

**THE CORRELATION BETWEEN TEACHERS' PERSONAL COMPETENCE
AND STUDENTS' LEARNING MOTIVATION IN LEARNING ENGLISH
ON LURING LEARNING MODEL DURING PANDEMIC COVID-19**

(A Study at MA Pancasila Bengkulu)

A THESIS

Submitted as a Partial Requirements for the Degree of *Sarjana Pendidikan*
(S.Pd) in English Education Study Program



By:

VIRA SULASTRI

SRN. 1811230080

STUDY PROGRAM OF ENGLISH EDUCATION

DEPARTMENT OF TADRIS

FACULTY OF TARBIYAH AND TADRIS

ISLAMIC UNIVERSITY OF FATMAWATI SUKARNO BENGKULU

2022

PRONOUNCEMENT

Name : Vira Sulastri
NIM : 1811230080
Study Program : English Study Program
Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis titled "The Correlation between Teachers' Personal Competence and Students' Learning Motivation in Learning English on Luring Learning Model during Pandemic Covid-19 (A Study at MA Pancasila Bengkulu)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, 29 July 2022



Vira Sulastri

NIM: 1811230080



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51276, 51171 Fax (0736) 51171 Bengkulu

RATIFICATION

This is to certify the thesis entitled : **The Correlation between Teachers' Personal Competence and Students' Learning Motivation in Learning English on Luring Learning Model during Pandemic Covid-19 (A Study at MA Pancasila Bengkulu by Vira Sulastri (1811230080)** has been approved by the board of Thesis Examiners as the requirement for the degree of *Sarjana Pendidikan* in English Education Program.

Chairman

Dr. Adisel, M.Pd

NIP. 197612292003121004

Secretary

Hanura Febriani, M.Pd

NIP. 199002142020122004

Examiner I

Fera Zasrianita, M.Pd

NIP. 197902172009122003

Examiner II

Anita, M.Hum

NIP. 199008142019032011

Bengkulu, 29 July 2022

Approved by the Dean of Islamic and Tadris Faculty

Dr. Mus Mulyadi, M.Pd

NIP. 19700514200003100



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
FAKULTAS TARBİYAH DAN TADRIS

Alamat : Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51276, 51171 Fax (0736) 51171 Bengkulu

ADVISORS SHEETS

Subject: Vira Sulastrī
NIM : 1811230080

To : The Dean of Tarbiyah and Tadris Faculty
UIN Fatmawati Sukarno Bengkulu
In Bengkulu

Assalamu'alaikum Wr. Wb

After reading throughly and giving necessary advices,
herewith, as the advisors, we state that the thesis of:

Name : Vira Sulastrī
NIM : 1811230080
Title : "The Correlation between Teachers' Personal
Competence and Students' Learning Motivation in Learning
English on Luring Learning Model during Pandemic Covid-19 (A
Study at MA Pancasila Bengkulu)"

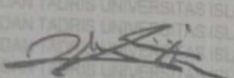
Has already fulfilled the requirements to be presents
before the board of examiners of thesis trial. Thank you for the
attention.

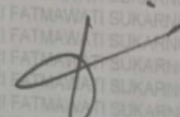
Wassalamu'alaikum Wr. Wb

Bengkulu, 20 Juni 2022

First Advisor

Second Advisors


M. Arif Rahman Hakim, Ph.D


Andriadi, M.A

NIP. 199012150320151007

NIP. 198402212019031001

MOTTO

Learn from yesterday.

Grateful for today.

Strive for tomorrow.

There must be improvement day by day.

Vira Sulastri

DEDICATION

With gratitude and all my love, this thesis dedicated to:

1. Both of my beloved parents, Mr. Amilludin and Mrs. Pauzia. How can I show you how grateful I am? I wouldn't be able to get to this point without you. My gratitude knows no bounds.
2. My brother and sister, Dang Adi and Wo Reli. Big thanks for your advice and kind attention to motivate me during my education. I am totally proud of having you in my life.
3. My Supervisor I, M. Arif Rahman Hakim, Ph.D and supervisor II, Andriadi, M.A. Thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.
4. All English lecturers and administration staffs of Islamic University of Fatmawati Sukarno Bengkulu, especially in English education Study Program. Thank you for everything you gave to me.
5. The big family of MA Pancasila Bengkulu, especially Ust Udin and Mam Yuli. Thank you for helping me and always motivated me.
6. All my dearest friends especially my classmates of TBI C who always teach me the sense of friendship and togetherness

7. Diah, Intan, and Yeni. Who always gives me more cheerful life.
8. My beloved almamater UINFAS Bengkulu.
9. Last but not least, I wanna thanks me. I wanna thanks me for believing in me, I wanna thanks me for doing this all hard work, I wanna thanks me for having no days off, I wanna thanks me for never quitting, I wanna thanks me for always being a giver and tryna give more than I receive.

ACKNOWLEDGEMENTS

First of all, Alhamdulillah robil'alamin, all praises to Allah SWT, God almighty who has given all the graces and guidance so the researcher able to complete this thesis entitled "The Correlation between Teachers' Personal Competence and Students' Learning Motivation in Learning English on Luring Learning Model during Pandemic Covid-19 (A Study at MA Pancasila Bengkulu)".

Peace be upon Prophet Muhammad SAW, the last apostle appointed by Allah SWT as the leader of the people and great inspiration of world revolution. The process of writing this thesis cannot be separated from any help, support, advice, and motivation from various parties. The researcher would like to express a deeply gratitude and appreciation to all of them. This goes to:

1. Prof. Dr. KH. Zulkarnain, M.Pd, the Rector of Islamic University of Fatmawati Sukarno Bengkulu.
2. Dr. Mus Mulyadi, M.Pd, the Dean of Tarbiyah and Tadris Faculty.
3. Risnawati, M.Pd, the head of Tadris Department.
4. Feny Martina, M.Pd, as Chief of English Education Study Program

5. Supervisor I, M. Arif Rahman Hakim, Ph.D and supervisor II, Andriadi, M.A.
6. All English lecturers and administration staffs of Islamic University of Fatmawati Sukarno Bengkulu.
7. The big family of MA Pancasila Bengkulu.
8. All of my best friends, especially in English Study Program 2018.

The researcher recognizes that this thesis is still far from perfect. The researcher hopes that this thesis will be beneficial to both the researcher and the readers.

Bengkulu, 2022
The researcher

Vira Sulastri

ABSTRACT

Vira Sulastri, 2022. The Correlation between Teachers' Personal Competence and Students' Learning Motivation in Learning English on Luring Learning Model during Pandemic Covid-19 (A Study at MA Pancasila Bengkulu). Thesis. English Education Study Program, Department of Tadris, Tarbiyah and Tadris Faculty, Islamic University of Fatmawati Sukarno Bengkulu.

Advisors: 1. Arif Rahman Hakim, Ph.D 2. Andriadi, M.A.

Keywords: Personal Competence, Learning Motivation, Luring Learning

This study was aimed to determine the correlation of the teacher's personal competence and students' learning motivation. The method used in this research is quantitative with correlational approach. The population of this study were all students of Madrasah Aliyah Pancasila which consisted of 3 classes with a total number of students, namely 66 students in total sampling. Based on the result of the research and calculation that has been carried out, it can be concluded that the teachers' personal competence at MA Pancasila Bengkulu is included in the "Good" criteria with a frequency of 57 and a percentage of 86.36%. While students' learning motivation at MA Pancasila Bengkulu is included in the "Medium" criteria with a frequency of 36, with a percentage result of 54.55%. From the results of the bivariate correlation test, it was found that there was a positive relationship between the teachers' personal competence variable and students' learning motivation variable with the Pearson Correlation coefficient of (+) 0.354 or 35.4% and the magnitude of the coefficient of determination (r^2) = $(0.354)^2 = 0.125$ or 12.5%. This means that the teachers' personal competence variable has an effect of 12.5% on students' learning motivation.

ABSTRAK

Vira Sulastri, 2022. Korelasi Antara Kompetensi Kepribadian Guru Dan Motivasi Belajar Siswa Dalam Pembelajaran Bahasa Inggris Pada Model Pembelajaran Luring Saat Pandemi Covid-19 (Studi di MA Pancasila Bengkulu). Skripsi. Prodi Tadris Bahasa Inggris, Jurusan Tadris, Fakultas Tarbiyah dan Tadris, UIN Fatmawati Sukarno Bengkulu.

Pembimbing: 1. Arif Rahman Hakim, Ph.D 2. Andriadi, M.A.

Kata Kunci: Kompetensi Kepribadian, Motivasi Belajar, Pembelajaran Luring

Penelitian ini bertujuan untuk mengetahui hubungan kompetensi kepribadian guru dengan motivasi belajar siswa. Metode yang digunakan dalam penelitian ini adalah kuantitatif dengan pendekatan korelasional. Populasi penelitian ini adalah seluruh siswa Madrasah Aliyah Pancasila yang terdiri dari 3 kelas dengan jumlah siswa yaitu 66 siswa secara total sampling. Berdasarkan hasil penelitian dan perhitungan yang telah dilakukan dapat disimpulkan bahwa kompetensi kepribadian guru di MA Pancasila Bengkulu termasuk dalam kriteria “Baik” dengan frekuensi 57 dan persentase 86,36%. Sedangkan motivasi belajar siswa di MA Pancasila Bengkulu termasuk dalam kriteria “Sedang” dengan frekuensi 36 dan persentase hasil 54,55%. Dari hasil uji korelasi bivariat diketahui bahwa terdapat hubungan positif antara variabel kompetensi kepribadian guru dengan variabel motivasi belajar siswa dengan koefisien Korelasi Pearson sebesar (+) 0,354 atau 35,4% dan besarnya koefisien dari determinasi (r^2) = $(0,354)^2 = 0,125$ atau 12,5%. Artinya variabel kompetensi kepribadian guru berpengaruh sebesar 12,5% terhadap motivasi belajar siswa.

TABLE OF CONTENT

COVER	i
PRONOUNCEMENT	Error! Bookmark not defined.
RATIFICATION	ii
ADVISORS SHEETS	Error! Bookmark not defined.
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENTS	viii
ABSTRACT	x
ABSTRAK	xi
TABLE OF CONTENT	xii
LIST OF TABLES	xiv
LIST OF FIGURES	xv
LIST OF APPENDICES	xvi

CHAPTER I : INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problems	11
C. Limitation of the Study	11
D. Research Questions	12
E. Research Objectives	12
F. Research Significance	13

CHAPTER II : LITERATURE REVIEW

A. Theoretical Review	17
B. Conceptual Framework	55
C. Previous Studies	58

D. Hypotesis.....	62
CHAPTER III : RESEARCH METHOD	
A. Research Design.....	63
B. Population and Sample.....	65
C. Data Collection Technique.....	67
D. Data Collection Instrument	68
E. The Procedure of Data Collection.....	78
F. Data Analysis Technique	79
CHAPTER IV : RESULTS AND DISCUSSION	
A. Results	83
B. Discussion	105
CHAPTER V : CONCLUSION AND SUGGESTION	
A. Conclusion	117
B. Suggestion.....	119
REFERENCES	
APPENDICES	

LIST OF TABLES

Table 3.1: Research Population.....	65
Table 3.2: Likert Scale	67
Table 3.3: The Grid of Questionnaire Try Out	69
Table 3.4: Validity test result of teachers' personal competence .	72
Table 3.5: Validity test result students' learning motivation.....	74
Table 3.6: Reliability test result teachers' personal competence..	77
Table 3.7: Reliability test result students' learning motivation	78
Table 4.1: Normality Test Result of Teachers' Personal Competence....	84
Table 4.2: Linearity Test Result of Teachers' Personal Competence	87
Table 4.3: Frequency Distribution Data of Teachers' Personal Competence.....	89
Table 4.4: Teachers' Personal Competence Criteria.....	89
Table 4.5: Result of Normality Test of Students' Learning Motivation	93
Table 4.6: Result of Linearity Test Students' Learning Motivation.	95
Table 4.7: Frequency Distribution Data of Students' Learning Motivation	97
Table 4.8: Students' Learning Motivation Criteria	97
Table 4.9:Statistic Descriptive Data of The Teachers' Personal Competence and The Students' Learning Motivation Questionnaire.	101
Table 4.10: Bivariate Correlation Test.....	102

LIST OF FIGURES

Figure 2.1: Conceptual of the Study	55
Figure 4.2: Teachers' Personal Competence Graph	91
Figure 4.3: Students' Learning Motivation Graph	99

LIST OF APPENDICES

1. Appendix 1 : Try Out Grid
2. Appendix 2 : Experts Judgment
3. Appendix 3 : Research Data
4. Appendix 3.1 : Data Instrument Try Out Questionnaire
Teachers' Personal Competence
5. Appendix 3.2 : Data Instrument Try Out Questionnaire
Students' Learning Motivation
6. Appendix 3.3a : Research Sample Data Description Class
X
7. Appendix 3.3b : Research Sample Data Description Class
XI
8. Appendix 3.3c : Research Sample Data Description Class
XII
9. Appendix 3.4 : Data Description of Teachers' Personal
Competence
10. Appendix 3.5 : Data Description Of Students' Learning
Motivation
11. Appendix 3.6 : Data Description of Teachers' Personal
Competence and Students' Learning
Motivation

- 12. Appendix 3.7 : Classification of Students' Learning
Motivation based on Teachers'
Personal Competence
- 13. Appendix 4 : Validity and Reliability Instrument
- 14. Appendix 4.1 : Validity and Reliability Test of
Teachers' Personal Competence
- 15. Appendix 4.2 : Validity and Reliability Test of
Students' Learning Motivation
- 16. Appendix 5 : Analysis Prerequisite Test
- 17. Appendix 5.1 : Normality Test
- 18. Appendix 5.2 : Linearity Test
- 19. Appendix 6 : Hypothesis Testing
- 20. Appendix 7 : Documentation

CHAPTER I

INTRODUCTION

A. Background of the Problem

The Covid-19 pandemic has had a huge impact for Indonesia, especially in the education sector. Various challenges against the pandemic are certainly felt by all Indonesian people. However, in order to create a bright generation in the future, teaching and learning activities must still be carried out both daring and luring. This is in line with the contents of the 1945 Constitution in paragraph 4 which explains that educating the nation's life is one of the goals of the Indonesian nation's national education (Hie, 2014). Thus, the government issued various policies to adjust various educational conditions during the pandemic. Currently, the number of cases of the spread of COVID-19 in Indonesia is starting to decline. Thus, the government has issued a learning policy using the luring learning model.

In Bengkulu, the government has issued the luring learning model or face-to-face learning policy. The Head of the Bengkulu Province Education and Culture Office (DIKNAS) stated that the situation and conditions for the spread of COVID-19 in Bengkulu Province have decreased (Antaranews, 2021). Therefore, all schools are recommended to meet face-to-face or luring learning model.

There are some schools in Bengkulu city still doing the teaching learning process by offline learning model, especially in some Madrasah Aliyah in Bengkulu. For example, like *State Madrasah Aliyah Model*, *State Madrasah Aliyah 2*, *Madrasah Aliyah Darussalam*, *Madrasah Aliyah Al-Mubaraak*, and much more. Some of that, *Madrasah Aliyah Pancasila* also applies the process. So, in this case, the researcher will focus on doing research in *Madrasah Aliyah Pancasila*.

Learning models both daring and luring are never separated from the relationship between teachers and students. The teacher is a figure who is considered a role model for students. A teacher should master the competence of the teacher, especially the teachers' personal competence. In the national education standard, article 28 paragraph (3) point b, it is said that personal competence is an ability that reflects a personality that is steady, stable, mature, wise and authoritative, as well as being an example for students and having noble character (Rochman & Gunawan, 2017).

There are many experts who explain about personal competence in Islamic perspective. Ulwan in Lubis (2016) stated that there are several personal competencies that teachers must possess, including sincere, *taqwa*, friendly, polite and courteous (*hilm*), high work ethic and responsibility, mature and exemplary personality. He also revealed that it is not only scientific

skills that must be mastered but having a mature personality is also a supporting factor for learning success.

Teachers who have good personality competencies mean that teachers can be used as role models for their students. In the Qur'an Surah Al-Kahf verse 65 it is explained about the teacher as a role model.

فَوَجَدَا عَبْدًا مِّنْ عِبَادِنَا آتَيْنَاهُ رَحْمَةً مِّنْ عِزِّدِنَا وَعَلَّمْنَاهُ مِمَّا لَدُنَّا عِلْمًا

Meaning: “Then they met a servant among Our servants, whom We had given him mercy from Our side, and whom We had taught him knowledge from Our side.”

According to Hidayatullah et al., (2021) it is said that a good teacher is a teacher who has good personal competence and is required to meet academic qualification standards in fostering students' learning motivation, which in turn will be able to improve the learning experienced by students because one of the indicators of learning is a great interest in learning and

motivation obtained both from oneself and from the teacher. Therefore, it is mandatory for teachers to have good personal.

