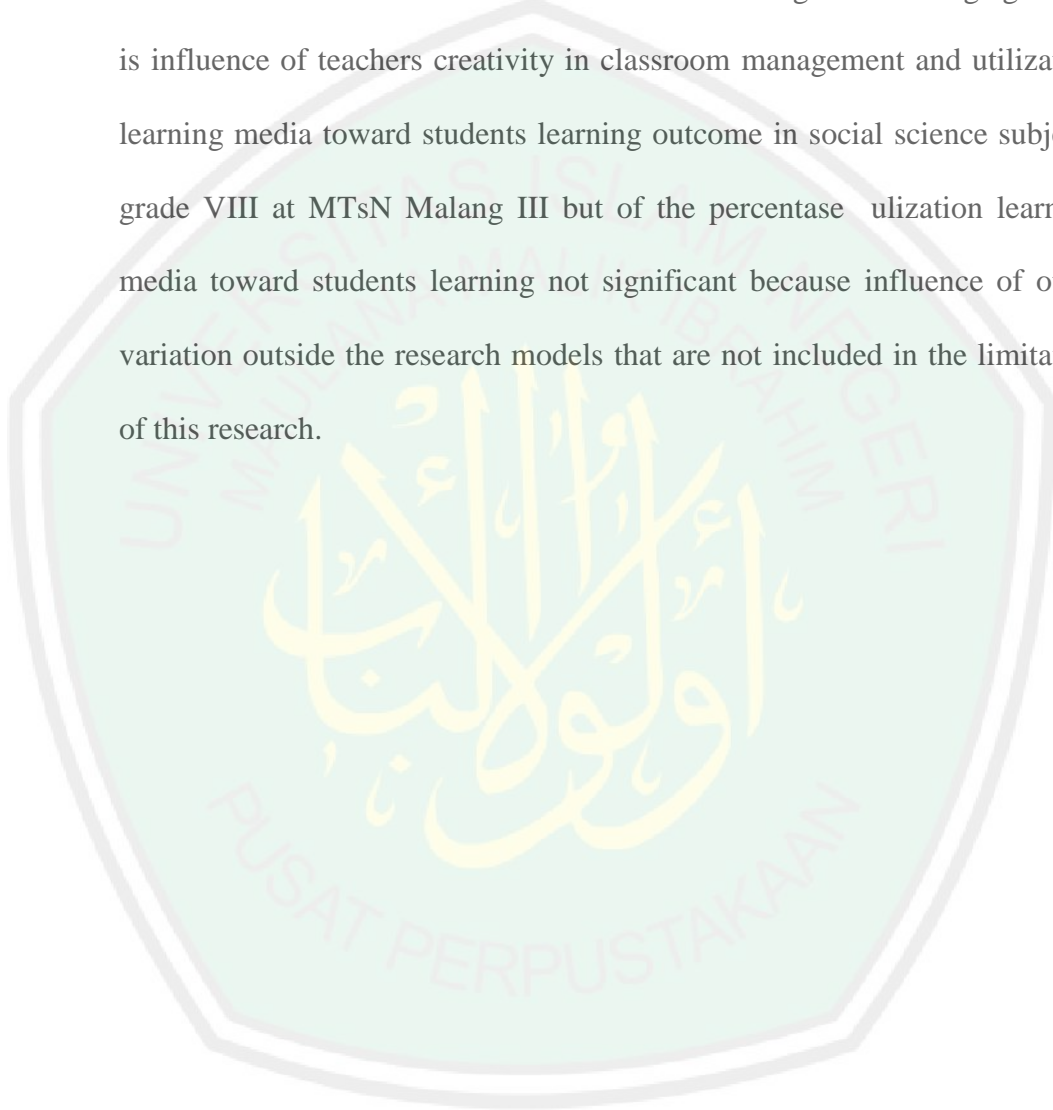
- C. The influence of teachers creativity in classroom management and utilization learning media toward student learning outcomes in social science grade VIII at MTsN Malang III Gondanglegi.

This research was summarized that simultaneously that teacher creativity in classroom management and utilization learning media have significant effect to students learning outcome. Based on the result of testing with program SPSS 16.0 *for windows* can be known that value  $f$  hitung 3.368 with  $\text{sig.}f$  0,039 ( $p < 0.05$ ). While the variables contribution of teachers creativity



in classroom management and utilization learning media toward the value students learning outcome 0.079 means that both variables contributes to student learning outcome variables of 7.9 % while 92.1 %.

The conclusion of the research at MTsN Malang III Gondanglegi there is influence of teachers creativity in classroom management and utilization learning media toward students learning outcome in social science subjects grade VIII at MTsN Malang III but of the percentase ulization learning media toward students learning not significant because influence of other variation outside the research models that are not included in the limitation of this research.



## CHAPTER VI

### CLOSING

#### A. Conclusion

Data and theory was collected through library research and field research. Base on questioner, can be summerized that teachers creativity in classroom management has *good*, utilization learning media *Medium*, *Good* of students learning outcome and the result as below.

1. Classroom management has significant effect to students learning outcome. Based on the result of testing with program SPSS 16.0 *for windows* can be known that value T hitung 2.399 with Sig.t 0,019 ( $p < 0.05$ ).
2. Utilization learning media has not significant effect to students learning outcome. Based on the result of testing with program SPSS 16.0 *for windows* can be known that value T hitung 1.029 with Sig. t 0,307 ( $p > 0.05$ ).
3. Simultaneously that teacher creativity in classroom management and utilization learning media have to significant effect to students learning outcome. Based on the result of testing with program SPSS 16.0 *for windows* can be known that value F hitung 3.368 with Sig.f 0,039 ( $p < 0.05$ ). While the variables contribution of teachers creativity in classroom management and utilization learning media toward the value students learning outcome 0.079 means that both variables contributes to student learning outcome variables of 7.9 %

while 92.1 % influence of other variation outside the research models that are not included in the limitation of this research.

## **B. Recommendation**

Base on the conclusion above, researcher will give suggestion:


1. The result is expected to be a trigger for related parties especially the teachers to increase creativity in doing a learning activity taught to students in order to improve student learning outcomes, because it has a positive influence on results so that the required sustainability and improvement.
2. For the next researchers want to conduct research that is identical the theme of this research, is expected to add new variables to know its effect on student learning outcomes and give a better contribution from used variable.
3. For the schools improving the procurement of infrastructure facilities to support school learning.