There are several things that are quite influential on students' learning motivation. First, the saturation of students in learning which of course makes students easily sleepy. According to Junarti & Purwati (2020), the factors causing student learning saturation were limited to school facilities, staying up late, unattractive teacher methods, not having breakfast, lack of parental attention, boring atmosphere, and the lack of motivation given by the teacher to students so that they are enthusiastic about learning. This means that teachers have a large enough role that affects student learning motivation because teachers act as educators as well as motivators for students, and they should be able to liven up the atmosphere so that it is not boring of course by using interesting methods. (Junarti & Purwati, 2020).

The second is the lack of student learning motivation. Interest will always be related to needs or wants, and needs are closely related to motivation so that interest is very influential in learning activities. In other words, interest is critical to the learning process. Interest is related to the level of need, the higher the level of need felt by a person, the higher the interest and attention to learning. As a result, good learning achievement is also obtained. Therefore, it is important to build certain conditions so that students always need and want to continue learning (Silfitrah & Mailili, 2020).

Based on the researcher internship experience at MA Pancasila Bengkulu. The researcher sees there are a problem related to this case, especially about their learning motivation which is still low or less interest in learning English. Therefore, the researcher conducted a preliminary study at MA Pancasila Bengkulu to know and

see the real problems. The researcher saw that the English teacher at MA Pancasila had shown a fairly good personality. This can be seen from the teacher who tries to be fair and gives equal attention to all students, and in terms of how to dress, the teacher has dressed politely. However, there are still shortcoming like the teachers who are sometimes late coming to class, so there are still some students hanging around outside the classroom. In addition, the teacher has motivated students to be enthusiastic about learning and foster student learning motivation, but this is not done continuously so that there is still a lack of student learning motivation.

The English teacher and deputy principal when interviewed at MA Pancasila Bengkulu on November 13, 2021 regarding student learning motivation, she confirmed that it is true that there are students who are still lacking motivation or less active in learning process especially in English subject but there are also those who

have good motivation. She also revealed that it is also influenced by children who come from different regions, so that the level of ability of children is also different and their motivation is also different.

Then, when the researcher asked about student scores, on average whether they had reached the KKM (*Kriteria ketuntasan minimal*) or not. She said that in average, some of them are below the minimum criteria of mastery learning. But, in this case, there is a factor of desire to learn in certain subjects because they are interested in others certain subjects. For example, like lessons at the *Pondok Pesantren*, they are more memorizing, learning the Quran. So, sometimes when they are studying English, they are already sleepy.

Thus, researcher can conclude that motivation greatly affects student learning behavior, meaning that motivation is what increases students' interest in learning. However, it is clear from the researcher's observation that

learners are still not interested in studying, students are easily bored or sleepy while studying, lack motivation to learn and are less interested in learning or are only interested in the *Pondok Pesantren* lessons and then ignore general lessons such as English, and there are still students who are passive in learning which then affects the scores that have not reached the KKM. Teachers certainly have done their best, but nothing is instant. All need process, time, patience, and perseverance to keep trying to show better results.

In relation to the correlation between teachers' personal competence and students' learning motivation, several studies have focused on proving whether or not there is an interaction relationship between variable. (Andriani et al, 2019; Ajizi, 2020; Bosco, 2022) have analysed about teachers' personal competence and students' learning motivation. The findings of such studies are there is a significant relation which is high correlation.

But, on the other hand, on the research's from (Delfi, 2019) found that teachers' personal competence does not affect on students which is very low level of relation. Although many previous studies mentioned above in general public school such a high school, only few have explored the teachers' personal competence and students' learning motivation in Madrasah or *Pesantren-based* and of course students from public school and Islamic boarding school (*Pesantren*) have different characteristic. So, the findings of research will be different.

Based on the above analysis, the researcher wants to study further in a research entitled "The Correlation between Teachers' Personal Competence and Students' Learning Motivation in Learning English on Luring Learning Model during Pandemic Covid-19 (A Study at MA Pancasila Bengkulu)". This research needs to be done due to limited knowledge and understanding of teachers' personal competence and students' learning motivation, as

well as solving the problems mentioned above, providing answers, suggestions and solutions regarding the correlation between the teachers' personal competence and students' learning motivation and MA Pancasila students is an object that is in accordance with the research to be studied.

B. Identification of the Problems

1. The students are not serious and easily sleepy while studying.
2. Lack of motivation to learn or lack interest in learning English.
3. Students are less active during learning.
4. Some students score does not reach KKM.
5. The teacher sometimes comes late for class.
6. Teachers do not routinely provide motivation to students.

C. Limitation of the Study

Based on the background and identification of the problems above, this research limited on the teachers' personal competence focus on an English teacher and investigate students learning motivation of all students of MA Pancasila Bengkulu in Academic Year 2021/2022.

D. Research Questions

Based on the previous background, the researcher concluded that there are some research questions, as follows:

1. How are the teachers' personal competence at MA Pancasila Bengkulu during luring learning model?
2. How are the students' learning motivation at MA Pancasila Bengkulu during luring learning model?
3. Are there correlation between teachers' personal competence and students' learning motivation during luring learning model at MA Pancasila Bengkulu?

E. Research Objectives

Related to the research problem above, the researcher formulated that the specific objective of the research is:

1. To describe the teachers' personal competence at MA Pancasila Bengkulu during luring learning model.
2. To describe the students' learning motivation at MA Pancasila Bengkulu during luring learning model.
3. To find an empirical evidence about the correlation between teachers' personal competence and students' learning motivation.

F. Research Significance

1. For students

This research is expected to help students in increasing learning motivation, increasing interest in learning, especially English subjects. As well as improving learning outcomes and student solidarity to find knowledge and develop insights.

2. For teachers

This research is expected to assist teachers in developing more interesting learning quality, be able to carry out their duties as educators well. It is also hoped that this research can be used as well as suggestions and input, insight and knowledge regarding the personal competence of teachers and student learning motivation and also as material for future improvements.

3. For school

It is hoped that this research can be used as consideration for improving teacher performance, as an effort to improve the quality of teaching management, as discussion material for schools about the importance of teacher competence on student learning motivation in the future, as input and improvement, also as an example of an improvement in increasing student learning motivation so that the quality of schools will increase.

4. For Institutions

This research is expected to be used as constructive input to increase educational institutions' quality, including the educators in it, as a field of knowledge for readers, especially for students and academics, as a reference material for scientific studies, as a contribution of ideas, especially for tarbiyah and tadrīs majors, and as reference material for further works and research.

5. For the next researcher

This study is expected to be utilized as a source of knowledge and reference material for future research, with the goal of developing it into other resources to increase learning quality.

G. Operational of Key Terms

1. *Teacher's Personal Competence* is a steady, stable, mature, wise, and authoritative personal ability, being

a role model for students, and possessing noble character (Rochman & Gunawan, 2017).

2. *Learning Motivation* is a psychological and emotional transformation that occurs in a person and is accompanied by feelings, psychological, and emotional symptoms that drive people to do or act in response to their needs, desires, and goals (Octavia, 2020).
3. *Luring Learning Model* stands for "outside the network," which means "not linked to a computer network". Learning through student handbooks or face-to-face sessions, for instance (Malyana, 2020).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

A. 1. Teacher's Personal Competence

1. Definition of the teachers' personal competence

In Indonesia, the teachers' personal competence is one of the four competencies that must be mastered by teachers. Teacher personal competence is an important aspect and has been explained in the National Education Standard Article 28 paragraph 3-point b. It is stated that personal competence is the ability of a personality that are steady, mature, wise, authoritative, being a role model, and having a noble character (Rochman & Gunawan, 2017).

Teachers are always being a role models for their students. Because the teacher as a role model for students, the personality shown by the teacher will

affect the attitudes and even interest and motivation of students to learn. In addition, personality competencies have also been explained in Law Number 14 of 2005 concerning Teachers and Lecturers, so that personal competence is mandatory and important to be mastered by a teacher, especially the English teacher which is the focus of this research (Suprihatiningrum, 2014).

As has been explained that a teacher must have competence. Competencies are one set of information, skills, attitudes, and values that actually affect a person's role, actions, accomplishments, and job. To put it another way, competency is an image of how a person should complete the job. As according to Spencer (1993), competency is a fundamental characteristic of an individual related to the quality of an individual's job performance, as well as the principles characteristics of a person that appear to

have a causal connection or a cause and effect with the criteria utilized, efficient or exemplary or preferable productivity at work or specific situations (Wicaksono et al., 2021).

Broke & Stone in Mulyasa (2002), stated that competence is a description of the nature of teacher behavior that looks very meaningful. Furthermore, teacher competence is the outcome of combining a variety of abilities, which can take the shape of a collection of information, skills, and behaviors that educators or lecturers must possess, internalize, and master in order to carry out their professionalism (Suprihatiningrum, 2014).

Meanwhile, according to Syamsuddin (2003) personality is the quality of individual behavior that appears in making adjustments to the environment. It can be said that personality is the whole of the individual consisting of physical and psychological

elements. This means that all the attitudes and actions of a teacher are a picture of that person's personality, as long as it is done consciously. Meanwhile, according to Syahodih in Rochman (2017) stated that personality is a set of intellectual and behavioral traits that can distinguish one person from another. In another sense, personality is often interpreted as personality is your effect upon other people, namely the influence of one person on others. Based on this understanding, people who have great influence are called personalities. This influence can be caused by his knowledge, power, position, or because of his popularity, and so on.

In the National Education Standard Article 28 paragraph 3-point b, it is stated that what is meant by personal competence is the ability of a personality that is steady, stable, mature, wise, and authoritative, being a role model for students, and having noble character

(Rochman & Gunawan, 2017). Whether or not a person's image is very dependent on his personality, especially for a teacher. The competence of the teacher's personality is also a factor in the success of a teacher in carrying out his duties as an educator.

Personal competence is a competency related to the teacher's own behavior which later must have noble values so that they are reflected in daily behavior. Personal competence include attitudes, values, Based on educational background, personality as behavioral aspects in relation to optimum performance in accordance with the profession, as well as the legality of teaching authority (Roqib & Nurfuadi, 2020).

From the above understanding, to sum up, personal competence is a personal ability possessing by the teacher as a role model where a teacher should have a steady, stable, mature, wise, authoritative

personality, be a role model for students so that they can carry out their duties properly, professionally and responsibly. Teachers who have good competence will affect their teaching methods so that it improves learning quality.

In light of these considerations, it is clear that a teachers' personal competency has a significant impact on the students' personal growth and development. This personality competence plays a critical role in developing students' personalities for the purpose of preparing and developing human resources, promote society's welfare, and advance the country and nation as a whole. (Rochman & Gunawan, 2017).

2. Variety of Teachers' Personal Competence

The following describes the various of teachers' personal competencies that must be possessed by a teacher. This personal competence must be the hallmark

or character of the teacher that distinguishes it from other tasks or professions (Rochman & Gunawan, 2017).

a. Discipline

Discipline is the key to a person's success, including teachers. A teacher who wants success in carrying out his professional duties, he must have a highly disciplined personality. Disciplining students with care and affection can be done democratically, namely from and by the students themselves. Meanwhile, the teacher can act as a director and provide direction and motivation to them with enthusiasm.

b. Honest and fair

To be honest is to be honest, not to lie, not to cheat, to be sincere. Honesty is a quality of conscience that will only settle on a strong person. While fair is putting something in its place. A fair teacher will

treat students according to their development and needs.

c. Noble

Noble morality is a type of behavior that is based on religious teachings, social values, and does not contradict local costumes. It is important for teachers to have noble character because they will be role models for their students. They are more likely to imitate the teacher's behavior than his words. Thus, teachers must have noble character.

d. Exemplary

The teacher is an example for students, even everyone who considers him a teacher will imitate him. Professional teachers have good personalities who are role models for all. He is a role model in all forms of behavior and speech. His life will be a model that will lead students to the right path.

e. Steady

Steady means independent, active, do not like immorality, calm, graceful, and prima. A teacher's disposition must be calm and steady in order to adequately perform professional responsibilities. This is significant because many of the issues that develop in the realm of education are generated by teachers who are not calm and steady in their personalities. As a result, many teachers act unprofessionally, even taking actions that are not commendable.

f. Stable

Emotional stability for a teacher is very important. Teachers who cannot control their emotions can have a bad impact on their students. Emotion is a desire that must be fulfilled in order to get the value of satisfaction in the mind if it has been successfully implemented. Therefore, emotions also play a role in

us so that we can be proportional in interacting in social communities.

g. Adult

Adult personality is one of the requirements of teachers or educators. The meaning of an adult is not a child anymore or has become an adult man or woman. In general, the characteristics of maturity are having the characteristics of physical development that has reached its peak, mental development, full capacity of idealism, independence, adventurous spirit, social development centered on family and work, more stable emotional development, and spiritual development.

h. Wise and patient

Etymologically, the word “patience” in Arabic word *Shabara* which means to hold back. Patience is the key to a teacher's success in teaching, because

teaching requires high patience to deal with students who have various attitudes and behaviors.

i. Authoritative

In Law no. 20 of 2003 concerning the National Education System, it is said that teachers are professional educators. As an educator, of course he wants to be authoritative in front of his students. Everyone wants him to exude an authority that is admired by everyone in the form of an attitude of acceptance of his behavior, words and actions.

j. Self-confidence

Confidence or optimism is the state of a person who is able to control and maintain confidence. An effective teacher is a teacher who has self-confidence (Optimistic). This attitude greatly affects the passion and enthusiasm of the students in learning. The classroom atmosphere is fun, uplifting, and conducive to learning if the teacher is optimistic.

3. Teacher Attitudes and Behavior

Attitude is something that is learned and attitudes determine how individuals react to situations and determine what individuals are looking for in their lives. Attitude contains three components, namely cognitive, affective, and behavioral. The character and attitude of the teacher are extremely significant in teaching activities, because the effectiveness of teaching is mostly governed by environment and character of the teacher.

Therefore, teachers should have traits or behaviors that must be known and understood and can apply them to everyday life. Honesty, discipline, justice, patience and tenacity, receptivity to change and improvement, rational and logical reasoning are all attributes that a teacher must possess.

In addition, to be able to produce students with good results, a teacher must have a personality

that deserves to be admired and imitated worthy of being a role model or role model such as sympathetic, open, humorous, humble, creative, friendly, charismatic and authoritative nature, and loves science and technology.

4. Improving the Teacher's Personal Competence

There are several developments needed to improve the personality of the ideal teacher either through formal education, development through training and development through coaching by superiors (Rochman & Gunawan, 2017).

Development through formal education is part of an improvement in the teaching profession in a concerted attempt to raise the quality of teachers in teaching roles. There are three efforts in the implementation and handling of coaching in professional teacher positions. First, the mechanism and procedure for awarding the aspects of teacher

services need to be developed. Second, the surveillance system at the elementary school level as well as the supervisory system at the high school level that is currently in effect requires fundamental adjustments. And third, information disclosure also requires broad opportunities to achieve higher qualifications, such as bachelor, master, and doctoral degree.

Second, development through training. In carrying out the profession as a teacher, it is necessary to take part in training in the form of activities such as upgrading, training, courses, seminars or activities that support the quality of understanding and improving the quality of teachers in providing services to students in carrying out their duties as teachers.

Through various development efforts through special skills and expertise training in accordance with the field of professional teacher training, it is intended

that teachers would be able to perform their responsibilities and functions to the best of their abilities. In other words, teachers can have well-educated and well-trained personalities, as well as rich experience in their fields.

Third, development through superior coaching. To be able to develop the quality of teachers' abilities in improving their profession as educators, it is necessary to have direct involvement by the leadership, both principals and related supervisors through a coaching. The purpose of teacher development is to improve the professional ability of teachers in improving learning processes and outcomes through the provision of assistance, which is primarily professional in the nature of services to teachers.

A. 2. Students' Learning Motivation

1. The Concept of Learning Motivation

As EFL students, Indonesian students learn English as a foreign language. One of the factors that promotes success in learning foreign language is motivation. Learning motivation among EFL students in Indonesia is quite multifated, especially with regard to learning English, because there are numerous elements that affect motivation. There are two kinds of motivation which is intrinsic and extrinsic motivation. Intrinsic motivation characterized by people having personal interest in doing something. On the other hand, extrinsic motivation derives from an anticipation of external rewards (Nasihah, 2017).

Motivation is the process of attempting to create situations in which someone wants to perform something. According to Mc Donald in Masni (2015), motivation is a transformation of power in an individual's body identified by such a formation of affective or emotions and reactions in the pursuit of a

goal. As a result, motivation is defined as the ability to persuade someone to do something for a specific reason. Learning motivation is defined as a source of power, encouragement, or strength that encourages students to learn, both internally and externally. Learning motivation indicators include encouragement and learning needs, showing attention and interest in the tasks assigned, and being diligent in completing tasks, tenacity to face difficulties, and a desire to succeed (Lestari & Yudhanegara, 2015).

As stated by Braphy in Widiosworo (2016), motivation is a driving force and direction that can reinforce and urge someone to undertake something. According to this definition, someone performs anything based on his own personal motivation. Furthermore, according to Sumarni in Widiosworo (2016), motivation is an urge that occurs consciously or unconsciously to undertake a specific activity or

achieve a specific objective. This refers to the effort put in by a person in order to achieve a specific goal.

Attitude has the power to change every element of a person's life, including schooling. Students' perspectives on learning, whether positive or negative, have an impact on their attitude toward learning throughout their lives. Their attitude toward learning has an impact on the amount of education they receive as well as their desire to learn. "When youngsters lack motivation to learn, they fail to absorb the material (i.e. lessons, themes, and subjects)". Thus, motivation to study is one of the determining variables in whether or not students will have a positive attitude toward education, which will have a direct impact on their future lives (Maed et al., 2020).

McClelland in Yustin (2018) put forward the theory of need for achievement which states that Motivation varied based on how strong a person's

desire to succeed is. The urge to complete a tough work, master, manipulate, or organize physical items, people, or ideas as rapidly and autonomously as possible is known as the demand for achievement according to prevailing conditions, overcome obstacles, achieve standards. achieve high performance for oneself, and improve one's abilities through the successful application of talents.

Dimyati & Mudjiono Mudjiono (2009) explained that needs, encouragement, and objectives are the three primary components of motivation. Needs arise when a person perceives a disparity between what he has and what he expects. As a result, these students alter their learning styles. The mental fortitude to carry out tasks in order to satisfy expectations or achieve goals is known as encouragement. This goal-oriented drive is at the core

of motivation. Goals are things to be achieved by an individual.

According Djamarah (2008), student motivation is very necessary because someone who is not motivated to learn will be unable to complete learning tasks. This is an indication that whatever is being done will not address his needs. Motivation is also defined as the general driving force within students that originates, maintains, and directs learning activities in order to attain learning objectives.

Intrinsic factors such as a desire to succeed and support of learning requirements as well as dreams for ideals can motivate people to learn. On the other hand, the award is an extrinsic factor. A teacher must provide a favorable learning environment and engaging learning activities. Through various ways,

for example by learning methods that students prefer, with the teacher's closeness in learning and others.

Students' learning motivation consists of being diligent in dealing with tasks, tenacious in facing challenges, desire to investigate the content or field of knowledge supplied, always aiming to attain the best outcomes possible, and demonstrating interest in a range of challenges without having external encouragement to succeed, enthusiastic and eager to learn, rapidly bored with regular chores, able to argue his point of view, pursue long-term goals, and enjoys finding and solving difficulties.

Contextualization about students learning motivation related to learning motivation of EFL students in Indonesia, specifically research of this study focuses on madrasah Aliyah. For example, in one study on learning motivation at MA Darul Muta'allimin, the researcher stated that in some cases

the students of Madrasah Aliyah tend to still not have the desire to learn from themselves but are influenced by external factors such as the environment and friends.

According to English teacher of Madrasah Aliyah Pancasila, the students of Madrasah Aliyah often lack focus on general subjects such as English, because students tend to memorize a lot of the Quran, learn Arabic and Pondok lessons at the same time. Furthermore, motivation is still being a homework for both teachers and students so that the motivation of students to learn is always increasing.

2. Functions and Roles of Students Learning Motivation

Everyone certainly wants and hopes that learning can be done with the right intentions, carried out well, and achieves brilliant achievements. Mardianto (2012) revealed that there are three important parts to achieving these expectations,

namely, first, good intentions, meaning that learning is done wholeheartedly and not ordered, not because it is scheduled, or because it is punished. Second, learning is carried out properly so a child will learn with efforts that can be done by everyone, not cheating, not harming others. Third, achieve brilliant results. That by learning will get results, the results obtained are really due to learning activities, not because of other things (Mardianto, 2012).

The above can be done by students if from the beginning they are informed about the importance of learning in this life. That way, the intention to learn will appear in him, then carry out learning activities as instructed, and the learning objectives also achieve maximum learning outcomes.

There are two groups of motivation in its use as a role in learning, namely primary motives and secondary motives. Primary motives are the basic

motives that refer to unlearned motives which are often used for this purpose, both physiological and general drives are used for this purpose. While secondary motives are motives that show the motives that develop within the individual due to experience and learning.

If there is motivation, the learning outcomes will be ideal. Because motivation is linked to a goal, it will always determine the intensity of learning. In this regard, Winarsih in Emda (2018) proposes three motivational roles. For starters, it motivates people to take action. As a result, it functions as an energy-producing mover or motor. In this scenario, motivation defines as the driving factor behind all activities. Second, decide on a course of action, namely toward the desired outcome. As a result, motivation can offer direction and tasks that must be completed in accordance with the objectives'

definition. Third, selecting actions, i.e. determining which acts must be performed in concert in order to attain the goal, and putting aside non-essential tasks.

3. Factors that Influence Students Learning Motivation

There are numerous things that can influence a student's motivation to learn. These influences can originate in the pupils themselves or in the surrounding environment. External factors are those that come from outside society or the environment, whereas internal factors are the ones that come from the learners themselves (Erwin Widiosworo, 2016).

Internal factors are the most important determinants of learning motivation, and they come from within the students themselves. Sometimes in one class we meet students who do have a strong will to learn. However, it is not uncommon for students who have low abilities and are not even interested in learning at all. In fact, the learning environment and

their teachers are the same. This is influenced by the nature, habits, intelligence, physical and psychological conditions. The various characters of these students are greatly influenced by their respective traits, habits, and intelligence. Students who have an average or high level of intelligence usually have high learning motivation, and vice versa.

In addition to intelligence, other things that also affect the motivation of students are physical and psychological conditions. Physical conditions in this case include posture, health conditions, and appearance. Physical conditions will affect the psychology of students. Many of us meet students who have a smaller body posture than their friends. Ridicule because of body posture will make students feel insecure, depressed, and even down. Poor health conditions also cause students to be less motivated to learn. Psychological conditions of students such as

self-confidence, feelings of joy, or even fear and depression are also very influential on student learning motivation. Students that have a high level of self-confidence are usually eager to participate in any class. On the contrary, students who have a lack of self-confidence will always feel ashamed and afraid to do something. If there is nothing, they already feel afraid and embarrassed, then the students clearly lack motivation.

External factors are those that originate from the outside. Some of these external factors, the first is the teacher, all teachers want their students to have a strong motivation in learning. Because in principle motivation has a positive correlation with student learning achievement. If there are students who always get low report cards, it could be because the students do not have motivation and it does not mean

that the students are stupid. Therefore, teachers must always provide strong motivation to students.

Second, the learning environment. The learning environment is also very influential on students' learning motivation. A conducive learning environment will encourage students to always be motivated to learn. Conversely, a learning environment that is not conducive will cause students to be lazy in learning. Third, facilities and infrastructure. Schools that have adequate facilities and infrastructure will encourage students to be motivated to learn. Students will feel happy and find it easier to learn the subject matter because it is supported by facilities and infrastructure that support each activity. Lastly, parents. Parents that are continually concerned about their children's development in school will encourage their children to be more excited about learning.

4. Improving the Student Learning Motivation

The task of the teacher as a motivator for students cannot be separated from the task of educating and guiding the class. There are many tasks and responsibilities that require teachers to have the ability to encourage students in an effort to achieve maximum learning achievement. One of these abilities is to motivate students.

Without realizing it, every teacher act as a motivator in daily learning activities. Almost every day students meet with teachers, communicate, and learn together. Recognizing students' personalities is one method teachers can help them become more motivated to learn.

It's indeed difficult to determine a student's personality. who are many and clearly different from one another. However, every time the teacher presents learning in class, the teacher can find out the character

of the students. Although it is difficult to recognize each student's character, at least the teacher can make a mapping of each student's character.

In this case, understanding the character of students includes intelligence, learning styles, and the potential possessed by students. These three things are characters that can affect students' learning motivation. If the teacher understands the character of the students and follows up on their character adjustments, the motivation to learn will grow well.

Being a teacher as well as a motivator is certainly not an easy thing. It is necessary to have an own understanding of what is needed to have the ability as a motivator. A teacher should be principles as a motivator. According to Widiosworo (2016) the principles are as follows:

First, always put the interests of the students first. As a teacher, you should always put the interests

of students before your personal interests. Everything he does at school is solely aimed at the success of his students. Therefore, in order to improve teachers quality, it is educators who must be truly sincere in their struggle for the success of their students without thinking about how big the rewards will be. Always pouring your ability, time and energy sincerely in every lesson will produce results and satisfaction that is invaluable for money.

Second, prioritizing obligations over rights. The duty of a teacher is to educate and guide students to understand and master knowledge and to make them human with noble character and character. In this case, the task of a teacher is not only to teach what is in the book but also to teach attitude, character, and mastery of skills. The goal is that students become human beings who have a balance

between intelligence and morality and are prepared to continue their lives.

For the betterment of the future of students, learning teachers should carry out their obligations as true educators, namely teachers who teach not only textbooks but also provide valuable skills, motivation, and inspiration to students.

Third, have high obsession. The success of a motivator depends on the presence or absence of an obsession with that motivator. A successful motivator will always have a high obsession and try to make it happen both for him-self and for others. Likewise with teachers, if a teacher wants to be a reliable motivator for students, then the teacher must have high obsession.

The teacher's obsession should not only be to want students to understand and understand the knowledge being invited, but more than that. The hope

of the education process is to create humans who are able to live in the midst of society by applying everything that is obtained from the education process that he has followed.

As a teacher, we must always hold on to our obsession in carrying out every learning activity. Every learning activity that we do is really a step to realize our obsession. As a follow-up, carry out learning activities by applying various appropriate methods and methods. Not only that, the teacher's spirit to realize the obsession must be really well maintained, and not to be completely destroyed and actually cause unwanted things.

A. 3. Luring Learning Model

A learning is carried out in order to improve students' thinking skills and expand students' knowledge. In case, to achieve a learning goal, especially in our country, Indonesia, it is necessary to design a learning

system by adjusting the conditions and situations at that time. The current pandemic condition in Indonesia seems to have not ended, one of the efforts made is to design an appropriate learning model.

Some time ago in our country, we had to adapt to online learning model. After some time, thankfully the conditions have improved enough so that they can do luring learning model or meet directly outside the internet network. All schools adapt to various conditions and learning systems including *Madrasah Aliyah* which will be the focus of this research. Below is an explanation of luring learning and the opinions of several experts.

Luring learning means 'outside the network' disconnected from a computer network. For instance, student handbooks or face-to-face forums. Luring learning model is a learning system that requires face-to-face (Malyana, 2020). Dios & Charlo (2021), they stated that

luring learning takes places completely meet directly at the classroom, both theoretically and practically.

According to Lufri in Hasanah (2014), luring learning model is a model of learning that carried out by teachers whose classrooms are outside the network that does not use a network (online) in the learning process and luring learning itself provides effective learning methods such as well as mixing collaborative and independent learning based on the needs of children who use stimulation and games, or giving worksheets to students with varied tasks.

Luring learning model is a teaching method that takes place in a classroom. The classroom is a formal learning place that is located or sheltered in an institution and has several characteristics, namely the institution creates the classroom as a place that offers opportunities for learning, time is an important influence in the classroom. In formal education, the place and time of

learning are regulated by institutions and professionals (Adi, 2016).

Luring learning or familiarly known as directly learning. It is one of the learning processes carried out by teachers and students directly so as to allow for a relationship or cooperation between each other which is arranged in systematic steps. Luring learning is learning that is rich in benefits, one of which is the establishment of good communication between parents as primary teachers at home and teachers at school who supervise student's learning development. Through luring learning, the teacher can directly monitor the development of student's learning without passing internet access in the learning process (Dewi, 2020) .

According to Ambarita (2020) luring is an activity that is carried out without using the internet or intranet. Internet is a communication network that connects one electronic media with other media. Intranet is a private

network that is connected using the TCP/IP Internet protocol for the purpose of communicating and sending confidential information only within a limited scope such as a school or company.

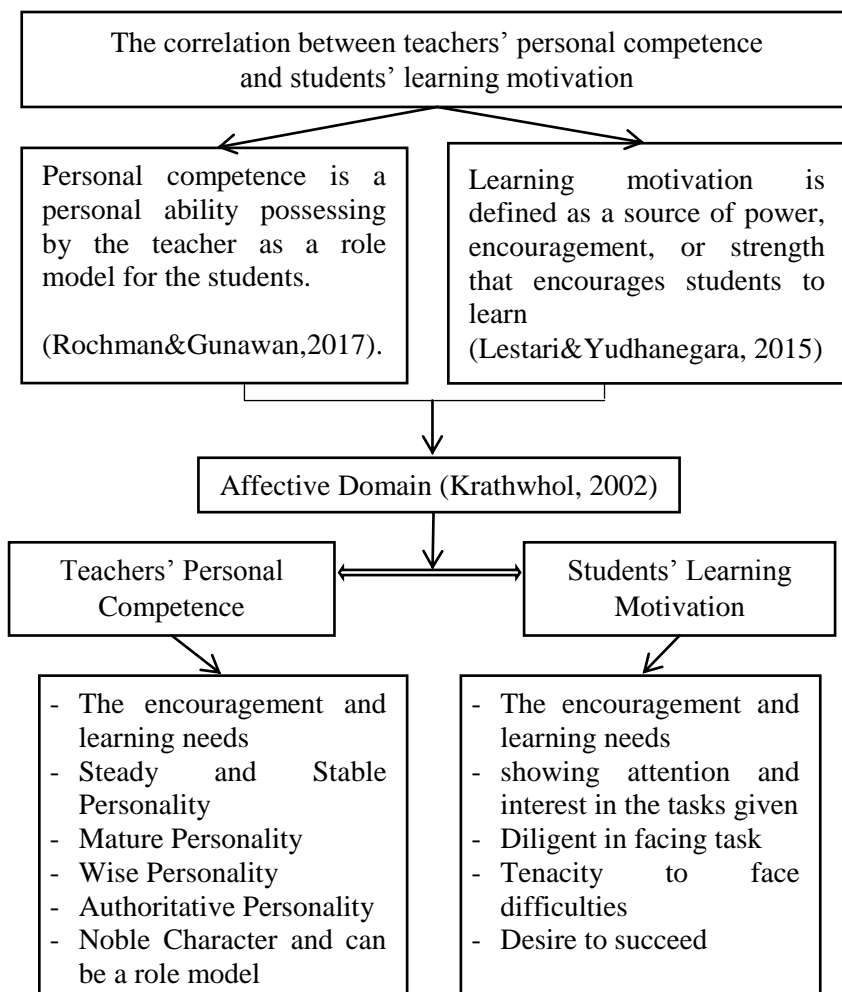
Many people have different understandings in defining *daring* and *luring* activities. In this understanding difference, it needs to be clarified because a number of people think that *daring* activities are activities that are carried out online and *luring* activities are activities that are connected via the intranet. As explained above, intranet is a terminology in the world of informatics which refers to the condition of being connected to each other even though in a very limited scope. Thus, *luring* activities are activities that are carried out without using internet or intranet prompts. One example of *luring* activity is when someone is doing an assignment by using a book as a learning resource. This activity is an *luring* activity because it is not connected to internet or intranet.

One of the advantages of *luring* learning is that students can fully receive the material, ask questions and answer and share it with the teacher. *Luring* learning is enough to help lighten the burden on parents economically because there is no need to think about the cost of buying an internet quota.

B. Conceptual Framework

The correlation between teachers' personal competence and students' learning motivation can be illustrated in the following conceptual framework

Figure 2.1: Conceptual of the Study



Bloom's affective domain taxonomy refers to feelings, attitudes, values, emotions, passions, and interests towards something. Mastery of the affective domain can be seen through aspects that are reviewed through the feelings, values, motivations, and attitudes of students. This affective domain leads to attitudes or teachers' personal competence and students' learning motivation or students' interest in learning (Magdalena et al., 2020).

The figure of a teacher is someone who is admired and imitated by students. In the teaching and learning process, teachers play a significant role. A teacher should master the competence of teachers in order to accomplish an objective of the lesson. One of these competencies is teacher's personal competence. Teacher's personal competence is a personal ability possessed by the teacher as a role model. These personal competences are including steady and stable, mature, wise, authoritative,

noble character and can be a role model. The lack of implementation of personal competence will also have an impact on students. If the teacher's personal competence is good and well implemented, the students' learning motivation will also be good and be followed by good learning outcomes. On the other hand, if the teacher's personal competence is not good or not well implemented, then students' learning motivation will also be less good and followed by less than optimal learning outcomes.