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**SUBSTRUCTURAL EQUATION**  
**RESULT BY SPSS 16.0**  
**CALCULATION**

### Normalitas Test

#### One-Sample Kolmogorov-Smirnov Test

		Unstandardized Predicted Value
N		82
Normal Parameters <sup>a</sup>	Mean	83.3170732
	Std. Deviation	1.15679538
Most Extreme Differences	Absolute	.064
	Positive	.053
	Negative	-.064
Kolmogorov-Smirnov Z		.581
Asymp. Sig. (2-tailed)		.888

c. Test distribution is Normal.

d. Calculated from data

### R Square

#### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.280 <sup>a</sup>	.079	.055	4.012	1.158

a. Predictors: (Constant), Utilization Learning Media, Classroom Management

b. Dependent Variable: Students learning outcome

### Multicollinierity

#### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	73.159	4.777		15.314	.000		
	Classroom Management	.286	.119	.371	2.399	.019	.487	2.055
	Utilization Learning Media	-.101	.098	-.159	-1.029	.307	.487	2.055

a. Dependent Variable: Students learning outcome



**F test****ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	108.392	2	54.196	3.368	.039 <sup>a</sup>
	Residual	1271.364	79	16.093		
	Total	1379.756	81			

a. Predictors: (Constant), Utilization Learning Media, Classroom Management

b. Dependent Variable: Students learning outcome

**T test****Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	73.159	4.777		15.314	.000		
	Classroom Management	.286	.119	.371	2.399	.019	.487	2.055
	Utilization Learning Media	-.101	.098	-.159	-1.029	.307	.487	2.055

a. Dependent Variable: Students learning outcome

## Rehability X<sub>1</sub>

### Case Processing Summary

		N	%
Cases	Valid	82	100.0
	Excluded <sup>a</sup>	0	.0
	Total	82	100.0

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

### Reliability Statistics

Cronbach's Alpha	N of Items
.648	3

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	52.5488	26.695	.412	.816
VAR00002	52.7561	26.162	.465	.813
VAR00003	52.8537	26.670	.407	.816
VAR00004	53.0488	25.849	.428	.815
VAR00005	53.4268	27.161	.121	.842
VAR00006	52.7805	26.099	.325	.822
VAR00007	52.7317	26.495	.318	.822
VAR00008	52.5976	27.058	.257	.825
VAR00009	52.4512	26.695	.384	.817
VAR00010	52.6341	25.371	.648	.804
VAR00011	52.7683	24.847	.611	.804
VAR00012	52.8659	25.797	.465	.813
VAR00013	52.7561	25.742	.544	.809
VAR00014	52.8659	25.426	.602	.806
VAR00015	52.7561	25.174	.551	.807
VAR00016	52.8902	25.679	.426	.815
VAR00017	52.8293	25.748	.499	.811

## Reliability X<sub>2</sub>

**Case Processing Summary**

		N	%
Cases	Valid	82	100.0
	Excluded <sup>a</sup>	0	.0
	Total	82	100.0

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

**Reliability Statistics**

Cronbach's Alpha	N of Items
.915	18

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	55.2805	39.464	.455	.914
VAR00002	55.2317	38.748	.569	.911
VAR00003	55.2439	38.236	.573	.911
VAR00004	55.3902	38.142	.612	.910
VAR00005	55.3171	38.244	.688	.909
VAR00006	55.2805	37.957	.563	.912
VAR00007	55.2195	37.285	.701	.908
VAR00008	55.0976	37.620	.688	.908
VAR00009	55.1707	38.514	.549	.912
VAR00010	55.1829	38.620	.564	.911
VAR00011	55.2927	37.419	.645	.909
VAR00012	55.3780	38.436	.647	.910
VAR00013	55.3171	37.997	.659	.909
VAR00014	55.1951	36.752	.713	.907
VAR00015	55.1220	38.108	.620	.910
VAR00016	55.1829	38.769	.540	.912

VAR00017	55.2683	38.298	.493	.914
VAR00018	55.1220	39.936	.314	.918

### Correlations

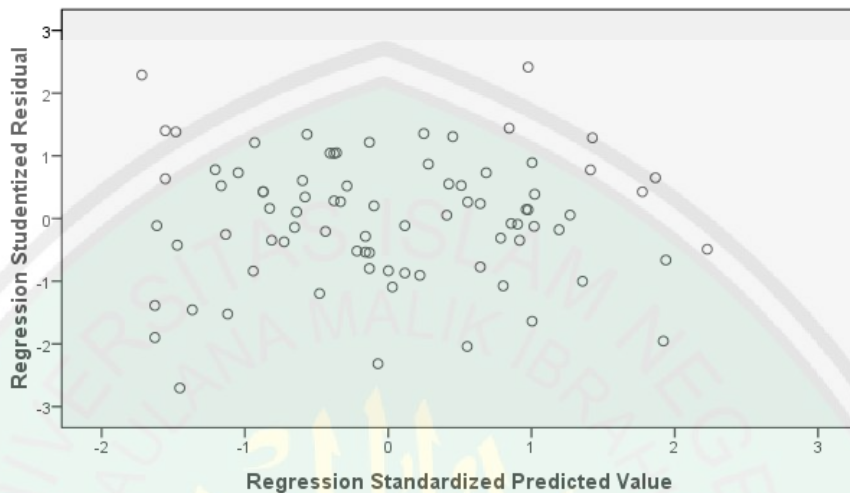
		X1	X2	Y	scoretotal
X1	Pearson Correlation	1	.717**	.257*	.890**
	Sig. (2-tailed)		.000	.020	.000
	N	82	82	82	82
X2	Pearson Correlation	.717**	1	.107	.866**
	Sig. (2-tailed)	.000		.339	.000
	N	82	82	82	82
Y	Pearson Correlation	.257*	.107	1	.497**
	Sig. (2-tailed)	.020	.339		.000
	N	82	82	82	82
scoretotal	Pearson Correlation	.890**	.866**	.497**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	82	82	82	82

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

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

### Scatterplot

Dependent Variable: Y



Correlations x1 Classroom Management

	Butir 1	Butir 2	Butir 3	Butir 4	Butir 5	Butir 6	Butir 7	Butir 8	Butir 9	Butir 10	Butir 11	Butir 12	Butir 13	Butir 14	Butir 15	Butir 16	Butir 17	Score total
VAR00001 Pearson Correlation	1	.477**	.243*	.031	.161	.125	.170	.141	.136	.382**	.360**	.103	.298*	.384**	.181	.169	.206	.488**
Sig. (2- tailed)		.000	.028	.784	.148	.262	.127	.208	.224	.000	.001	.356	.007	.000	.105	.128	.063	.000
N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82
VAR00002 Pearson Correlation	.477**	1	.360**	.196	.182	.371**	.299**	.000	.208	.300**	.313**	.128	.263*	.225*	.264*	.172	.171	.545**
Sig. (2- tailed)	.000		.001	.078	.101	.001	.006	1.000	.061	.006	.004	.250	.017	.042	.016	.123	.124	.000
N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82
VAR00003 Pearson Correlation	.243*	.360**	1	.263*	.125	.153	.135	-.039	.186	.402**	.208	.250*	.360**	.279*	.159	.244*	.190	.486**
Sig. (2- tailed)	.028	.001		.017	.265	.169	.225	.725	.095	.000	.061	.023	.001	.011	.153	.027	.087	.000
N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82
VAR00004 Pearson Correlation	.031	.196	.263*	1	.007	.279*	.161	.031	.195	.369**	.355**	.251*	.335**	.349**	.412**	.061	.387**	.522**
Sig. (2- tailed)	.784	.078	.017		.952	.011	.149	.781	.079	.001	.001	.023	.002	.001	.000	.586	.000	.000
N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82

VAR00005	Pearson Correlation	.161	.182	.125	.007	1	-.103	-.003	.034	-.145	.198	.086	-.017	.157	.233 <sup>*</sup>	.158	.053	.029	.282 <sup>*</sup>
	Sig. (2-tailed)	.148	.101	.265	.952		.359	.982	.762	.193	.074	.444	.881	.159	.035	.155	.636	.794	.010
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82
VAR00006	Pearson Correlation	.125	.371 <sup>**</sup>	.153	.279 <sup>*</sup>	-.103	1	.651 <sup>**</sup>	.328 <sup>**</sup>	.196	.094	.225 <sup>*</sup>	.218 <sup>*</sup>	.218	.060	.109	-.158	.086	.445 <sup>**</sup>
	Sig. (2-tailed)	.262	.001	.169	.011	.359		.000	.003	.077	.399	.042	.049	.049	.591	.328	.157	.441	.000
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82
VAR00007	Pearson Correlation	.170	.299 <sup>**</sup>	.135	.161	-.003	.651 <sup>**</sup>	1	.398 <sup>**</sup>	.270 <sup>*</sup>	.146	.093	.032	.128	-.032	.111	.049	.062	.426 <sup>**</sup>
	Sig. (2-tailed)	.127	.006	.225	.149	.982	.000		.000	.014	.190	.405	.775	.250	.773	.319	.661	.579	.000
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82
VAR00008	Pearson Correlation	.141	.000	-.039	.031	.034	.328 <sup>**</sup>	.398 <sup>**</sup>	1	.285 <sup>**</sup>	.153	.144	.278 <sup>*</sup>	.037	.128	.064	.104	.068	.358 <sup>**</sup>
	Sig. (2-tailed)	.208	1.000	.725	.781	.762	.003	.000		.010	.170	.197	.011	.744	.253	.570	.355	.542	.001
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82
VAR00009	Pearson Correlation	.136	.208	.186	.195	-.145	.196	.270 <sup>*</sup>	.285 <sup>**</sup>	1	.152	.242 <sup>*</sup>	.179	.250	.242 <sup>*</sup>	.254 <sup>*</sup>	.309 <sup>**</sup>	.387 <sup>**</sup>	.461 <sup>**</sup>
	Sig. (2-tailed)	.224	.061	.095	.079	.193	.077	.014	.010		.172	.028	.108	.023	.029	.021	.005	.000	.000
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82

VAR00010	Pearson Correlation	.382**	.300**	.402**	.369**	.198	.094	.146	.153	.152	1	.503**	.428**	.471**	.477**	.446**	.453**	.431**	.704**
	Sig. (2-tailed)	.000	.006	.000	.001	.074	.399	.190	.170	.172		.000	.000	.000	.000	.000	.000	.000	.000
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82
VAR00011	Pearson Correlation	.360**	.313**	.208	.355**	.086	.225*	.093	.144	.242*	.503**	1	.566**	.278*	.525**	.396**	.444**	.391**	.680**
	Sig. (2-tailed)	.001	.004	.061	.001	.444	.042	.405	.197	.028	.000		.000	.012	.000	.000	.000	.000	.000
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82
VAR00012	Pearson Correlation	.103	.128	.250*	.251*	-.017	.218*	.032	.278*	.179	.428**	.566**	1	.348**	.459**	.238*	.386**	.133	.550**
	Sig. (2-tailed)	.356	.250	.023	.023	.881	.049	.775	.011	.108	.000	.000		.001	.000	.031	.000	.233	.000
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82
VAR00013	Pearson Correlation	.298**	.263*	.360**	.335**	.157	.218*	.128	.037	.250*	.471**	.278*	.348**	1	.429**	.335**	.238*	.477**	.616**
	Sig. (2-tailed)	.007	.017	.001	.002	.159	.049	.250	.744	.023	.000	.012	.001		.000	.002	.031	.000	.000
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82
VAR00014	Pearson Correlation	.384**	.225*	.279*	.349**	.233*	.060	-.032	.128	.242*	.477**	.525**	.459**	.429**	1	.443**	.397**	.453**	.664**
	Sig. (2-tailed)	.000	.042	.011	.001	.035	.591	.773	.253	.029	.000	.000	.000	.000		.000	.000	.000	.000
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82



VAR00015	Pearson Correlation	.181	.264*	.159	.412**	.158	.109	.111	.064	.254*	.446**	.396**	.238*	.335*	.443**	1	.522**	.513**	.633**
	Sig. (2-tailed)	.105	.016	.153	.000	.155	.328	.319	.570	.021	.000	.000	.031	.002	.000		.000	.000	.000
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82
VAR00016	Pearson Correlation	.169	.172	.244*	.061	.053	-.158	.049	.104	.309**	.453**	.444**	.386**	.238*	.397**	.522**	1	.322**	.525**
	Sig. (2-tailed)	.128	.123	.027	.586	.636	.157	.661	.355	.005	.000	.000	.000	.031	.000	.000		.003	.000
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82
VAR00017	Pearson Correlation	.206	.171	.190	.387**	.029	.086	.062	.068	.387**	.431**	.391**	.133	.477**	.453**	.513**	.322**	1	.577**
	Sig. (2-tailed)	.063	.124	.087	.000	.794	.441	.579	.542	.000	.000	.000	.233	.000	.000	.000	.003		.000
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82
scoretotal	Pearson Correlation	.488**	.545**	.486**	.522**	.282*	.445**	.426**	.358**	.461**	.704**	.680**	.550**	.616**	.664**	.633**	.525**	.577**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.010	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82