Students' learning motivation is a willingness and desire in the form of an encouragement and effort in the person life outlook towards education to achieve the goals. The indicators of learning motivation are the encouragement and learning needs, showing attention and interest in the tasks given, diligent in facing task, tenacity to face difficulties, and a desire to succeed Students learning motivation can be interpreted as all driving forces that come from within and from outside students in the

form of desires that lead to activities for learning, which provide learning activity continuity and provide guidance to learning activities in order to achieve the learning subject's objectives. Lack of student learning motivation will result in not achieving learning objectives and followed by poor learning outcomes. On the other hand, if students' learning motivation is good, then student learning outcomes will be good too.

C. Previous Studies

There are some research related, the first study is from Nasihah (2017) entitled “*Language learning strategies, Motivation, and Writing Achievement of Indonesian EFL Students*”. The result of the study revealed that there is correlation between LLSs and writing achievements, a significant correlation between motivation and writing achievement, and a significant correlation between LLSs combined with motivation and writing achievements.

The second research was conducted by Andriani et al (2019) "*Hubungan Kompetensi Kepribadian Guru Dengan Motivasi Belajar Siswa Kelas VIII Pada Mata Pelajaran Fiqih*". From this study it can be concluded that there is a relationship between the teacher's personality and students' learning motivation in fiqh subjects, which is 0.67 with the category "Sufficient correlation".

The third, the research from Delfi (2019) entitled "*Korelasi antara kepribadian guru terhadap prestasi siswa dalam pembelajaran Bahasa Inggris*". The results showed that the value of the teacher's personality relationship with student achievement was $r_{xy} = 0.083$ with a very low level of relationship. So, the research concluded that the teacher's personality does not affect student achievement in learning English at SMAN 3 Payakumbuh.

Fourth, the research from Ajizi (2020) entitled “*Hubungan Kompetensi Kepribadian Guru Terhadap Motivasi Belajar Ilmu Pengetahuan Social*”. The result of the study shows that r count is 0.401, while the t table with $N = 60$ at the 5 % significance level is 0.254, so r count is greater than t table $0.401 > 0.254$.

Fifth, Bosco et al (2022) “*Hubungan Kompetensi Kepribadian Guru Dan Motivasi Belajar Siswa Di SDI Timung Tahun 2021*”. The result of the study is that there was a significant relation between teacher personality and learning motivation. The contribution of teachers’ personal competence variable X with the students’ learning motivation is 50.41%.

The studies above have similarities and differences between each other. The similarity of the five researches is the same as correlational research using the product moment formula. The five studies above also have the same aim to see are there correlation or are there no

correlation between variables. Because it is similar, of course the research is not much different and has the same goal.

While the differences with the research above, apart from the different objects of research, it can be seen in terms of different focus and research tendencies. In the research of Nasihah (2017), she was aimed to investigate the correlation between language learning strategies or LLSs and writing achievement. Delfi (2019), she looks at the correlation of the teacher's personality focuses on learning achievement, not learning motivation. In addition, their research tendencies are on certain subjects. That is different from my research where focus on English subjects. So, from these differences, of course, it will produce different research results. Therefore, researchers are interested in conducting this research.

D. Hypothesis

H_a = There is correlation between teachers' personal competence and students' learning motivation.

H_o = There is no correlation between teachers' personal competence and students' learning motivation.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is a type of quantitative research. Gay et al (2012) gave the statement that quantitative research is the collection and analysis of numerical data in order to classify, describe, analyze, or manage occurrences of significant. Creswell (2006) stated that quantitative research is a sort of educational research in which the researcher selects a topic to investigate, asks specific, narrow questions, obtains quantifiable data from respondents, analyzes these quantities using statistics, and organizes the research in honest and objective manner. Moreover, Cohen (2007) defines quantitative research as social research involving empirical methods and empirical assertions". Numbers and statistics are used to represent research data. In a summary, quantitative research aims to quantify social reality. Questions and/or quantitative

research look for numbers in everything and utilize them to develop study of the research (Sukamolson, 2007).

In this study, the correlational approach used to find a definite correlation between teachers' personal competence and students' learning motivation. According to Gay (2012), the correlational approach requires collecting data to establish whether and to what extent two or more related variables can be measured. A quantitative measure of the degree of correspondence is known as correlation. The degree of relationship is measured by the correlation coefficient. When two variables are linked, scores in one variable's range are linked to scores in another variable's range. Because it describes an existing condition, correlational research is classified as descriptive study. Therefore, in the description, the method used is descriptive method. The goal of this method is to explain the findings of the investigation.

B. Population and Sample

1. Population

The population define as the set or group of all the units to which the research findings will be applied. In other terms, a population is a collection of all the units that share the variable qualities under investigation and for which research findings can be extended. The population of this research is the students of MA Pancasila Bengkulu in Year Academic of 2021/2022. It is consisting of three classes, X MIPA (27 students), XI MIPA (20 students), and XII MIPA (21 students) and the numbers of all students are 66 students.

Table 3.1: Research Population

No	Classes	Number of students
1.	X MIPA	25 Students
2.	XI MIPA	20 Students
3.	XII MIPA	21 Students
Total		66 Students

2. Sample

A sample is a subset of a larger research population. A sample is a part of a population which represents all of population's various components. A sample can be defined as a small quantity of material containing information about the entity from which it was received. The researcher will use the total sampling in this research because the sample is less than 100 people. According to Hendryadi (2018), total sampling defines as a method of sampling in which the number of samples is equal to the total population, meaning that all members of the population are used as research samples. In short, if the subject is less than 100 people, then it should be taken all. So, this research is research of population. Therefore, the total number of samples of this study is the same as the total population, namely 66 students.

C. Data Collection Technique

1. Questionnaire

Questionnaire is used to find out the correlation between teachers personality and students' learning motivation in learning English of MA Pancasila Bengkulu. The numbers of questionnaire are 25 items related to the teacher's personal competence and 25 items related to student's learning motivation. The questionnaire was score employing Likert Scale Sugiyono (2011):

Table 3.2: Likert Scale

No	Answer choices	Score
1.	Always (<i>Selalu</i>)	4
2.	Often (<i>Sering</i>)	3
3.	Sometimes (<i>Kadang-kadang</i>)	2
4.	Never (<i>Tidak pernah</i>)	1

2. Documentation

Documentation means written items. These written items are usually in the form of a collection of

files, for example in the form of writing, namely diaries, biographies, regulations, transcripts, books, agendas, notes, newspapers, magazines. While in the form of images such as photos, sketches, live images, and others. In this research, the documentation relates to schools such as attendance, learning outcomes, data on the number of students and the number of classes, as well as photos of documentation related to research.

D. Data Collection Instrument

1. Instrument Arrangement

The data collection instrument that used in this research is in the form of a questionnaire. In order to get a valid questionnaire, the researcher has done the try out research at MA Al-Mubarak Bengkulu which is located at Hibrida street number 10. The reason why the researcher chose MA Al-Mubarak Bengkulu as the place for the try out questionnaire is because MA Al-Mubarak is an

Islamic Madrasah Aliyah that is suitable to be used as a place for Try Out. In addition to both having B accreditation, these two schools are both pesantren-based. Therefore, it can be said that MA Pancasila and MA Al-Mubarak are both balanced Madrasah Aliyah.

The researcher took 30 students at MA Al-Mubarak to carry out the try out. The questionnaire that has been tested has 35 items related to teachers' personal competence and another 35 items related to students' learning motivation. Researcher also makes Expert Judgment or Logical Validity Test by 2 lecturers and 1 teacher. Detail data can be seen in appendix 2.

The following is a grid of questionnaires Try Out:

Table 3.3: The Grid of Questionnaire Try Out

Variable	Indicator	Item Number
Personal Competence (<i>Kompetensi</i>)	Steady and Stable personality (<i>Kepribadian yang mantap dan stabil</i>)	1,2,3,4,5,6,7

<i>Kepribadian)</i>	Mature personality (<i>Kepribadian yang dewasa</i>)	8,9,10,11,12,13,14
	Wise personality (<i>Kepribadian yang arif</i>)	15,16,17,18,19,20,21
	Authoritative personality (<i>Kepribadian yang berwibawa</i>)	22,23,24,25,26,27,28
	Noble character and can be a role model (<i>Berakhlak mulia dan dapat menjadi teladan</i>)	29,30,31,32,33,34,35
Learning motivation (<i>Motivasi Belajar</i>)	The encouragement and learning needs (<i>Adanya dorongan dan kebutuhan belajar</i>)	1,2,3,4,5,6,7
	Showing attention and interest in the tasks (<i>Menunjukkan perhatian dan minat terhadap tugas-tugas yang diberikan</i>)	8,9,10,11,12,13,14
	Diligent in facing task (<i>Tekun menghadapi tugas</i>)	15,16,17,18,19,20,21
	Tenacity to face difficulties (<i>Ulet menghadapi</i>)	22,23,24,25,26,27,28

	<i>kesulitan)</i>	
	Desire to succeed (Ada hasrat dan keinginan berhasil)	29,30,31,32,33,34,35

2. Validity Test Interpretation

a. Teachers' personal competence questionnaire validity test

The teacher personal competence questionnaire that was tested was 35 statement items, after being tested for validity, the test results can be seen in the *Corrected Item-Total Correlation* column, where the correlation values obtained are then compared with r_{table} with $N=30$ and a significance level of 5%, r_{table} value is 0.361. If the *Corrected Item-Total Correlation* > R table, then the questionnaire statement is declared valid, and vice versa, if the *Corrected Item-Total Correlation* < R table, the

questionnaire statement is declared invalid. Of the 35 statement items in the teacher's personal competence questionnaire instrument, there are 25 statement items that can be declared **valid** and 10 other statement items are declared **invalid**. For detail data, see in appendix 4.1.

The result can be seen in the following table:

Table 3.4: Validity test result of teachers' personal competence
Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	N	r_{tabel}	Keterangan
IT1	108.5333	100.947	.447	.884	30	.361	Valid
IT2	108.9333	105.789	.148	.888	30	.361	Tidak Valid
IT3	108.5333	98.120	.802	.879	30	.361	Valid
IT4	108.7000	103.114	.283	.887	30	.361	Tidak Valid
IT5	108.6667	97.678	.643	.881	30	.361	Valid
IT6	108.5667	96.737	.842	.878	30	.361	Valid
IT7	108.9333	98.823	.429	.885	30	.361	Valid
IT8	108.5000	96.259	.874	.877	30	.361	Valid
IT9	108.7000	98.010	.576	.882	30	.361	Valid
IT10	108.7667	106.875	-.069	.893	30	.361	Tidak Valid
IT11	109.3667	104.930	.041	.894	30	.361	Tidak Valid
IT12	108.7333	98.202	.697	.880	30	.361	Valid
IT13	108.5667	99.978	.617	.882	30	.361	Valid
IT14	108.5667	101.426	.365	.886	30	.361	Valid
IT15	108.6333	99.689	.675	.882	30	.361	Valid

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	N	r_{tabel}	Keterangan
IT16	108.7667	98.116	.477	.884	30	.361	Valid
IT17	108.5667	98.668	.754	.880	30	.361	Valid
IT18	109.7000	112.631	-.356	.905	30	.361	Tidak Valid
IT19	109.0667	97.444	.523	.883	30	.361	Valid
IT20	108.7000	102.148	.268	.888	30	.361	Tidak Valid
IT21	108.6000	100.869	.535	.883	30	.361	Valid
IT22	108.7333	98.202	.697	.880	30	.361	Valid
IT23	108.5667	97.151	.803	.879	30	.361	Valid
IT24	108.6667	98.920	.543	.882	30	.361	Valid
IT25	108.4667	100.395	.443	.884	30	.361	Valid
IT26	109.7000	104.148	.069	.895	30	.361	Tidak Valid
IT27	108.5667	99.426	.414	.885	30	.361	Valid
IT28	109.0000	108.207	-.164	.895	30	.361	Tidak Valid
IT29	108.6333	99.964	.499	.883	30	.361	Valid
IT30	108.8333	104.351	.100	.891	30	.361	Tidak Valid
IT31	109.1667	106.764	-.060	.893	30	.361	Tidak Valid
IT32	108.5667	96.875	.745	.879	30	.361	Valid
IT33	108.5667	96.737	.842	.878	30	.361	Valid
IT34	108.6333	98.585	.561	.882	30	.361	Valid
IT35	108.6667	98.920	.674	.881	30	.361	Valid

b. Students' learning motivation questionnaire

validity test

The student learning motivation questionnaire tested was 35 statement items, after being tested for validity, the results obtained that can be seen in the Corrected *Item-Total*

Correlation column, the correlation values obtained were then compared with r_{table} with $N=30$ and a significance level of 5%, r_{table} value is 0.361. If the *Corrected Item-Total Correlation* $> R$ table, then the question is declared valid, and vice versa, if the *Corrected Item-Total Correlation* $< R$ table, the question is declared invalid. Of the 35 statement items in the student learning motivation questionnaire instrument, there are 25 items that can be declared **valid** and 10 other question items are declared **invalid**. Detail data can be seen in appendix 4.2.

Table 3.5: Validity test result students' learning motivation

Item-Total Statistics							
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	N	r_{table}	Keterangan
IT1	111.6000	109.145	.784	.915	30	.361	Valid
IT2	111.4667	107.568	.909	.913	30	.361	Valid
IT3	111.8667	116.878	-.010	.927	30	.361	Tidak Valid
IT4	111.9667	119.344	-.167	.926	30	.361	Tidak Valid

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	N	r_{tabel}	Keterangan
IT5	111.6000	107.972	.790	.914	30	.361	Valid
IT6	111.7000	111.321	.621	.917	30	.361	Valid
IT7	111.4667	110.257	.646	.916	30	.361	Valid
IT8	111.4667	107.430	.814	.914	30	.361	Valid
IT9	111.5333	106.533	.900	.913	30	.361	Valid
IT10	111.4000	111.834	.499	.918	30	.361	Valid
IT11	111.4333	108.599	.809	.915	30	.361	Valid
IT12	112.2000	111.683	.314	.921	30	.361	Tidak Valid
IT13	112.2333	115.289	.081	.925	30	.361	Tidak Valid
IT14	111.4667	107.568	.909	.913	30	.361	Valid
IT15	111.4667	106.740	.875	.913	30	.361	Valid
IT16	111.5667	112.599	.376	.919	30	.361	Valid
IT17	111.6333	109.895	.725	.916	30	.361	Valid
IT18	111.5667	109.357	.657	.916	30	.361	Valid
IT19	111.4667	107.568	.909	.913	30	.361	Valid
IT20	112.3000	120.148	-.192	.929	30	.361	Tidak Valid
IT21	112.2667	112.547	.235	.923	30	.361	Tidak Valid
IT22	111.5333	107.913	.883	.914	30	.361	Valid
IT23	111.5000	110.328	.641	.916	30	.361	Valid
IT24	112.3333	118.989	-.124	.929	30	.361	Tidak Valid
IT25	111.5000	112.052	.416	.919	30	.361	Valid
IT26	111.6000	111.628	.535	.918	30	.361	Valid
IT27	111.7667	116.116	.060	.924	30	.361	Tidak Valid
IT28	111.5667	108.737	.811	.915	30	.361	Valid
IT29	111.5000	107.983	.870	.914	30	.361	Valid
IT30	111.5667	106.944	.871	.913	30	.361	Valid
IT31	111.6000	107.766	.809	.914	30	.361	Valid
IT32	111.9333	116.409	.246	.920	30	.361	Tidak Valid
IT33	111.8667	111.982	.357	.920	30	.361	Tidak Valid
IT34	111.4000	108.524	.822	.914	30	.361	Valid
IT35	111.5333	111.430	.385	.919	30	.361	Valid

3. Reliability Test Interpretation

a. Teachers' personal competence questionnaire reliability test

After analyzing the reliability test of the teacher's personality competency questionnaire, it was found that the Alpha value was 0.888, while the r_{table} value with $N=30$ and a significance level of 5% was 0.361, meaning that the value of *Cronbach's Alpha* > R table. Based on Cohen, et al (2007) regarding reliability criteria, it can be concluded that the statement items in the teachers' personal competence questionnaire instrument have high reliability. Detail data can be seen in appendix 4.1.

The full results are presented in the following table:

Table 3.6: Reliability test result teachers' personal competence

Reliability Statistics	
Cronbach's Alpha	N of Items
.888	35

b. Students' learning motivation questionnaire reliability test

The reliability test was also carried out on the teacher's learning motivation questionnaire instrument, which aims to find out the consistency of the questionnaire instrument. Based on the results of the reliability test calculation, *Cronbach's Alpha* value is 0.920, with a significance level of 5% and $N = 30$, the R table value is 0.361, meaning that Cronbach's Alpha value $>$ R table. Based on Cohen, et al (2007) regarding reliability criteria, it can be concluded that the statement items in the student learning

motivation questionnaire instrument have high reliability. Detail data can be seen in appendix 4.2.