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

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



VAR00006	Pearson Correlation	.249*	.485**	.337**	.332**	.447**	1	.486**	.436**	.408**	.251*	.375**	.404**	.517**	.404**	.348**	.288**	.344**	.092	.627**	
	Sig. (2-tailed)	.024	.000	.002	.002	.000		.000	.000	.000	.023	.001	.000	.000	.000	.001	.009	.002	.411	.000	
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82
VAR00007	Pearson Correlation	.344**	.461**	.313**	.408**	.564**	.486**	1	.688**	.410**	.558**	.465**	.362**	.437**	.643**	.526**	.285**	.361**	.278*	.745**	
	Sig. (2-tailed)	.002	.000	.004	.000	.000	.000		.000	.000	.000	.000	.001	.000	.000	.000	.010	.001	.011	.000	
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82
VAR00008	Pearson Correlation	.486**	.332**	.312**	.350**	.471**	.436**	.688**	1	.579**	.501**	.419**	.376**	.470**	.539**	.605**	.338**	.338**	.231*	.732**	
	Sig. (2-tailed)	.000	.002	.004	.001	.000	.000	.000		.000	.000	.000	.001	.000	.000	.002	.002	.037	.000		
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	
VAR00009	Pearson Correlation	.536**	.226*	.365**	.332**	.425**	.408**	.410**	.579**	1	.492**	.423**	.403**	.347**	.219*	.374**	.288**	.179	.091	.608**	
	Sig. (2-tailed)	.000	.041	.001	.002	.000	.000	.000	.000		.000	.000	.000	.001	.048	.001	.009	.108	.416	.000	
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	
VAR00010	Pearson Correlation	.170	.382**	.473**	.394**	.455**	.251*	.558**	.501**	.492**	1	.414**	.335**	.414**	.385**	.242*	.230*	.231*	.263*	.618**	
	Sig. (2-tailed)	.126	.000	.000	.000	.000	.023	.000	.000	.000		.000	.002	.000	.000	.028	.038	.037	.017	.000	
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	
VAR00011	Pearson Correlation	.143	.228*	.418**	.517**	.539**	.375**	.465**	.419**	.423**	.414**	1	.734**	.528**	.449**	.509**	.414**	.262*	.239*	.698**	
	Sig. (2-tailed)	.200	.039	.000	.000	.000	.001	.000	.000	.000	.000		.000	.000	.000	.000	.000	.018	.031	.000	
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	

VAR00012	Pearson Correlation	.296**	.370**	.378**	.406**	.528**	.404**	.362**	.376**	.403**	.335**	.734**	1	.619**	.442**	.434**	.428**	.384**	.154	.691**
	Sig. (2-tailed)	.007	.001	.000	.000	.000	.000	.001	.001	.000	.002	.000	.000	.000	.000	.000	.000	.000	.168	.000
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82
VAR00013	Pearson Correlation	.226*	.328**	.537**	.395**	.354**	.517**	.437**	.470**	.347**	.414**	.528**	.619**	1	.570**	.489**	.372**	.385**	.148	.704**
	Sig. (2-tailed)	.041	.003	.000	.000	.001	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.001	.000	.184	.000
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82
VAR00014	Pearson Correlation	.302**	.556**	.373**	.404**	.547**	.404**	.643**	.539**	.219*	.385**	.449**	.442**	.570**	1	.565**	.457**	.499**	.363**	.759**
	Sig. (2-tailed)	.006	.000	.001	.000	.000	.000	.000	.000	.048	.000	.000	.000	.000	.000	.000	.000	.000	.001	.000
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82
VAR00015	Pearson Correlation	.336**	.272*	.218*	.361**	.446**	.348**	.526**	.605**	.374**	.242*	.509**	.434**	.489**	.565**	1	.407**	.288**	.335**	.671**
	Sig. (2-tailed)	.002	.014	.049	.001	.000	.001	.000	.000	.001	.028	.000	.000	.000	.000	.000	.000	.009	.002	.000
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82
VAR00016	Pearson Correlation	.260*	.249*	.314**	.353**	.408**	.288**	.285**	.338**	.288**	.230*	.414**	.428**	.372**	.457**	.407**	1	.479**	.340**	.597**
	Sig. (2-tailed)	.019	.024	.004	.001	.000	.009	.010	.002	.009	.038	.000	.000	.001	.000	.000	.000	.000	.002	.000
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82
VAR00017	Pearson Correlation	.158	.272*	.448**	.384**	.229*	.344**	.361**	.338**	.179	.231*	.262*	.384**	.385**	.499**	.288**	.479**	1	.172	.566**
	Sig. (2-tailed)	.157	.013	.000	.000	.038	.002	.001	.002	.108	.037	.018	.000	.000	.000	.009	.000	.000	.122	.000
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82

VAR00018	Pearson Correlation	.071	.292**	.131	.077	.246*	.092	.278*	.231*	.091	.263*	.239*	.154	.148	.363**	.335**	.340**	.172	1	.396**
	Sig. (2-tailed)	.524	.008	.240	.494	.026	.411	.011	.037	.416	.017	.031	.168	.184	.001	.002	.002	.122		.000
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82
scoretotal	Pearson Correlation	.516**	.621**	.631**	.664**	.727**	.627**	.745**	.732**	.608**	.618**	.698**	.691**	.704**	.759**	.671**	.597**	.566**	.396**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82

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

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







55.	3	3	3	2	2	3	3	4	4	3	4	4	3	3	3	4	3	54
56.	4	3	3	3	2	2	2	3	4	3	3	3	3	4	4	3	4	53
57.	3	3	3	3	3	2	2	3	4	3	3	3	3	3	3	3	3	50
58.	4	4	3	2	3	3	3	4	4	3	3	3	4	3	3	3	3	55
59.	3	4	3	2	3	3	4	2	4	3	2	3	3	3	3	3	3	51
60.	4	3	3	2	3	4	3	4	2	4	3	3	3	3	2	2	3	51
61.	3	3	3	3	2	2	2	3	4	4	3	3	4	3	4	4	4	54
62.	3	3	3	3	2	3	3	3	4	4	3	3	4	3	4	4	4	56
63.	4	4	4	2	4	4	4	4	4	3	4	3	3	3	4	4	3	61
64.	3	3	3	3	3	3	3	4	4	3	3	3	3	3	3	3	3	53
65.	3	3	3	3	4	3	4	4	4	4	3	3	3	4	4	4	3	59
66.	4	3	3	3	2	3	3	3	3	3	4	3	3	4	3	3	4	54
67.	3	3	3	3	2	4	3	4	4	3	3	4	4	3	4	3	3	56
68.	4	4	3	3	3	4	3	3	4	3	3	3	4	3	4	3	3	57
69.	3	3	3	3	1	4	4	4	4	3	3	3	3	3	4	3	4	55
70.	4	4	4	3	2	3	3	3	4	4	4	3	4	4	4	4	4	61
71.	4	4	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	63
72.	4	4	3	3	3	4	4	4	3	4	3	4	3	3	3	3	3	58
73.	3	3	3	3	3	3	3	4	3	4	3	4	4	4	4	4	4	59
74.	4	4	3	3	2	4	4	3	4	3	4	3	3	3	4	3	4	58
75.	3	3	3	3	2	4	4	4	4	3	3	3	3	3	3	3	3	54
76.	3	4	3	4	1	4	4	4	4	4	3	3	3	3	4	3	4	58
77.	4	3	3	3	3	3	3	3	3	4	4	4	4	3	4	4	3	58
78.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	68
79.	4	4	4	3	3	4	3	3	4	4	4	3	3	3	4	3	4	60
80.	3	3	4	4	1	4	3	3	4	4	3	3	4	3	3	3	4	56
81.	3	3	4	4	3	4	3	2	4	3	3	4	4	3	3	2	3	55
82.	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	66



Utilization Learning Media X2																			
No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Score
1.	3	3	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	68
2.	2	3	3	4	3	3	4	3	3	4	3	3	3	3	3	2	3	2	54
3.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
4.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	72
5.	3	3	3	3	3	4	4	4	3	3	3	3	3	3	4	4	4	4	61
6.	4	3	3	3	3	3	4	4	4	4	3	3	3	3	3	3	3	3	59
7.	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	2	54
8.	3	3	4	3	3	3	3	3	3	4	3	3	4	3	3	4	3	3	58
9.	3	3	2	3	3	3	4	4	3	3	3	3	3	4	4	4	4	4	60
10.	3	3	4	4	3	3	3	4	3	4	3	3	3	3	3	3	4	3	59
11.	4	4	3	3	3	3	3	4	3	2	2	3	3	4	4	3	4	4	59
12.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	72
13.	3	4	3	3	4	4	4	4	3	4	3	3	3	4	3	4	4	4	64
14.	2	2	3	2	2	3	2	3	3	3	3	3	3	2	3	2	2	3	46
15.	3	3	4	3	3	3	3	3	3	4	3	3	3	3	3	4	4	4	59
16.	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	71
17.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
18.	3	4	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	57
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20.	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3	3	52
21.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
22.	3	2	2	2	2	1	2	3	3	3	2	2	2	1	3	2	2	4	41
23.	3	4	3	3	3	4	3	3	3	3	4	4	4	4	4	3	3	4	62

24.	4	4	3	3	3	4	4	4	4	4	3	3	4	4	4	3	3	3	64
25.	4	3	3	3	3	3	3	4	3	3	2	2	3	4	4	3	3	3	56
26.	3	3	3	3	3	2	2	2	3	3	3	3	2	2	2	3	2	4	48
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28.	3	3	3	3	3	4	3	3	3	3	3	2	3	3	3	3	3	3	54
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35.	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	53
36.	3	4	3	3	3	4	3	4	4	4	3	3	3	3	2	3	3	4	59
37.	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	62
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40.	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	4	3	41
41.	3	3	3	3	4	4	3	4	4	3	4	4	4	4	4	4	4	3	65
42.	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	55
43.	3	3	3	3	3	3	4	3	3	3	3	3	3	4	3	3	3	3	56
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46.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
47.	3	4	4	2	3	3	4	3	3	4	1	2	3	4	3	3	4	4	57
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52.	3	4	4	4	4	3	4	4	4	4	4	3	3	4	4	4	4	3	67
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54.	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	70
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56.	3	3	3	2	4	3	3	4	3	3	3	3	3	4	4	3	2	4	57
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65.	3	3	3	3	4	4	4	4	4	4	4	3	3	3	4	3	2	4	62
66.	3	4	3	3	3	3	3	3	3	4	3	3	3	4	3	3	3	4	58
67.	3	3	3	3	3	3	3	3	3	3	4	4	3	3	4	4	4	3	59
68.	4	4	3	3	3	4	4	4	4	3	3	3	3	3	4	3	3	3	61
69.	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	55
70.	4	3	3	3	3	4	4	4	4	3	3	3	4	4	4	4	4	4	65
71.	3	4	4	3	4	3	4	4	4	4	4	4	4	4	3	4	3	4	67
72.	4	3	4	3	3	3	3	4	4	4	4	4	4	4	3	4	4	3	65
73.	4	3	3	3	3	3	3	4	4	3	3	3	3	3	3	4	3	2	57
74.	4	4	4	4	4	4	4	4	3	3	4	4	3	4	4	4	4	3	68
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76.	3	3	3	3	3	3	3	4	4	4	3	3	3	3	4	4	4	4	61
77.	4	3	4	4	3	3	3	3	3	3	3	3	4	3	3	3	3	3	58
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79.	4	3	3	3	3	4	4	4	4	3	3	3	3	3	3	3	3	3	59

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81.	3	3	4	3	3	3	4	4	4	3	4	3	4	3	4	3	3	4	62
82.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	72



DAFTAR NAMA RESPONDEN

No	NAMA	JK
1.	Akhmad Fauzi	L
2.	Zalfa Dara Shafira	P
3.	Affan Aji W	L
4.	Vio Putri Yuwandika	P
5.	Riza Rohmatul . M	P
6.	Safira Fereste	P
7.	Alif Jihan Afifah	P
8.	Dwi Wulandari	P
9.	Annisa Tri Yekti Nugroho	P
10.	Diva Amrita Putri Nabila	P
11.	Aulan Nisa Ulil . K	P
12.	Karomah Nuha	p
13.	Ridha Hajjah Rahmawati	P
14.	Alvienna Purendra Luarra	P
15.	Yora Aulia Afandi	P
16.	Ahmad Fiqhan Zidni	L
17.	Daffa Reyhan . A	L
18.	Haidar Aji Fananda	L
19.	Tengku Firnandito	L
20.	Alfrido Raka Muhammad	L
21.	Doni Anggoro Dwi Wahyu	L
22.	Ulfa Anggun F	P
23.	Anindita Zaky Walida	P
24.	Ayu cahyani Imani	P
25.	Saksabilla Shalawati	P
26.	Elang Malik Ibrahim	L
27.	Alif Fuadanindya	L
28.	Talita Alfiani Abdillah	P
29.	Moh Ikhlil Hamas	L
30.	Alfiandy Alif Firmansyah	L
31.	Revika Ramadhani Fadli	L
32.	Muhammad Ferdiansyah	L
33.	Diva Amilita Putri Nabila	P
34.	Imadhame Nazila K.A	P
35.	Nafisatuz Zahroh A.F	P
36.	Muhammad Alif	L
37.	Aslikha Nikmatur Rojaibah	P
38.	Achmad Galbin Pantara	L
39.	M.Iqbal Dewa Pratama	L
40.	M. Haris	L