The result is presented in the following table:

Table 3.7: Reliability test result students' learning motivation

Reliability Statistics	
Cronbach's Alpha	N of Items
.920	35

E. The Procedure of Data Collection

There are several steps taken by researchers in collecting data, namely as follows:

1. Researchers came to the research location, namely at MA Pancasila Bengkulu
2. Researchers enter the class starting from class X, class XI, then class XII
3. The researcher explains the aims and objectives of the researcher coming to class then distributing the instrument to the students

4. Researchers explain to students how to fill in the instruments
5. Students fill in the instruments then the researcher collects the instruments that have been completed by students
6. Then the instrument will be processed according to the next steps.

F. Data Analysis Technique

1. Analysis prerequisite test
 - a. Normality test

The normality test is a technique for determining if data from a population is distributed normally. It is determining whether or not the data is normally distributed. The basis for decision making is if the value of $L_{count} > L_{table}$ then H_0 is rejected, and if the value of $L_{count} < L_{table}$ then H_0 is accepted (Nuryadi et al., 2017).

Statistical hypothesis used:

H0: sample is normally distributed

H1: sample data is not normally distributed

In this study, researchers use the normality test using the Liliefors test. This test carried out using SPSS 1.6

b. Linearity test

The linearity test can be used to see if two variables have a significant linear relationship. Linearity test can be done through a test of linearity. The applicable criterion is if the significance value of linearity is < 0.05 , it can be interpreted that the two variables have a linear relationship (Sugiyono & Susandto, 2017).

2. Hypothesis testing

a. Correlation test

In finding the correlation between teacher personal competence and students learning

motivation, the researcher used the Correlation Product Moment with the formula:

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

r_{xy} = Correlation coefficient between variables

X and Y

$\sum x$ = The total score of the variable item X

$\sum y$ = The total score of the variable item Y

$\sum x^2$ = The sum of the squares of the variable item scores X

$\sum y^2$ = The sum of the squares of the variable item scores Y

$\sum xy$ = The number of multiplications between item scores of variable X and variable Y

N = The number of samples

b. Coefficient of determination

The coefficient of determination will be used to determine the percentage of correlation between a teachers' personal competence and a students' learning motivation. The formula to calculate the coefficient of determination is:

$$KD = r^2 \times 100\%$$

Information:

KD = Contribution of variable X to variable Y

r^2 = Correlation coefficient between variable X and variable Y

CHAPTER IV

RESULTS AND DISCUSSION

A. Results

A. 1. Teachers' Personal Competence

1. Normality Test Result

In performing statistical analysis calculations, one of the conditions that must be met is data with a normal distribution. Proof that the data is normally distributed is done by conducting a normality test on the data. Normality test is used to determine whether the sample in this study came from a normally distributed population.

The normality test in this study used the Kolmogorov-Smirnov normality test. The basic concept of the Kolmogorov-Smirnov normality test is to compare the distribution of the data to be tested for normality with the standard normal distribution.

The Kolmogorov-Smirnov normality test has the advantage that there is not a lot of perception among observers, where this happens a lot in the graph-based normality test. Besides that, testing using this test is also simple. In this case, the normality test used in this study is calculated using the SPSS 1.6 program.

The normality test results of teachers' personal competence data can be seen in the following table:

Table 4.1: Normality Test Result of Teachers' Personal Competence

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Kompetensi_kepribadian_guru	.097	66	.200	.977	66	.252

a. Lilliefors Significance Correction

Based on the results of the normality test output, then the hypothesis test is carried out as follows:

a. Hypothesis:

H₀ : The sample comes from a normally distributed population

H_a : The sample does not come from a normally distributed population

b. Degree of significance = $\alpha = 5\%$

c. Criteria area:

H₀ is rejected if the probability value (sig.) < 0.05

H₀ is accepted if the Probability value (sig.) > 0.05

d. Test statistic: Probability Value (Sig.)=0.200

Based on the analysis of the normality test of the teacher's' personal competence data, it is show that the *P value* (sig) = 0.200, because the *P value* > 0.05 then H₀ is accepted, so it can be concluded that the data is normally distributed. Detailed data can be seen in appendix 5.1.

2. Linearity Test Result

The linearity test aims to determine whether the two variables have a significant linear relationship or

not. Linear means a relationship like a straight line. This test is intended to find out whether the relationship between the independent and dependent variables in a study lies on a straight line or not. The concept of linearity refers to the meaning of whether the independent variable can be used to predict the dependent variable in a certain relationship (Widana & Muliani, 2020).

A good correlation should have a linear relationship between the independent variable (X), namely the teachers' personal competence variable and the dependent (Y) variable, namely the students' learning motivation variable.

The results of the linearity test are presented in the table as follows:

Table 4.2: Linearity Test Result of Teachers' Personal Competence

ANOVA Table

		Sum of Squares	Df	Mean Square	F	Sig.
motivasi_belajar_siswa * Kompetensi_kepribadian_guru	Between (Combined) Groups	1010.924	26	38.882	.714	.815
	Linearity	393.367	1	393.367	7.221	.011
	Deviation from Linearity	617.557	25	24.702	.453	.980
	Within Groups	2124.667	39	54.479		
Total		3135.591	65			

Based on the linearity test output above, the calculation results can be seen in the "ANOVA Table" on the source "Deviation from Linearity", and then the linearity test hypothesis is tested.

Test steps:

a. Hypothesis:

H₀: The two variables are linearly related

H_a: The two variables are not linearly related

b. Degree of significance = $\alpha = 5\%$

c. Criteria area:

H0 is rejected if the probability value (sig.) < 0.05

H0 is accepted if the Probability value (sig.) > 0.05

d. Test statistic: Probability Value (Sig.) = 0.980

Based on the table above, the results of the linearity test are shown in the source *Deviation from Linearity* with a significance level of 5%, obtained *P value* (sig.) = 0.980 > 0.05 . This means that H0 is accepted, so it can be concluded that significantly the two variables are linearly related. Detailed data can be seen in appendix 5.2.

After the normality test and linearity test were carried out with the result that the teachers' personal competence data were normally distributed and had a linear relationship, next will be described regarding how the teachers' personal competence were.

Below is the frequency distribution table for the teachers' personal competence data:

Table 4.3: Frequency Distribution Data of Teachers' Personal Competence

Interval		Frequency	Cumulative Frequency	Relative Frequency
42.5	48.5	2	2	3.03%
48.5	54.5	7	9	13.64%
54.5	60.5	22	31	46.97%
60.5	66.5	17	48	72.73%
66.5	72.5	12	60	90.91%
72.5	78.5	4	64	96.97%
78.5	84.5	2	66	100.00%
Total		66		

Table 4.4: Teachers' Personal Competence Criteria

INTERVAL	CRITERIA	FREQUENCY	PERCENTAGE
$85 \leq \text{Skor} \leq 100$	Very good	0	0.00%
$55 \leq \text{Skor} \leq 84$	Good	57	86.36%
$35 \leq \text{Skor} \leq 54$	Quite good	9	13.64%
$25 \leq \text{Skor} \leq 34$	Not good	0	0.00%
$0 \leq \text{Skor} \leq 24$	Very bad	0	0.00%
Total		66	100%

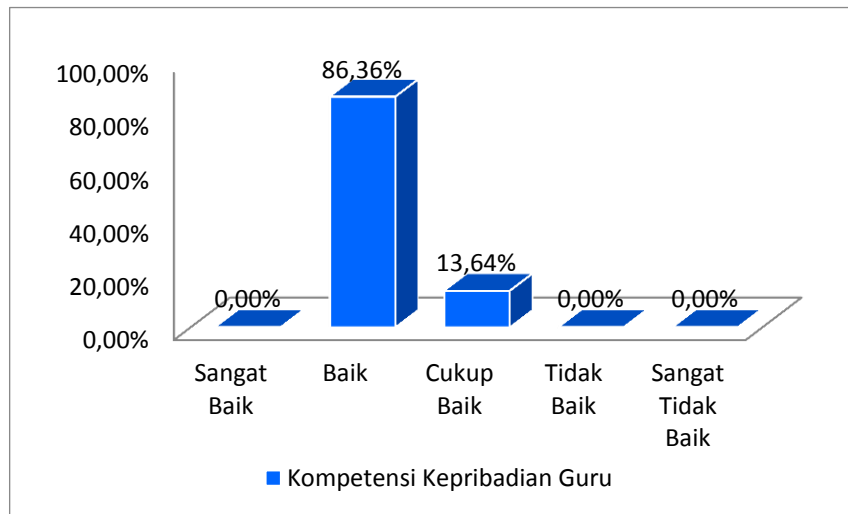
* Source: Data processed by researchers

Based on the table above, it can be seen that most of the students with a percentage of 86.36% or as many as 57 students with interval score between 55 -84 considered that the teachers' personal competence was "Good". The remaining 13.64% or as many as 9 students with interval score between 35 - 54 who rated "Quite good".

The overall result is as follows: "Very good" which is 0.00%, "Good" which is 86.36%, "Quite good" which is 13.64%, "Not good" 0.00%, and "Very bad" 0.00%. Judging from the classification table, it can be concluded that the teachers' personal competence is included in the "Good" criteria with the highest frequency of 57, with the highest percentage of 86.36%. Detailed data can be seen in appendix 3.4.

The results for a clearer picture can be seen from the following graph:

Figure 4.2: Teachers' Personal Competence Graph:



A. 2. Students' Learning Motivation

1. Normality Test Result

One of the conditions that must be met in performing statistical analysis calculations is data that is normally distributed. Proof that the data is normally distributed is done by performing a normality test on the data. Normality test is used to determine whether the sample in this study came from a normally distributed population.

The normality test in this study used the Kolmogorov-Smirnov normality test. The basic concept of the Kolmogorov-Smirnov normality test is to compare the distribution of the data to be tested for normality with the standard normal distribution.

The Kolmogorov-Smirnov normality test has the advantage that there is not a lot of perception among observers, where this happens a lot in the graph-based normality test. Besides that, testing using this test is also simple. In this case, the normality test used in this study is calculated using the SPSS 1.6 program.

The normality test results of students' learning motivation data can be seen in the following table:

**Table 4.5: Result of Normality Test of Students' Learning
Motivation**

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
motivasi_belajar_siswa	.103	66	.080	.979	66	.317

a. Lilliefors Significance Correction

Based on the results of the normality test output,
then the hypothesis test is carried out as follows:

a. Hypothesis:

H₀ : The sample comes from a normally
distributed population

H_a : The sample does not come from a
normally distributed population

b. Degree of significance = $\alpha = 5\%$

c. Criteria area:

H₀ is rejected if the probability value (sig.) < 0.05

H₀ is accepted if the Probability value (sig.) > 0.05

d. Test statistic: Probability Value (Sig.)=0.080

Based on the analysis of the normality test of student learning motivation data, it was obtained that P-value (sig) = 0.080, because P-value > 0.05 then H0 was accepted, so it can be concluded that the data is normally distributed. Detailed data can be seen in appendix 5.1.

2. Linearity Test Result

This test is intended to find out whether the relationship between the independent and dependent variables in a study lies on a straight line or not. The concept of linearity refers to the meaning of whether the independent variable can be used to predict the dependent variable in a certain relationship (Widana & Muliani, 2020).

It is the same thing as what has been described in the teachers' personal competence linearity test, vice versa that good correlation should have a linear relationship between the dependent variable (Y), namely

the students' learning motivation and the independent (X), namely the teachers' personal competence.

The result of the linearity test from the students' learning motivation is presented in the table as follows:

Table 4.6: Result of Linearity Test Students' Learning Motivation

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
motivasi_belajar_siswa * Kompetensi_kepribadian_guru	Between Groups	(Combined)	1010.924	26	38.882	.714	.815
		Linearity	393.367	1	393.367	7.221	.011
		Deviation from Linearity	617.557	25	24.702	.453	.980
	Within Groups		2124.667	39	54.479		
Total			3135.591	65			

Based on the linearity test output above, the calculation results can be seen in the "ANOVA Table" on the source "Deviation from Linearity", and then the linearity test hypothesis is tested.

Test steps:

a. Hypothesis:

H₀ : The two variables are linearly related

H_a : The two variables are not linearly related

b. Degree of significance = $\alpha = 5\%$

c. Criteria area:

H₀ is rejected if the probability value (sig.) < 0.05

H₀ is accepted if the Probability value (sig.) > 0.05

d. Test statistic: Probability Value (Sig.)=0,980

Based on the table above, the results of the linearity test are shown in the source Deviation from Linearity with a significance level of 5%, obtained *P value* (sig.) = 0.980 > 0.05 . This means that H₀ is accepted, so it can be concluded that significantly the two variables are linearly related. . Detailed data can be seen in appendix 5.2

After the normality test and linearity test have been carried out with the results that the students' learning motivation data are normally distributed and have a linear relationship, next

will be described regarding how the students' learning motivation is.

Below is a data frequency distribution table for the students' learning motivation:

Table 4.7: Frequency Distribution Data of Students' Learning Motivation

Interval		Frequency	Cumulative Frequency	Relative Frequency
60.5	65.5	2	2	3.03%
65.5	70.5	7	9	13.64%
70.5	75.5	15	24	36.36%
75.5	80.5	16	40	60.61%
80.5	85.5	12	52	78.79%
85.5	90.5	11	63	95.45%
90.5	95.5	3	66	100.00%
Total		66		

Table 4.8: Students' Learning Motivation Criteria

INTERVAL	CRITERIA	FREQUENCY	PERCENTAGE
$90 \leq \text{Skor} \leq 100$	Very High	3	4.55%
$80 \leq \text{Skor} \leq 89$	High	27	40.91%
$50 \leq \text{Skor} \leq 79$	Medium	36	54.55%
$30 \leq \text{Skor} \leq 49$	Low	0	0.00%

$0 \leq \text{Skor} \leq 29$	Very Low	0	0.00%
Total		66	100%

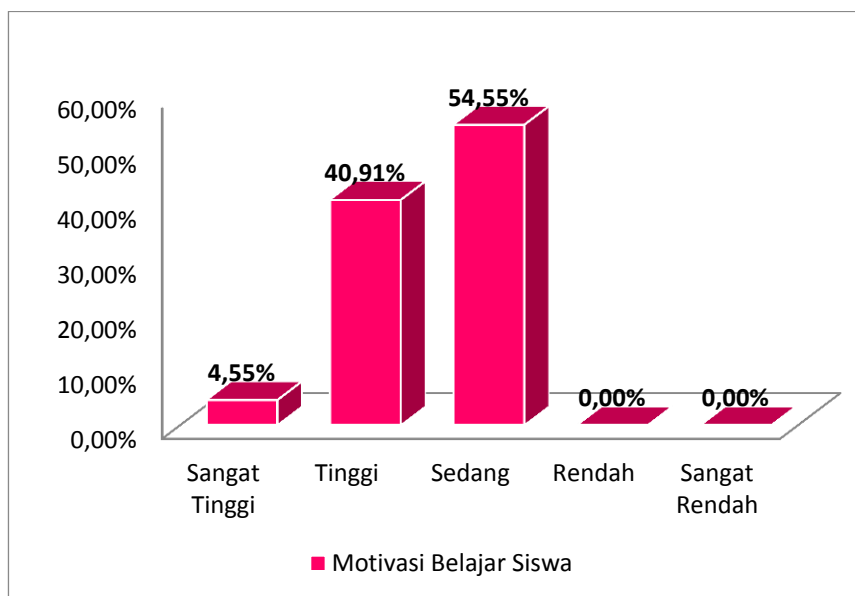
* Source: Data processed by researchers

Based on the results of the study, it is known that students who have "Very High" motivation are only 3 students with a percentage of 4.55%, "High" are 27 students with a percentage of 40.91%, and 36 students have "Medium" motivation with a percentage of 54.55%. If we pay attention, it turns out that the percentage of students' learning motivation between "Medium" and "High" is not too much different. This means that there are enough students whose motivation is good, but in fact there are more students whose motivation is mediocre. So it can be concluded that in general, students' learning motivation is "Medium".

Motivation comes from both within and from outside students, so there are many factors that will influence motivation. When students have high learning motivation, their scores will also increase. Because when someone has the intention and drive

to do something, of course, he will brush as much as possible to give the best. So that this is in line with what was explained by Lestari & Yudhanegara (2015) about aspects of learning motivation, namely encouragement and learning needs, showing attention and interest in the tasks assigned, and being diligent in completing tasks, tenacity to face difficulties, and a desire to succeed. The results for a clearer picture can be seen from the following graph:

Figure 4.3: Students' Learning Motivation Graph



A. 3. Correlation Between Teachers' Personal Competence and Students' Learning Motivation

Correlation analysis is a statistical method used to determine a quantity that states how strong a relationship is between one variable and another, regardless of whether a certain variable depends on other variables. The more real the linear relationship, the stronger or higher the degree of straight-line relationship between the two variables.