41.	Hurriyatul Husniah	P
42.	Agung Zainuddin	L
43.	Devi Vianando Santy	P
44.	Wildan Tafta Z	L
45.	Akhmad Dairobi El Rosyid	L
46.	M. A'laa Muniran Kusuma	L
47.	Satrio Nugroho	L
48.	Fara Kurnia Tri S	P
49.	Eka Nu Diana	P
50.	Anik Syardatul	P
51.	Aisyah Nur Hanifah	P
52.	Kunti Dwi Asiyah	P
53.	Priandini Ayu Palupi	P
54.	Talida Nur R	P
55.	Riska Umami	P
56.	Sherytha Dyah F	P
57.	Annisa Tri Cahyani	P
58.	Surya Dewantara	L
59.	M. Daffa A	L
60.	Faris Daffa Dz	L
61.	Dhea Ayu Putri F.H.D	P
62.	Nur Indah Irawanti	P
63.	Ahmad Jamil Ramadhani	L
64.	Lukman Sahrul Hakim	L
65.	Ainu Ilmi W	L
66.	M. Arsyet Ardiansyah	L
67.	Amirotul Khoiroh	P
68.	Fadhilatul Aisyah	p
69.	M fajar Ibrahim	L
70.	Ulfani Dwi Ariska	P
71.	Tantri Rizanda Swasono	P
72.	Alifa Rahma Safitri	P
73.	Nassafi Abil F	L
74.	Roziq Firmansyah	L
75.	Ganendra Aryakusuma	L
76.	Kinanti Kurnia Putri	P
77.	Khoirun Aprieni	P
78.	M. Hilmi . F	L
79.	Wulandari Romadhoni	P
80.	Regitha Bulan Dea A	p
81.	Risqi Hasanuddin	L
82.	A. Ferdiansyah Putra	L

**DAFTAR NILAI RAPOR KELAS VIII  
MADRASAH TSANAWIYAH NEGERI MALANG III GONDANGLEGI  
TAHUN AJARAN 2015/2016**

No.	Induk	Ganjil		Genap		Rata - Rata
		UTS	UAS	UTS	UAS	
1.	8259	87	87	90	86	87,5
2.	8199	82	88	80	52	75,5
3.	8304	94	96	80	66	84
4.	8340	88	93	95	66	85,5
5.	8266	91	96	88	62	84,25
6.	8306	92	97	88	76	88,25
7.	8308	91	75	88	82	84
8.	8236	87	95	88	80	87,5
9.	8207	90	98	93	66	86,75
10.	8310	77	92	90	84	85,75
11.	8371	95	96	80	76	86,75
12.	8348	93	98	88	68	86,75
13.	8408	93	93	95	66	93,6667
14.	8411	88	98	80	68	83,5
15.	8316	93	85	90	56	81
16.	8242	89	80	80	76	81,25
17.	8377	88	93	80	60	80,25
18.	8246	89	80	80	58	75,6667
19.	8414	97	92	80	86	88,75
20.	8379	91	96	80	66	83,25
21.	8216	88	84	88	64	81
22.	8217	93	94	80	52	79,75
23.	8355	88	97	80	70	83,75
24.	8418	91	97	83	70	85,25
25.	8384	95	94	90	62	85,25
26.	8253	94	96	83	68	85,25
27.	8254	93	93	80	68	83,5
28.	8359	92	83	88	70	83,25
29.	8420	93	93	80	56	80,5
30.	8170	88	95	83	56	80,5
31.	8361	90	82	80	68	80
32.	8362	87	94	80	75	84
33.	8262	90	98	79	82	87,25
34.	8431	91	98	85	85	89,75
35.	8365	86	78	91	82	84,25
36.	8260	82	88	91	89	87,5
37.	8230	96	70	91	77	83,5
38.	8261	96	75	88	88	86,75
39.	8231	92	90	80	87	87,25

40.	8367	96	80	91	94	90,25
41.	8303	88	80	80	77	81,25
42.	8341	82	80	86	87	83,75
43.	8343	80	68	91	74	78,25
44.	8402	78	65	71	78	71,3333
45.	8309	78	70	91	73	78
46.	8312	86	88	51	78	75,75
47.	8209	48	80	91	75	73,5
48.	8404	78	98	88	84	87
49.	8239	84	90	91	74	84,75
50.	8352	84	96	91	75	86,5
51.	8244	60	95	88	73	79
52.	8274	64	84	88	84	80
53.	8376	78	84	73	85	80
54.	8353	76	85	91	88	85
55.	8354	68	85	85	94	83
56.	8417	70	78	91	94	83,25
57.	8382	78	78	91	88	83,75
58.	8356	70	70	85	78	75,75
59.	8282	92	76	75	86	82,25
60.	8323	82	82	80	81	81,25
61.	8287	72	88	80	90	82,5
62.	8387	82	90	80	73	81,25
63.	8324	82	88	95	76	85,25
64.	8285	76	88	80	78	80,5
65.	8358	68	90	90	88	84
66.	8256	62	90	80	80	78
67.	8389	64	67	75	90	74
68.	8258	76	75	80	90	80,25
69.	8427	82	70	85	80	79,25
70.	8327	88	90	80	80	84,5
71.	8328	85	80	80	95	85
72.	8291	86	80	80	88	83,5
73.	8329	92	95	83	88	89,5
74.	8224	90	88	83	88	87,25
75.	8430	92	88	85	88	88,25
76.	8263	88	88	85	93	88,5
77.	8406	88	88	78	90	86
78.	8272	81	93	78	80	83
79.	8273	86	90	70	88	83,5
80.	8081	86	80	65	95	81,5
81.	8277	90	88	77	80	83,75
82.	8415	88	95	78	80	85,25

## ANGKET UJI COBA PENELITIAN

### PENGARUH KREATIVITAS GURU DALAM PENGELOLAAN KELAS DAN PEMANFAATAN MEDIA PEMBELAJARAN TERHADAP HASIL BELAJAR SISWA MATA PELAJARAN IPS KELAS VIII DI MTsN MALANG III GONDANGLEGI

Nama :

Jenis Kelamin : L/P

Kelas :

#### Petunjuk

1. Isilah angket ini sesuai dengan diri anda sebenar – benarnya.
2. Jawablah masing – masing pernyataan dibawah ini menurut pertimbangan yang dianggap paling sesuai dengan keadaan yang terjadi.
3. Bacalah pernyataan dibawah ini kemudian pilihlah salah satu jawaban anda pada kolom pada kriteria jawaban yang artinya sebagai berikut:  
SL = Selalu  
SR = Sering  
KD = Kadang – kadang  
JR = jarang  
TP = Tidak Pernah
4. Usahakan agar tidak ada satu pun pernyataan yang tidak terjawab (kosong) dalam hal ini tidak ada penilaian baik buruk, juga tidak ada benar salah, anda sepenuhnya bebas menentukan pilihan yang tersedia disetiap item pernyataan asalkan sesuai dengan diri anda yang sebenar – benarnya.
5. Berilah tanda checklist “√” pada pernyataan yang sesuai dengan anda.
6. Terimakasih atas partisipasinya dalam mengisi angket ini.