The Pearson correlation is a form of formula used to find the relationship between two variables, namely the independent variable and the dependent variable. It is a simple correlation that only involves one dependent variable in this study, namely students' learning motivation and one independent variable, namely teachers' personal competence.

Below is a descriptive table of teachers' personal competence data and students' learning motivation:

Table 4.9:Statistic Descriptive Data of The Teachers' Personal Competence and The Students' Learning Motivation Questionnaire

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Kompetensi_kepribadian_guru	66	44.00	83.00	62.1212	7.64101	58.385
motivasi_belajar_siswa	66	63.00	92.00	78.7727	6.94549	48.240
Valid N (listwise)	66					

From descriptive table of teachers' personal competence data and students' learning motivation, it can be seen that the teachers' personal competence questionnaire was distributed to N (66) students with the following results: minimum score (44.00), maximum (83.00), mean (62.12), deviation (7.64), and variance (58.38). Meanwhile, the students' learning motivation questionnaire has a minimum score (63.00), maximum (92.00), mean (78.77), deviation (6.94), and variance (48.24).

Based on the results of calculations using the bivariate correlation test formula, which in the test aims to determine whether there is a correlation between teachers' personal

competence and students' learning motivation. After testing, using a significance level of 5%, the complete results are presented in the following table:

Table 4.10: Bivariate Correlation Test

Correlations			
		Kompetensi_kepribadian_guru	motivasi_belajar_siswa
Kompetensi_kepribadian_guru	Pearson Correlation	1	.354**
	Sig. (1-tailed)		.002
	N	66	66
motivasi_belajar_siswa	Pearson Correlation	.354**	1
	Sig. (1-tailed)	.002	
	N	66	66

**. Correlation is significant at the 0.01 level (1-tailed).

Furthermore, the relationship is proven by hypothesis testing as follows:

a. Hypothesis:

$H_0: \rho = 0$ (there is no relationship between the teachers' personality competence and students' learning motivation)

$H_1: \rho \neq 0$ (there is a relationship between teachers' personality competence and students' learning motivation)

b. Degree of significance = $\alpha = 5\%$

c. Criteria area:

H_0 is rejected if the probability value (sig.) $< 0,05$

H_0 is accepted if the probability value (sig.) $> 0,05$

d. Test statistic: *Probability Value* (Sig.)=0,002

e. Conclusion: because P value(sig.)= 0.002 $<$ 0.05. This means that H_0 is rejected, so it can be concluded that there is a positive correlation/relationship between the teacher's personality competence and student learning motivation. Detailed data can be seen in appendix 6.

Based on the table above, it shows that there is a positive relationship between the teachers' personal competence variable and students' learning motivation. This is indicated by the number of correlation coefficients (*Pearson Correlation*) which is (+) 0.354 or 35.4%. So that it can be interpreted that the better the

teachers' personal competence, the students' learning motivation tends to be higher.

Furthermore, the closeness of the relationship was proven by hypothesis testing, using a significance level of 5%, obtained *P value* (sig.) = $0.002 < 0.05$. This means that H_0 is rejected, so it can be concluded that there is a positive correlation/relationship between the teachers' personal competence and students' learning motivation.

In bivariate correlation analysis, besides aiming to see whether there is a relationship by seeing how big the correlation coefficient is, it can also be used to determine the influence of the teachers' personality competence variable (X) on student learning motivation (Y), through the coefficient of determination (r^2). From the calculation table above, the magnitude of the correlation coefficient (r) = 0.354 so that the magnitude of the coefficient of determination (r^2) = $(0.354)^2 = 0.125$ or 12.5% is obtained. This means that the teachers' personal competence variable has an

effect of 12.5% on students' learning motivation. The rest is influenced by other things that are not examined.

B. Discussion

After completing the research and get the results, here we will discuss further about how the teachers' personal competence is, how students' learning motivation is, and the correlation between teachers' personal competence and students' learning motivation at MA Pancasila Bengkulu.

The first is about teachers' personal competence. There are 5 aspects of the teachers' personal competence, namely steady, mature, wise, authoritative, being a role model, and having a noble character. Rochman & Gunawan (2017) stated that the teacher can be said to be in the Good category if the teachers can fulfill the 5 indicators of the teachers' personal competence

After the data was processed from the questionnaire distributed to 66 students, it was found that the teachers' personal competence at MA Pancasila Bengkulu was

included in the "Good" criteria with a percentage of 86.36% based on the answers from 57 students. The remaining 9 students or 13.64% rated "Quite good". From the results of the research, based on 57 students, the teachers' personal competence is in the "Good" category. It means that the teacher is sufficient to meet the 5 indicators.

This is the spirit that is suspected by the researcher that the teachers' personal competence is indeed good because of the results of the preliminary study and the experience of the Intern at MA Pancasila where the teacher shows a fair attitude and the same attention to students, dresses politely, and can be used as a role model, especially for interns. However, this does not mean that there is nothing that needs to be improved, precisely from 9 students or 13.64% that has been mentioned as we can see in appendix 5.4. When matched with a questionnaire based on indicators these 9 students on average give low points, especially on

indicators, mature personality, wise personality, and authoritative personality.

This can be a benchmark for teachers even though it is only 13.64%, it can be an improvement material for teachers so that they can always improve the competencies that must be possessed as a teacher, especially the teachers' personal competence which is the focus of this research. The development efforts that can be made to help improve the personal competence of teachers can be done through formal education, development through training and development through coaching by superiors (Rochman & Gunawan, 2017).

Second, what we will discuss is students' learning motivation which is in this case is about their motivation in learning English. As explained above, learning motivation is defined as a source of power, encouragement, or strength that encourages students to learn, both internally and externally. Its indicators include encouragement and learning needs,

showing attention and interest in the tasks assigned, and being diligent in completing tasks, tenacity to face difficulties, and a desire to succeed (Lestari & Yudhanegara, 2015).

Based on the results of the study, it is known that there are 36 students who have "Medium" motivation with a percentage of 54.55%, "High" are 27 students with a percentage of 40.91%, and "Very High" motivation are only 3 students with a percentage of 4.55%. Initially, the researcher thought that students' learning motivation was in the low criteria because the results of preliminary study and the internship experience there, so that researcher interested in researching it, especially because of curiosity why students often look less enthusiastic in learning English even though the teacher shows a good personality.

In fact, students actually have the motivation and intention to learn, it's just that the motivation doesn't seem that prominent. There are only a few students who have very

high motivation, so they are not very visible because they are far behind with the number of students who have "medium" motivation so that more encouragement is needed, both from the students themselves and from the teacher as motivators. Again, this is influenced by many factors, both internal and external. One of the external factors is the teachers' personal competence which also influences the motivation.

One of the students during the preliminary study interview, the student stated that the teacher rarely gave motivation before learning so they were bored with learning material immediately. Besides that, the teacher also explains that students have a lot of memorization of the Quran in *the pesantren*. So that the researcher can conclude that the students seem less enthusiastic, not just because the teachers' personal competence is bad, because in fact that the teachers' personal competence is in the "good" category. It happens because they just lack encouragement from the teacher as a

motivator and also other influences such as memorizing the Quran and so on.

In general, students' learning motivation is "Medium" and only few students have very high motivation. Students who already have "High" motivation need to develop their motivation so that it remains stable and does not decline. Furthermore, students who have "Medium" motivation need to be made good efforts from the students themselves, parents, and also including teachers in order to help increase their learning motivation.

The efforts that can be made by the teacher to help increase students' learning motivation according to Widiosworo (2016) are as follows: First, always put the interests of students first. Second, prioritizing obligations over rights. Third, having a high obsession because the success of a motivator depends on not having an obsession with the motivator.

The third is about the correlation between teachers' personal competence and students' learning motivation. From the results of data analysis conducted, the hypothesis of this study reads "There is correlation between teachers' personal competence and students' learning motivation" is accepted. Based on the results of calculations using the bivariate correlation test, the Pearson Correlation coefficient is (+) 0.354 or 35.4%. So it can be interpreted that the better the teachers' personal competence, the students' learning motivation tends to be higher.

The closeness of the relationship was proven by hypothesis testing, using a significance level of 5%, obtained P value (sig.) = $0.002 < 0.05$. This means that H_0 is rejected, so it can be concluded that there is a positive correlation/relationship between the teacher's personal competence and student learning motivation. So it can be said that the success of the teaching and learning process

cannot be separated from the important role of the teacher as a central figure for students.

Becoming a teacher is not an easy thing. The profession of a teacher cannot be done by just anyone outside the field of education because a teacher needs to have special skills as an educator. At a minimum, a teacher must master 4 competencies, namely pedagogic, social, personality, and professional competencies. Personality competence is an important aspect and should not be ignored because the teacher's role is not only limited to teaching in the classroom, but also as a mentor and role model.

In addition, personality competencies have also been explained in Law Number 14 of 2005 concerning Teachers and Lecturers, so that personal competence is mandatory and important to be mastered by a teacher (Suprihatiningrum, 2014). The personality competencies in question are steady, mature, wise, authoritative, being a role model, and having a noble character (Rochman & Gunawan, 2017).

Murphy in Yusuf (2013) states that the success of learning in schools is very much determined by the teacher, because the teacher is the learning leader, facilitator and center of learning initiatives. In addition, regarding the importance of the teacher's personality, the results of this study also show that the teacher's personality is an important factor in the success of educators in carrying out their duties, this is in line with the opinion of Syah (2004) said that it is the personality that determines whether he becomes a good educator and coach for his students, or will be a destroyer of the future of his students. This means that it is undeniable that teachers do play a role in their students.

If we refer to previous research, there are several previous researchs which shows a positive relationship between teachers' personal competence and students' learning motivation. For examples, the research from Bosco, et al (2022) “*Hubungan Kompetensi kepribadian guru dan motivasi belajar siswa di SDI Timung tahun 2021*” with the

result of a correlation value of 50.41%. Andriani, et al (2019) "*Hubungan kompetensi kepribadian guru dengan motivasi belajar siswa kelas VIII pada mata pelajaran fiqih*" with a correlation coefficient value of 0.67 or 67%. Ajizi (2020) "*Hubungan Kompetensi kepribadian guru terhadap motivasi belajar ilmu pengetahuan sosial*" with the result of r count of 0.401 or about 40%. While the results of the research at the MA Pancasila, the correlation coefficient is 0.354 or 35.4%.

If we compare it with the three studies above, the correlation value obtained in this study is not as big as the three studies, but with Ajizi's research (2020), the correlation coefficient is not much different. Differences like this are possible, even though the research is almost the same. In addition to different research objects, different levels of students, whether they are elementary school, junior high school, senior high school, or maybe university students must have different student characteristics.

Besides that, the teacher's personality from one place to another is also different. Different research years also quite influence the research results due to certain changes or certain conditions from year to year. However, in essence there is a correlation between teachers' personal competence and students' learning motivation where the better teachers' personal competence, the higher the students' learning motivation.

In conclusion, being an educator is not easy and we have to bear the burden and responsibility of our students. However, being a teacher is a noble profession and will be remembered by students for a long time because of its role towards students. There is a correlation between the teachers' personal competence and students' learning motivation, where the better the teachers' competence, the better the students' learning motivation. However, the low motivation of students is not only due to the competence of the teacher. Motivation is also influenced by various factors, both from

within the student himself (internal) or from outside the student (external), such as the environment, friends, siblings, parents, and so on which are not discussed in this study.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Teachers' personal competence is the ability of a personality that are steady, mature, wise, authoritative, being a role model, and having a noble character. Based on the calculation results, the teachers' personal competence at MA Pancasila Bengkulu included the “Good” category with a total percentage of 86.36%. The remaining 9 students or 13.64% rated "Quite good". Even though it is only 13.64%, it can be an improvement material for teachers so that they can always improve the competencies. If the teacher shows a good personality, then it will also be followed by the students. Teachers who are successful in educating make it possible to produce students who are successful and have good personalities as well. The increase and decrease in students' learning motivation is also influenced by the teacher's personality.

Learning motivation is defined as a source of power, encouragement, or strength that encourages students to learn, both internally and externally. Based on the calculation results, students' learning motivation at MA Pancasila includes in the "Medium" motivation with a percentage of 54.55%. Students who have "Medium" motivation need to be made good efforts from the students themselves, parents, and also including teachers in order to help increase their learning motivation. Then students who already have "High" motivation need to develop their motivation so that it remains stable.

From the results of calculations using the bivariate correlation test, the Pearson Correlation coefficient is (+) 0.354 or 35.4% so that the hypothesis of this study reads "There is correlation between teachers' personal competence and students' learning motivation" is accepted. There is a correlation between the teachers' personal competence and students' learning motivation, where the better the teachers'

competence, the better the students' learning motivation. However, the low motivation of students is not only due to the competence of the teacher. Motivation is also influenced by various factors, both from within the student or from outside the student or society.

B. Suggestion

In connection with the results of the study which showed that there was correlation between teachers' personal competence and students' learning motivation at MA Pancasila Bengkulu, There are several things that researchers can suggest, especially to schools, teachers, students, and further researchers.

The researcher hopes that schools can use them as material so that they can further improve the quality of teacher competencies, especially teachers' personal competence so that they can become exemplary teachers for students. Then for the next opportunity, it would be better if you could hold training or workshops on teacher competence

more often, as well as being a place to strengthen the relationship between teachers and students.

Then, the researcher also hopes that the teacher could always grow the will from within to improve the teacher's personal competence. The teachers should increase their interaction with students not only in the classroom but also outside the classroom, so that they can show what students can emulate.

Furthermore, the researcher hopes that students could be able to raise awareness and motivation from themselves first to want to learn and not be lazy, use the teacher as a facilitator and imitate the good personality reflected by the teacher.

Last, the researcher hopes that this research can be a reference for conducting similar research. It is hoped that the next research can expand the scope of the research not only to Madrasah Aliyah.

REFERENCES

- Adi, S. S. (2016). *Classroom Management Untuk Mahasiswa Jurusan Pendidikan*. Malang: UB Press.
- Ajizi, D. (2020). Hubungan Kompetensi Kepribadian Guru Terhadap Motivasi Belajar Ilmu Pengetahuan Sosial. *Jurnal Ekopendia: Jurnal Ekonomi Dan Pendidikan*, 5(2), 86–90.
- Al-Quran dan Terjemahan, *Add-Ins Microsoft Word*. Quran in Word Indonesia Versi 1.3.
- Ambarita, J. (2020). *Pembelajaran Luring*. Indramayu: Penerbit Adab.
- Andriani, D., Sarmidin, & Iswandhiarti, W. (2019). Hubungan Kompetensi Kepribadian Guru Dengan Motivasi Belajar Siswa Kelas VIII Pada Mata Pelajaran Fiqih Di MTs Ponpes Nurul Islam Kampung Baru Toar. *JOM FTK UNIKS*, 1(1).
- Bosco, F. H., Nardi, M., & Mulia, B. (2022). Hubungan Kompetensi Kepribadian Guru Dengan Motivasi Belajar Siswa Di SDI Timung Tahun 2021. (*JIPD*) *Jurnal Inovasi Pendidikan Dasar*, 6(1), 61–66.
- Cohen, Louis., Manion, L., Morisson, K. (2007). *Research Method In Education*. Madison Avenue: Routledge.
- Cresswel, J. D. (2006). *Research Design: Qualitative, Quantitative, and Mixed Methods*. Jakarta: KIK.
- Delfi, A. U. (2019). Korelasi antara kepribadian guru terhadap prestasi belajar siswa dalam pembelajaran Bahasa Inggris. *Skripsi*. Sumatera Barat: STKIP PGRI.
- Dewi, W. (2020). Dampak covid-19 terhadap implementasi disekolah dasar. *Jurnal Ilmu Pendidikan*, 2(1), 55–61.
- Dios, M. T. C., & Charlo, J. C. P. (2021). Face-to-face vs. E-learning models in the covid-19 era: Survey research in a

Spanish university. *Education Sciences*, 11(6).

Djamarah, S. B. (2008). *Psikologi Belajar*. Jakarta: PT Rineka Cipta.

Emda, A. (2018). Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran. *Lantanida Journal*, 5(2), 172.

Erwin Widiosworo. (2016). *19 Kiat Sukses Motivasi Belajar Peserta Didik*. Jogjakarta: Ar-Ruzz Media.

Gay, M., Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Education research complete: Competencies for analysis and applications*. New Jersey: Pearson Education.

Hasanah. (2014). *Pembelajaran Bauran (Terampil Memadukan Pembelajaran Offline-Online, Face to Face and Mobile Learning)*. Jakarta: Prestasi Pustaka.

Hendryadi, S. (2018). *Metode Riset Kuantitatif*. Jakarta: Prenadamedia Group.