#SELAMAT MENGERJAKAN#



No.	Pernyataan	SS	S	TS	STS
	<b>A. Pengelolaan Kelas</b>				
1.	Guru kelas saya masuk kelas tepat waktu dan keluar kelas juga tepat waktu				
2.	Guru kelas saya menggunakan metode mengajar yang bervariasi, sehingga saya tidak bosan dalam mengikuti pembelajaran				
3.	Guru saya menegur jika ada muridnya yang tidak disiplin				
4.	Setiap hari, guru kelas mengingatkan agar kami rajin belajar				
5.	Guru kelas saya memotivasi saya agar belajar dengan giat				
6.	Guru kelas saya perhatian dan peduli pada saya				
7.	Guru kelas saya adalah orang yang menyenangkan untuk diajak untuk berbicara, saya merasa nyaman mengobrol dengan beliau				
8.	Saya merasa nyaman dengan kursi dan meja yang saya tempati di kelas				
9.	Guru mengubah formasi tempat duduk siswa saat pembelajaran				
10.	Saya bisa melihat tulisan di papan tulis dengan jelas				
11.	Saya bisa melihat gambar/poster/media yang terdapat didalam kelas dengan jelas				
12.	Kelas saya udaranya segar				
13.	Di kelas saya terdapat jendela untuk mengatur sirkulasi udara				
14.	Cara mengajar guru kelas saya mengasyikan dan bervariasi, kadang ceramah, diskusi, kerja kelompok ataupun praktek				
15.	Guru kelas saya mengajarkan dengan menggunakan media yang bervariasi				
16.	Saat menjelaskan materi pelajaran, guru saya menyampaikannya				

	dengan runtut dan menggunakan kalimat yang jelas, sehingga saya mudah memahaminya				
17.	Saat pembelajaran, penjelasan guru sesuai dengan materi yang kami pelajari				
18.	Pelajaran guru tentang materi pelajaran bisa saya pahami karena beliau memberikan contoh atau media yang mendukung				
19.	Sebelum pelajaran dimulai, guru kami memastikan dulu apakah kami sudah siap belajar atau belum. jika ada yang masih ramai, beliau menegurnya				
20.	Diakhir pelajaran, guru menyampaikan kesimpulan tentang materi yang sudah kami pelajari dan menyimpulkan pembelajaran yang telah diajarkan				
21.	Sebelum pelajaran dimulai, guru mengaitkan materi yang akan kami pelajari dengan materi yang sudah kami ketahui atau sudah kami pelajari				
	<b>B. Pemanfaatan Media Pembelajaran</b>				
22.	Setelah adanya media pembelajaran saya menjadi antusias dan senang untuk melakukan proses pembelajaran berlangsung				
23.	Pemanfaatan media yang diberikan oleh guru membuat saya lebih giat belajar				
24.	Media yang digunakan oleh guru tidak membuat jenuh dalam proses pembelajaran				
25.	Media yang digunakan guru menjadikan saya tidak bosan menerima pelajaran				
26.	Dengan pemanfaatan media yang digunakan guru membuat saya lebih memahami materi yang disampaikan				
27.	Pemanfaatan media mempercepat pemahaman saya dalam belajar				
28.	Media yang sesuai dengan materi diajarkan oleh guru membuat saya dalam meningkatkan pemahaman				

29.	Pemanfaatan media (gambar, papan tulis, buku dll) guru membantu saya untuk mempercepat pemahaman dalam proses pembelajaran.				
30.	Media yang digunakan guru dapat mempermudah saya menerima pembelajaran				
31.	Media yang digunakan guru dapat mempermudah penyampaian materi dengan baik dan benar				
32.	Guru dapat menggunakan waktu secara efektif dalam memanfaatkan media				
33.	Pengelolaan waktu dikelas menjadi lebih termanage				
34.	Guru dapat menyampaikan materi pelajaran secara merata dengan memanfaatkan media pembelajaran				
35.	Penyampaian media pembelajaran guru yang terperinci dan menyeluruh awal hingga akhir membuat saya lebih mengerti dan memahami				
36.	Media pembelajaran memudahkan saya memahami penjelasan guru				
37.	Media yang dimanfaatkan guru dapat memudahkan saya menerima materi pembelajaran				
38.	Media yang dimanfaatkan oleh guru dapat menyampaikan materi pelajaran secara focus				
39.	Media yang digunakan guru bervariasi (bermacam – macam) sesuai dengan materi yang diajarkan				

## ANGKET PENELITIAN

### PENGARUH KREATIVITAS GURU DALAM PENGELOLAAN KELAS DAN PEMANFAATAN MEDIA PEMBELAJARAN TERHADAP HASIL BELAJAR SISWA MATA PELAJARAN IPS KELAS VIII DI MTsN MALANG III GONDANGLEGI

Nama :

Jenis Kelamin : L/P

Kelas :

#### Petunjuk

7. Isilah angket ini sesuai dengan diri anda sebenar – benarnya.
8. Jawablah masing – masing pernyataan dibawah ini menurut pertimbangan yang dianggap paling sesuai dengan keadaan yang terjadi.
9. Bacalah pernyataan dibawah ini kemudian pilihlah salah satu jawaban anda pada kolom pada kriteria jawaban yang artinya sebagai berikut:  
SS = Sangat setuju  
S = Setuju  
TS = Tidak setuju  
STS = Sangat tidak setuju
10. Usahakan agar tidak ada satu pun pernyataan yang tidak terjawab (kosong) dalam hal ini tidak ada penilaian baik buruk, juga tidak ada benar salah, anda sepenuhnya bebas menentukan pilihan yang tersedia disetiap item pernyataan asalkan sesuai dengan diri anda yang sebenar – benarnya.
11. Berilah tanda checklist “√” pada pernyataan yang sesuai dengan anda.
12. Terimakasih atas partisipasinya dalam mengisi angket ini.

**#SELAMAT MENGERJAKAN#**

No.	Pernyataan	SS	S	TS	STS
1.	Guru kelas saya memotivasi saya agar belajar dengan giat				
2.	Guru kelas saya perhatian dan peduli pada saya				
3.	Guru kelas saya adalah orang yang menyenangkan untuk diajak untuk berbicara, saya merasa nyaman mengobrol dengan beliau				
4.	Saya merasa nyaman dengan kursi dan meja yang saya tempati di kelas				
5.	Guru mengubah formasi tempat duduk siswa saat pembelajaran				
6.	Saya bisa melihat tulisan di papan tulis dengan jelas				
7.	Saya bisa melihat gambar/poster/media yang terdapat didalam kelas dengan jelas				
8.	Kelas saya udaranya segar				
9.	Di kelas saya terdapat jendela untuk mengatur sirkulasi udara				
10.	Cara mengajar guru kelas saya mengasyikan dan bervariasi, kadang ceramah, diskusi, kerja kelompok ataupun praktek				
11.	Guru kelas saya mengajarkan dengan menggunakan media yang bervariasi				
12.	Saat menjelaskan materi pelajaran, guru saya menyampaikannya dengan runtut dan menggunakan kalimat yang jelas, sehingga saya mudah memahaminya				
13.	Saat pembelajaran, penjelasan guru sesuai dengan materi yang kami pelajari				
14.	Pelajaran guru tentang materi pelajaran bisa saya pahami karena beliau memberikan contoh atau media yang mendukung				
15.	Sebelum pelajaran dimulai, guru kami memastikan dulu apakah kami sudah siap belajar atau belum. jika ada yang masih ramai, beliau				

	menegurnya				
16.	Diakhir pelajaran, guru menyampaikan kesimpulan tentang materi yang sudah kami pelajari dan menyimpulkan pembelajaran yang telah diajarkan				
17.	Sebelum pelajaran dimulai, guru mengaitkan materi yang akan kami pelajari dengan materi yang sudah kami ketahui atau sudah kami pelajari				
18.	Setelah adanya media pembelajaran saya menjadi antusias dan senang untuk melakukan proses pembelajaran berlangsung				
19.	Pemanfaatan media yang diberikan oleh guru membuat saya lebih giat belajar				
20.	Media yang digunakan oleh guru tidak membuat jenuh dalam proses pembelajaran				
21.	Media yang digunakan guru menjadikan saya tidak bosan menerima pelajaran				
22.	Dengan pemanfaatan media yang digunakan guru membuat saya lebih memahami materi yang disampaikan				
23.	Pemanfaatan media mempercepat pemahaman saya dalam belajar				
24.	Media yang sesuai dengan materi diajarkan oleh guru membuat saya dalam meningkatkan pemahaman				
25.	Pemanfaatan media (gambar, papan tulis, buku dll) guru membantu saya untuk mempercepat pemahaman dalam proses pembelajaran.				
26.	Media yang digunakan guru dapat mempermudah saya menerima pembelajaran				
27.	Media yang digunakan guru dapat mempermudah penyampaian materi dengan baik dan benar				
28.	Guru dapat menggunakan waktu secara efektif dalam memanfaatkan media				
29.	Pengelolaan waktu dikelas menjadi lebih termanage				

30.	Guru dapat menyampaikan materi pelajaran secara merata dengan memanfaatkan media pembelajaran				
31.	Penyampaian media pembelajaran guru yang terperinci dan menyeluruh awal hingga akhir membuat saya lebih mengerti dan memahami				
32.	Media pembelajaran memudahkan saya memahami penjelasan guru				
33.	Media yang dimanfaatkan guru dapat memudahkan saya menerima materi pembelajaran				
34.	Media yang dimanfaatkan oleh guru dapat menyampaikan materi pelajaran secara focus				
35.	Media yang digunakan guru bervariasi (bermacam – macam) sesuai dengan materi yang diajarkan				





## **APPENDIXES**





KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://fitk.uin-malang.ac.id>. email : [fitk\\_uinmalang@yahoo.com](mailto:fitk_uinmalang@yahoo.com)

Nomor : Un.3.1/TL.00.1/186/2016  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

01 Maret 2016

Kepada  
Yth. Kepala MTsN III Malang  
di  
Malang

*Assalamu'alaikumWr. Wb.*

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

Nama : Uruatul Huskho  
NIM : 12130002  
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (P.IPS)  
Semester – Tahun Akademik : Genap - 2015/2016  
Judul Skripsi : *The Influence of Teacher's Creativity and Using Instructional Learning Media Toward Students Learning Outcome in 8th Grade of Social Science at State Islamic Junior High School III Malang*

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.*

a.n Dekan  
Wakil Dekan Bid. Akademik,



Dr. H. Sulalah, M.Ag  
NIP. 19651112 199403 2 002

- Tembusan :
1. Yth. Ketua Jurusan P.IPS
  2. Arsip



Certificate No. ID08/1219



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN MALANG  
MADRASAH TSANAWIYAH NEGERI (MTsN) MALANG III  
Jalan Basuki Rahmat 194 Sepanjang Gondanglegi ☎ (0341) 879381 Malang  
<http://www.mtsnmalang3.sch.id>, E-mail :/mtsnmalang3@yahoo.com

### SURAT KETERANGAN

Nomor: B- 298 /Mts.13.35.01/TL.00/08/2016

Yang bertanda tangan di bawah ini :

Nama : **Siti Hamidah, M.Ag**  
NIP. : 195908141986032002  
Pangkat/ Jabatan : Pembina Tk.I (IV/b)  
Jabatan : Plh. Kepala MTsN Malang III  
Alamat : Jalan Basuki Rahmat 194 Sepanjang Gondanglegi Telp.  
(0341) 879381 Malang

Menerangkan bahwa:

Nama : **Uruatul Huskho**  
NIM : 12130002  
Jurusan : Pendidikan Ilmu Pengetahuan Sosial  
Semester : Genap- 2015/2016

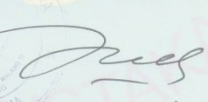
Yang bersangkutan benar telah melaksanakan penelitian di MTsN Malang III untuk menyusun tugas akhir pada Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang judul ” **The influence of teachers creativity in classroom management and utilization learning media toward students learning outcome in social science subject 8 grade at MTsN Malang III Gondanglegi** ”.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Malang, 31 Agustus 2016

Plh. Kepala MTsN Malang III



  
**Siti Hamidah, M.Ag**  
NIP. 195908141986032002



**MAULANA MALIK IBRAHIM**  
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THE EVINDENCE OF CONSULTATION

Name : Uruatul Huskho  
NIM : 12130002  
Faculty/ Department : Faculty of Tarbiyah And Teaching Training / Social Sciences Education  
Advisor : Dr. H. Nur Ali, M. Pd  
Thesis Title : *The influence of teachers creativity in classroom management and utilization learning media toward students learning outcome in social science subjects grade VIII at MTsN Malang III Gondanglegi*

No	Date of Consultation	Material of Consultation	Signature of Advisor
1.	10 <sup>th</sup> November 2015	Consultation of Title	1.
2.	3 <sup>th</sup> May 2016	Revision of chapter I, II and III	2.
3.	2 <sup>th</sup> June 2016	Consultation of Quesioner and indicator	3.
4.	16 <sup>th</sup> June 2016	Revision of Quesioner	4.
5.	14 <sup>th</sup> October 2016	Consultation of Chapter IV , V and VI	5.
6.	20 <sup>th</sup> October 2016	Revision all Chapter	6.
7.	28 <sup>th</sup> October 2016	ACC	7.

Acknowledge by,  
Head of Social Sciences Eduation Departemen

Dr. H. Abdul Basith, M. Si  
NIP: 197610022003121003



Picture 1. Take a picture with teacher at MTsN Malang III



Picture 2. Student answer the questioner



Picture 3. Situation when student answer the questioner

## BIODATA

Name : Uruatul Huskho  
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Date and Place of Birth : 8<sup>th</sup> November 1992, Malang  
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Malang, 10<sup>th</sup> October 2016

Researcher

Uruatul Huskho