Hidayatullah, R., Husin, M. S., & Razak, A. (2021). Pengaruh Kompetensi Pedagogik dan Kompetensi Profesional Guru PAI terhadap Motivasi Belajar Siswa di SMAN 2 Samboja. *Borneo Journal of Islamic Education*, 1(1).

Hie, B. P. (2014). *Revolusi Sistem Pendidikan Nasional dengan Metode E-Learning*. Jakarta: PT Gramedia Pustaka Utama.

Jamilah. (2018). Korelasi Kepribadian guru Quran Hadist dengan Prestasi Belajar. *Skripsi*. Banjarmasin: UIN Antasari.

Junarti, & Purwati, G. A. R. (2020). Faktor Penyebab Kejenuhan Belajar Siswa pada Mata Pelajaran Geografi Kelas XI IPS di SMA Negeri 6 Palu. *Jurnal Pendidikan Ilmu Sosial*, 17(1), 1–15.

Lestari, K. E., & Yudhanegara, M. R. (2015). *Penelitian Pendidikan Matematika*. Bandung: PT Refika Aditama.

- Lubis, R. R. (2016). Kompetensi Kepribadian Guru dalam Perspektif Islam. *Tazkiya Jurnal Pendidikan Islam*, 2(2086–4191).
- Maed, R. A., T, P. A., Y, L. C., C, G. A., Sophia, A., & S, D. A. (2020). The Relationship of Teachers ' Perception on E-Learning to the Grade 12 Students " Learning Motivation in Philippine International School - Qatar. *International Journal of Science and Research*, 9(5), 448–468.
- Magdalena, I., Fajriyati Islami, N., Rasid, E. A., & Diasty, N. T. (2020). Tiga Ranah Taksonomi Bloom dalam Pendidikan. *Jurnal Edukasi Dan Sains*, 2(1), 132–139.
- Malyana, A. (2020). Pelaksanaan Pembelajaran Daring Dan Luring Dengan Metode Bimbingan Berkelanjutan Pada Guru Sekolah Dasar Di Teluk Betung Utara Bandar Lampung. *Pedagogia: Jurnal Ilmiah Pendidikan Dasar Indonesia*, 2(1), 67–76.
- Mardianto. (2012). *Psikologi Pendidikan Landasan bagi Pengembangan Strategi Pembelajaran*. Medan: Perdana Publishing.
- Masni, H. (2015). Strategi meningkatkan motivasi belajar mahasiswa. *Dikdaya*, 5(1), 34–45.
- Mudjiono, D. (2009). *Belajar dan Pembelajaran*. Jakarta: PT Rineka Cipta.
- Mulyasa. (2002). *Kurikulum Berbasis Kompetensi*. Bandung: Remaja Rosda-karya.
- Nasihah, M. Cahyono, B. Y. (2017). Language learning strategies, Motivation, and Writing Achievement of Indonesian EFL Students. *Arab World English Journal*, 8 (1).
- Nuryadi, Astuti, T. D., Utami, E. S., & Budiantara, M. (2017). *Dasar-Dasar Statistik Penelitian*. Yogyakarta: Sibuku

Media.

- Octavia. (2020). *Motivasi Belajar Dalam Perkembangan Remaja*. Yogyakarta: Penerbit Deepublish.
- Rochman, C., & Gunawan, H. (2017). *Pengembangan Kompetensi Kepribadian Guru*. Bandung: Penerbit Nuansa Cendikia.
- Roqib, M., & Nurfuadi. (2020). *Kepribadian Guru Upaya Mengembangkan Kepribadian Guru yang Sehat di Masa Depan*. Yogyakarta: CV Cinta Buku.
- Silfitrah, S., & Mailili, W. H. (2020). Pengaruh Minat Belajar Dan Motivasi Belajar Terhadap Hasil Belajar Matematika Siswa Kelas VII SMP Negeri 4 Sigi. *Guru Tua : Jurnal Pendidikan Dan Pembelajaran*, 3(1), 53–60.
- Spencer, S. M., & Lyle M. Spencer, J. (1993). *Competence at Work: Models for Superior Performance*. Japan Productivity Center. Canada: John Wiley & Sons, Inc.
- Sugiyono. (2011). *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*. In *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*. Bandung: Alfabeta.
- Sugiyono, & Susandto, A. (2017). *Cara Mudah Belajar SPSS dan LISREL*. Bandung: Alfabeta.
- Sukamolson, S. (2007). *Fundamentals of Quantitative Research Suphat Sukamolson*, Ph.D. Language Institute Chulalongkorn University. *Language Institute*, 20. <http://doi.org/9781848608641>
- Suprihatiningrum, J. (2014). *Guru Profesional (Pedoman Kinerja, Kualifikasi, dan Kompetensi Guru*. Jogjakarta: Ar-Ruzz Media.
- Syah, M. (2004). *Psikologi Pendidikan dengan Pendekatan Baru*. Bandung: Remaja Rosda Karya.

- Syamsuddin, A. (2003). *Psikologi Pendidikan*. Bandung: Remaja Rosda Karya.
- Wicaksono, M., Petrus, I., & Mirizon, S. (2021). The vocational English teachers personal competence and its implication on teaching and learning process. *EduLite: Journal of English Education, Literature and Culture*, 6(1), 71.
- Widana, I. W., & Muliani, P. L. (2020). *Uji Persyaratan Analisis*. Jawa Timur: Klik Media.
- Yustin, Y. (2018). The Impact of The Need For Achievement (Based on Mcclelland's Theory). *Skripsi*. Universitas Pelita Harapan.
- Yusuf, S., & Sugandi, D. N. M. (2013). *Perkembangan Peserta Didik: Mata Kuliah Dasar (MKDP) bagi Para Calon Mahasiswa Calon Guru di Lembaga Pendidikan Tenaga Kependidikan (LPTK)*. Bandung: PT Raja Grafindo Persada.

APPENDICES

Appendix 1: Try Out Grid

THE GRID OF QUESTIONNAIRES TRY OUT

Variable	Indicator	Item Number
Personal Competence (<i>Kompetensi Kepribadian</i>)	Steady and Stable personality (<i>Kepribadian yang mantap dan stabil</i>)	1,2,3,4,5,6,7
	Mature personality (<i>Kepribadian yang dewasa</i>)	8,9,10,11,12,13,14
	Wise personality (<i>Kepribadian yang arif</i>)	15,16,17,18,19,20,21
	Authoritative personality (<i>Kepribadian yang berwibawa</i>)	22,23,24,25,26,27,28
	Noble character and can be a role model (<i>Berakhlak mulia dan dapat menjadi teladan</i>)	29,30,31,32,33,34,35
Learning motivation (<i>Motivasi Belajar</i>)	The encouragement and learning needs (<i>Adanya dorongan dan kebutuhan belajar</i>)	1,2,3,4,5,6,7
	Showing attention and interest in the tasks (<i>Menunjukkan perhatian dan minat terhadap tugas-tugas yang diberikan</i>)	8,9,10,11,12,13,14
	Diligent in facing task (<i>Tekun menghadapi tugas</i>)	15,16,17,18,19,20,21
	Tenacity to face difficulties	22,23,24,25,26,27,28

	<i>(Ulet menghadapi kesulitan)</i>	
	Desire to succeed <i>(Ada hasrat dan keinginan berhasil)</i>	29,30,31,32,33,34,35

Sources:

Rochman, C., & Gunawan, H. (2017). *Pengembangan Kompetensi Kepribadian Guru*. Bandung: Penerbit Nuansa Cendikia.

Lestari, K. E., & Yudhanegara, M. R. (2015). *Penelitian Pendidikan Matematika*. Bandung: PT Refika Aditama.

Appendix 2: Expert judgements

SURAT KETERANGAN JUDGMENT INSTRUMEN PENELITIAN SKRIPSI

Yang bertanda tangan dibawah ini:

Nama : Fashon Revola, M.Pd
NIP : -
Jabatan : Dosen Tetap Kwon PUS

Menerangkan bahwa,

Nama Peneliti : Vira Sulastri
NIM : 1811230080
Program Studi : TBI
Judul Penelitian : The Correlation Between Teacher's Personal Competence and Student's Learning Motivation in Learning English at MA Pancasila on Luring Learning Model Pandemic Covid19 in Academic Year 2021/2022

Telah mengadakan konsultasi, dan setelah kami lakukan pengkajian, maka kami berikan perbaikan dan saran-saran sebagai berikut:

1. Sebaiknya untuk lembar Angket harus disertakan sumber yg valid shg bisa seolah2 Menyangkut data yg dipakai untuk keakuratan penelitian / jika butir pengamatan yg belum valid maka harus di uji validasi / reliabilitas terlebih dahulu menggunakan SPSS.

Bengkulu, ... 23.11 / ... 2021

Pemberi Judgment

23/11
Fashon Revola, M.Pd.

**SURAT KETERANGAN JUDGMENT
INSTRUMEN PENELITIAN SKRIPSI**

Yang bertanda tangan dibawah ini:

Nama : *Andri Saputra*
NIP : *1980026 2019 03 1019*
Jabatan :

Menerangkan bahwa,


Nama Peneliti : Vira Sulastri
NIM : 1811230080
Program Studi : TBI
Judul Penelitian : The Correlation Between Teacher's Personal Competence and
Student's Learning Motivation in Learning English at MA
Pancasila on Luring Learning Model Pandemic Covid19 in
Academic Year 2021/2022

Telah mengadakan konsultasi, dan setelah kami lakukan pengkajian, maka kami berikan
perbaikan dan saran-saran sebagai berikut:

.....
.....
.....
.....
.....
.....

Bengkulu, *9 desember*...2021

Pemberi Judgment


(*Andri Saputra*)

**SURAT KETERANGAN JUDGMENT
INSTRUMEN PENELITIAN SKRIPSI**

Yang bertanda tangan dibawah ini:

Nama : RAMADHAN FAJAR ARIEZA

NIP :

Jabatan : GURU BAHASA INGGRIS

Menerangkan bahwa,

Nama Peneliti : Vira Sulastri

NIM : 1811230080

Program Studi : TBI

Judul Penelitian : The Correlation Between Teacher's Personal Competence and
Student's Learning Motivation in Learning English at MA
Pancasila on Luring Learning Model Pandemic Covid19 in
Academic Year 2021/2022

Telah mengadakan konsultasi, dan setelah kami lakukan pengkajian, maka kami berikan
perbaikan dan saran-saran sebagai berikut:

Perhatikan lagi landasan teori dan membuat skemanya.....
Sehingga indikator dalam membuat skemanya tidak
asal-asalan tapi harus sesuai dengan teori dan sesuai
dengan variable tersebut.....

Bengkulu, 03 Desember 2021

Pemberi Judgment

(.....)


RAMADHAN FAJAR ARIEZA

APPENDICES

Appendix 3: Research Data

DATA PENELITIAN

Appendix 3.1: Data Instrument Try Out Questionnaire Teachers' Personal Competence

DATA UJI COBA INSTRUMEN ANGKET KOMPETENSI KEPERIBADIAN GURU

[illegible]

DATA UJI COBA INSTRUMEN ANGKET KOMPETENSI KEPERIBADIAN GURU

NO	RES	NOMOR ANGKET																																			TO TAL	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35		
16	R16	4	3	4	4	4	4	4	4	4	3	4	3	4	4	3	4	3	2	3	3	4	3	4	4	4	1	4	3	3	3	3	4	4	4	3	122	
17	R17	3	3	3	3	3	3	3	3	3	3	2	3	3	4	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	103	
18	R18	3	3	4	3	4	4	3	4	2	3	3	3	4	3	4	2	4	2	3	3	3	3	4	3	4	3	4	3	3	4	3	4	4	3	3	115	
19	R19	4	3	4	3	4	4	4	4	4	3	3	3	3	4	3	4	3	4	2	3	3	3	3	4	4	4	3	4	3	3	3	3	4	4	3	3	119
20	R20	3	3	4	4	4	4	3	4	4	4	3	3	4	4	4	4	4	2	4	4	3	3	4	3	4	2	3	3	4	3	3	4	4	3	3	122	
21	R21	3	3	3	3	3	3	3	3	3	3	1	3	3	3	3	3	3	2	2	3	3	3	3	3	3	4	2	3	2	3	3	3	3	3	3	100	
22	R22	4	3	4	3	4	4	4	4	4	3	2	4	4	4	4	4	4	1	4	4	4	4	4	4	4	3	4	2	4	2	2	4	4	4	4	125	
23	R23	2	3	3	3	3	3	2	3	3	4	3	3	3	3	3	3	3	3	2	3	3	3	3	2	3	3	2	2	3	3	2	3	3	3	3	99	
24	R24	4	3	4	4	4	4	4	4	4	3	2	4	4	4	4	3	4	1	4	4	4	4	4	4	4	4	4	2	4	4	2	4	4	4	4	128	
25	R25	4	3	4	3	4	4	4	4	4	3	1	4	4	4	4	4	4	1	3	4	4	4	4	4	4	1	4	3	4	1	3	4	4	4	4	122	
26	R26	4	3	3	3	3	3	4	3	3	4	4	4	3	3	3	1	3	1	1	3	4	4	3	4	4	2	4	3	3	4	3	3	3	3	4	4	111
27	R27	4	3	3	2	3	3	2	3	3	2	3	3	3	3	3	3	3	3	2	3	4	3	3	4	4	2	3	3	3	2	3	3	3	3	3	103	
28	R28	4	3	3	4	3	3	1	3	3	4	3	3	3	3	3	3	3	1	3	3	3	3	3	4	4	1	3	3	4	4	3	3	3	3	3	106	
29	R29	4	3	4	3	4	4	2	4	4	4	1	3	4	3	4	4	4	1	3	4	4	3	4	4	4	3	3	3	4	3	3	4	4	4	3	120	
30	R30	3	3	4	4	4	4	2	4	3	3	3	4	4	4	4	4	4	2	4	4	4	4	4	3	4	4	4	3	4	4	3	4	4	3	4	127	
TOTAL		03	91	03	98	99	02	91	04	98	96	78	97	102	102	100	96	102	68	87	98	01	97	102	99	105	68	102	89	100	94	84	102	102	100	99		

Appendix 3.2: Data Instrument Try Out Questionnaire Students' Learning Motivation

DATA UJI COBA INSTRUMEN ANGKET MOTIVASI BELAJAR SISWA

[illegible]

DATA UJI COBA INSTRUMEN ANGKET MOTIVASI BELAJAR SISWA

NO	RES	NOMOR ANGKET																																			TO TAL	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35		
16	R16	4	4	3	2	4	3	4	4	4	4	4	2	4	4	4	3	4	4	4	2	3	4	4	3	3	4	3	4	4	4	4	3	3	4	4	125	
17	R17	3	3	4	3	3	3	3	3	3	3	3	2	1	3	3	4	3	3	3	3	2	3	3	2	4	3	4	3	3	3	3	3	3	3	3	104	
18	R18	4	4	4	2	4	4	4	4	4	4	4	4	2	4	4	3	4	4	4	2	3	4	4	2	3	4	3	4	4	4	4	4	3	3	4	4	126
19	R19	4	4	2	2	4	3	4	4	4	4	4	2	3	4	4	3	4	4	4	2	3	4	4	2	3	4	4	4	4	4	4	4	3	3	4	3	122
20	R20	4	4	2	4	4	4	4	4	4	4	4	2	3	4	4	4	4	4	4	2	4	4	4	3	4	4	4	4	4	4	4	4	3	2	4	3	128
21	R21	3	3	1	4	3	3	3	3	3	3	3	3	4	3	3	2	3	3	3	2	2	3	3	2	2	3	3	3	3	3	3	3	3	2	3	3	99
22	R22	4	4	2	3	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	1	4	4	4	2	4	4	4	4	4	4	4	4	3	4	4	4	130
23	R23	3	3	3	3	3	3	4	3	3	3	3	3	2	3	3	3	3	4	3	3	3	3	3	2	3	4	2	3	3	3	3	3	3	3	3	1	103
24	R24	4	4	3	3	4	4	4	4	4	4	4	2	3	4	4	4	4	3	4	3	1	4	4	2	4	3	2	4	4	4	4	4	3	4	4	3	123
25	R25	4	4	4	3	4	4	4	4	4	4	4	4	3	4	4	4	4	3	4	3	2	4	4	1	4	3	4	4	4	4	4	4	4	4	4	130	
26	R26	3	3	2	3	3	3	3	3	3	4	3	2	4	3	3	3	3	3	3	3	2	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	105
27	R27	3	3	2	3	3	3	3	3	3	4	3	2	3	3	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	102
28	R28	3	3	4	3	3	3	3	3	3	4	3	4	3	3	3	4	3	4	3	4	1	3	3	4	4	4	3	3	3	3	3	3	3	4	3	4	114
29	R29	3	4	3	4	4	4	3	4	4	4	4	2	1	4	4	4	3	3	4	3	2	4	4	2	4	3	3	3	4	4	3	3	4	4	4	4	120
30	R30	3	4	4	3	4	4	4	4	4	4	4	3	3	4	4	4	3	4	4	3	3	4	4	3	4	4	3	3	4	4	3	3	4	4	4	4	128
TOTAL		101	105	93	90	101	98	105	105	103	107	106	83	82	105	105	102	100	102	105	80	81	103	104	79	104	101	96	102	104	102	101	91	93	107	103		

Appendix 3.3a: Research Sample Data Description Class X

DESKRIPSI DATA SAMPEL PENELITIAN

KELAS : X. MIPA

SEMESTER : GANJIL

NO	NAMA	L/P	KODE NAMA
1	AHMAD HAFIZ WALIUDIN TAMZA	L	RES 1
2	AMANDA PUSPITA SARI	P	RES 2
3	AR RAHMAN	L	RES 3
4	ARSI SAPUTRA	L	RES 4
5	DEFYA FADILLAH PUTRI	P	RES 5
6	DHAMARA SHOULEIMD	L	RES 6
7	DIAN DWI SAPUTRA	L	RES 7
8	DIMAS ANDREAN	L	RES 8
9	DWI WIDIANI	P	RES 9
10	FAISAL PEBRIANSYAH	L	RES 10
11	HULFA ZAINETI	P	RES 11
12	ILVANDHO ZUWANDHA	L	RES 12
13	IMELYA MONICA PUTRI	P	RES 13
14	JIHAN SALSABILAH B.	P	RES 14
15	JUNIA DINARTI	P	RES 15
16	KHADIZA ERIANTI	P	RES 16
17	M. RISKY RAMADAN	L	RES 17
18	MAHENDRI JANUARTO	L	RES 18
19	MUHAMMAD ARIF SAPUTRA	L	RES 19
20	MUHAMMAD SYUKRON FADHOLI	L	RES 20
21	NAYSYLA ZIKRIA PUTRI	P	RES 21
22	REMOND ADIL ALPAHMI	L	RES 22
23	ROSSA AMELIA	P	RES 23
24	SELY OKTAVIA	P	RES 24
25	WILLY LEONARDO	L	RES 25

Appendix 3.3b: Research Sample Data Description Class XI

DESKRIPSI DATA SAMPEL PENELITIAN

KELAS : XI. MIPA

SEMESTER : GANJIL

NO	NAMA	L/P	KODE NAMA
1	ADINDA NURHASANAH	P	RES 26
2	AHMAD ZAQDIYA GUSTIAWAN P.	L	RES 27
3	ALDI SAPUTRA	L	RES 28
4	ANGGUN SORAYA PUTRI	P	RES 29
5	ARUM DIAH NURLIA SARI	P	RES 30
6	ARYA GADING	L	RES 31
7	AZRINA AYU SUKMA	P	RES 32
8	DINDA PRICILIA	P	RES 33
9	FEREN LESTARI	P	RES 34
10	GISKA ANGGRAINI M.	P	RES 35
11	IQBAL ARYA UTAMA	L	RES 36
12	JENIA AMFRETA	P	RES 37
13	MUHAMMAD RAIHAN SALIM	L	RES 38
14	MUHAMMAD SAID	L	RES 39
15	NUR HAMIDAH	P	RES 40
16	RABANI	L	RES 41
17	RELIN PUTRI SETIANI	P	RES 42
18	RENDI KURNIAWAN	L	RES 43
19	YOSI MARDAYANTI	P	RES 44
20	YUVITA RISKIA	P	RES 45

Appendix 3.3c: Research Sample Data Description Class XII

DESKRIPSI DATA SAMPEL PENELITIAN

KELAS : XII. MIPA

SEMESTER : GANJIL

NO	NAMA	L/P	KODE NAMA
1	ADITYA PRANANDA	L	RES 46
2	AENUR ROHIMAH	P	RES 47
3	AI SYAH FI JANNAH	P	RES 48
4	DWI YULI YANTI	P	RES 49
5	FEBY TASYA MADIA	P	RES 50
6	INGRID CLARISA AULIA	P	RES 51
7	MUHAMMAD ABDUL SAPUTRA	L	RES 52
8	MUHAMMAD HAFIZ	L	RES 53
9	NADIMAS GEOVANI IRAWAN	L	RES 54
10	NOVITA DAMAYANTI	P	RES 55
11	PENDI PRANATA	L	RES 56
12	PUJI CINTIA LESTARI	P	RES 57
13	RANGGI SAPUTRA	L	RES 58
14	RIZKY PUTRI RAHAYU	P	RES 59
15	SELVI MARLIANTI	P	RES 60
16	SITI MAYSAROH	P	RES 61
17	TIARA LESTARI	P	RES 62
18	ULAN APRILIA	P	RES 63
19	UMI KURNIA	P	RES 64
20	UTAMI ARTININGSIH	P	RES 65
21	WITA PUTRI ANDANI	P	RES 66

Appendix 3.4: Data Description of Teachers' Personal Competence

DESKRIPSI DATA KOMPETENSI KEPERIBADIAN GURU (X)

NO	NAMA	NOMOR ANGKET																									JML	SKOR	KRITERIA
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
1	RES 1	3	3	2	3	2	3	2	3	2	2	1	3	3	2	1	3	2	2	3	3	3	2	3	3	3	62	62	BAIK
2	RES 2	3	4	3	2	3	3	1	4	3	2	2	3	3	3	2	1	3	3	3	3	2	3	2	3	3	67	67	BAIK
3	RES 3	2	3	2	1	2	1	2	3	3	2	3	2	1	1	2	3	3	1	2	1	2	3	2	2	3	52	52	CUKUP BAIK
4	RES 4	3	2	3	3	2	3	1	3	3	2	2	1	1	3	1	1	2	2	3	3	3	3	2	3	2	57	57	BAIK
5	RES 5	3	2	3	2	1	3	1	2	2	1	1	2	1	1	1	1	2	2	3	3	4	2	3	3	3	52	52	CUKUP BAIK
6	RES 6	3	3	2	2	3	2	2	3	3	2	2	3	1	3	3	2	1	1	1	1	2	1	3	3	3	55	55	BAIK
7	RES 7	3	3	3	4	1	3	1	2	1	1	1	3	1	2	3	1	1	2	1	3	2	3	3	2	3	53	53	CUKUP BAIK
8	RES 8	3	4	4	2	1	3	1	4	1	1	2	4	1	3	3	2	1	3	2	4	2	2	4	3	3	63	63	BAIK
9	RES 9	3	3	4	4	1	3	1	3	3	2	1	1	1	4	1	1	4	4	4	4	4	3	3	4	3	69	69	BAIK
10	RES 10	3	3	3	2	2	2	4	3	4	4	4	4	3	3	4	2	3	4	3	4	2	2	2	4	3	77	77	BAIK
11	RES 11	4	3	3	4	3	3	4	3	1	3	3	2	3	1	3	3	2	1	1	1	3	3	3	4	4	68	68	BAIK
12	RES 12	3	1	3	3	2	1	1	1	1	2	3	1	3	1	2	3	1	1	2	1	3	2	4	4	4	53	53	CUKUP BAIK
13	RES 13	3	1	2	3	1	1	2	1	1	3	3	2	4	1	3	3	2	1	3	2	4	3	4	3	3	59	59	BAIK
14	RES 14	4	1	3	3	2	1	3	2	3	3	2	3	4	3	4	3	3	3	4	3	2	3	3	3	4	72	72	BAIK
15	RES 15	3	3	4	3	2	4	3	3	3	4	3	4	3	4	3	3	3	4	4	4	4	2	4	3	3	83	83	BAIK

DESKRIPSI DATA KOMPETENSI KEPRIBADIAN GURU (X)

NO	NAMA	NOMOR ANGKET																									JML	SKOR	KRITERIA
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
16	RES 16	4	3	3	4	2	4	3	3	4	4	3	3	2	4	4	3	3	4	3	3	2	2	4	3	3	80	80	BAIK
17	RES 17	4	3	3	3	2	3	3	3	3	3	4	2	3	3	4	4	3	4	3	3	3	2	3	3	3	77	77	BAIK
18	RES 18	3	3	3	3	1	3	3	2	1	1	1	2	1	1	1	4	4	3	4	3	4	2	2	3	4	62	62	BAIK
19	RES 19	3	1	3	3	1	2	3	1	1	2	1	1	1	2	1	4	3	3	3	4	3	3	3	2	4	58	58	BAIK
20	RES 20	3	1	2	4	1	3	3	2	1	3	2	2	1	3	2	1	1	1	4	4	3	3	3	4	3	60	60	BAIK
21	RES 21	4	1	3	3	2	1	3	2	4	4	3	1	2	3	1	1	2	1	3	3	2	3	2	3	3	60	60	BAIK
22	RES 22	3	2	3	3	1	3	3	2	1	1	1	1	3	3	2	1	3	2	2	3	2	3	3	4	3	58	58	BAIK
23	RES 23	3	1	3	3	1	2	3	1	1	2	1	4	3	4	3	4	4	3	4	4	3	3	3	3	3	69	69	BAIK
24	RES 24	3	1	2	4	1	3	3	2	1	3	2	3	1	3	3	2	1	1	1	3	4	3	3	4	4	61	61	BAIK
25	RES 25	4	1	3	3	2	1	3	2	3	2	3	3	1	2	3	1	1	2	1	3	3	3	3	3	4	60	60	BAIK
26	RES 26	4	3	1	3	3	2	1	1	1	4	4	4	1	3	3	2	1	3	2	3	3	3	4	3	4	66	66	BAIK
27	RES 27	3	3	1	2	3	1	1	2	1	3	4	3	2	3	3	3	3	3	3	3	3	4	3	3	3	66	66	BAIK
28	RES 28	2	4	1	3	3	2	1	3	2	3	4	2	2	2	4	4	4	3	4	2	2	3	3	3	3	69	69	BAIK
29	RES 29	2	3	3	3	1	3	3	2	1	1	1	2	2	3	3	4	3	2	4	4	3	4	4	4	4	69	69	BAIK
30	RES 30	2	3	2	3	1	2	3	1	1	2	1	3	3	3	3	4	4	4	3	2	2	3	4	4	4	67	67	BAIK
31	RES 31	2	3	3	3	1	3	3	2	1	1	1	3	3	3	3	3	3	3	4	3	2	3	3	3	4	66	66	BAIK
32	RES 32	2	3	2	3	1	2	3	1	1	2	1	1	1	3	3	2	1	1	1	4	2	4	4	3	3	54	54	CUKUP BAIK

DESKRIPSI DATA KOMPETENSI KEPRIBADIAN GURU (X)

NO	NAMA	NOMOR ANGKET																									JML	SKOR	KRITERIA
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
33	RES 33	3	3	3	4	1	3	3	2	1	3	2	1	1	2	3	1	1	2	1	4	2	3	4	4	3	60	60	BAIK
34	RES 34	3	2	3	1	4	1	3	3	2	1	3	2	1	3	1	3	3	2	1	1	1	3	3	4	4	58	58	BAIK
35	RES 35	3	3	4	1	3	3	2	1	3	2	3	1	2	3	1	2	3	1	1	2	1	2	2	4	3	56	56	BAIK
36	RES 36	2	3	1	3	3	2	1	1	1	3	1	3	3	2	1	1	1	2	1	3	2	3	3	4	4	54	54	CUKUP BAIK
37	RES 37	4	3	1	2	3	1	1	2	1	3	1	2	3	1	1	2	1	4	3	4	4	2	2	3	4	58	58	BAIK
38	RES 38	2	3	1	3	3	2	1	1	1	4	1	3	3	2	1	3	2	2	4	3	3	2	2	4	4	60	60	BAIK
39	RES 39	3	3	1	2	3	1	1	2	1	3	2	1	3	3	3	3	3	3	3	2	4	4	1	3	3	61	61	BAIK
40	RES 40	3	4	1	3	3	2	1	3	2	3	2	1	1	3	3	4	4	4	2	3	3	3	2	4	3	67	67	BAIK
41	RES 41	3	1	2	3	1	1	2	1	1	3	3	1	1	4	4	3	3	4	3	2	2	4	1	3	4	60	60	BAIK
42	RES 42	3	1	3	3	2	1	3	2	1	2	3	1	2	2	2	3	3	3	2	2	3	3	1	2	3	56	56	BAIK
43	RES 43	3	2	2	3	3	2	1	3	1	1	2	1	1	2	2	3	2	3	2	2	2	3	1	3	3	53	53	CUKUP BAIK
44	RES 44	3	3	2	3	1	3	3	2	1	1	1	2	1	3	3	2	3	3	2	2	2	3	1	2	3	55	55	BAIK
45	RES 45	3	4	2	3	1	2	3	1	1	2	1	1	1	4	3	3	2	3	2	3	2	2	2	4	3	58	58	BAIK
46	RES 46	4	3	3	4	1	3	3	2	1	3	2	2	1	2	4	2	3	2	3	3	2	3	3	4	3	66	66	BAIK
47	RES 47	4	4	2	3	4	4	3	4	3	4	4	3	3	3	2	2	2	3	3	2	3	2	2	4	4	77	77	BAIK
48	RES 48	4	4	2	2	3	4	3	1	3	4	3	3	1	2	3	2	1	4	1	4	3	2	1	3	4	67	67	BAIK
49	RES 49	3	2	2	2	2	2	1	2	1	1	2	1	1	1	2	2	2	2	1	3	3	2	1	3	3	47	47	CUKUP BAIK

DESKRIPSI DATA KOMPETENSI KEPRIBADIAN GURU (X)

NO	NAMA	NOMOR ANGKET																									JML	SKOR	KRITERIA
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
50	RES 50	3	3	2	3	3	4	3	4	2	4	4	4	3	2	4	3	3	3	1	2	1	2	2	3	3	71	71	BAIK
51	RES 51	3	3	1	3	3	2	1	1	1	2	2	1	1	3	3	3	3	3	2	3	3	3	1	2	3	56	56	BAIK
52	RES 52	3	3	1	2	3	1	1	2	1	4	3	3	3	3	3	2	3	3	4	3	4	3	4	4	4	70	70	BAIK
53	RES 53	3	4	1	3	3	2	1	3	2	4	2	2	2	3	3	3	3	4	3	4	4	2	4	4	4	73	73	BAIK
54	RES 54	4	2	3	3	3	1	3	3	2	1	1	3	1	3	3	2	1	1	1	4	4	2	4	4	4	63	63	BAIK
55	RES 55	4	3	3	3	3	1	2	3	1	1	2	3	1	2	3	1	1	2	1	3	2	2	3	3	3	56	56	BAIK
56	RES 56	2	4	3	2	4	1	3	3	2	1	3	4	1	3	3	2	1	3	2	3	4	2	3	3	3	65	65	BAIK
57	RES 57	2	3	1	3	3	2	1	1	1	2	3	2	1	3	2	3	3	3	3	4	4	3	4	4	3	64	64	BAIK
58	RES 58	4	3	1	2	3	1	1	2	1	3	2	2	2	3	3	4	3	1	3	4	2	2	4	3	2	61	61	BAIK
59	RES 59	2	4	1	3	3	2	1	3	2	1	3	1	1	3	3	2	4	1	3	3	2	2	4	3	4	61	61	BAIK
60	RES 60	3	4	3	3	3	4	1	3	1	2	2	1	1	2	2	3	2	1	3	2	2	2	3	3	3	59	59	BAIK
61	RES 61	3	4	3	3	3	3	1	3	1	3	3	2	1	2	1	2	3	1	2	2	2	3	3	4	4	62	62	BAIK
62	RES 62	3	4	3	2	3	3	1	1	1	3	1	1	1	3	3	1	4	1	4	2	2	2	3	3	3	58	58	BAIK
63	RES 63	3	3	3	3	4	3	4	3	3	2	2	2	1	3	1	3	3	2	1	1	1	3	2	3	3	62	62	BAIK
64	RES 64	3	1	3	3	2	1	1	1	1	2	1	1	3	1	3	3	2	1	1	1	1	1	1	3	3	44	44	CUKUP BAIK
65	RES 65	3	1	2	3	1	1	2	1	3	3	4	3	3	1	2	3	1	1	2	1	2	3	4	2	3	55	55	BAIK
66	RES 66	4	1	3	3	2	1	3	2	3	3	3	3	2	1	3	3	2	1	3	2	3	3	4	2	3	63	63	BAIK

Kriteria Kompetensi Kepribadian Guru

KRITERIA	INTERVAL
Sangat baik	85-100
Baik	55-84
Cukup Baik	35-54
Tidak Baik	25-34
Sangat Tidak Baik	0-24

Sumber: Data diolah oleh peneliti

Appendix 3.5: Data Description of Students' Learning Motivation

DESKRIPSI DATA MOTIVASI BELAJAR SISWA (Y)

NO	NAMA	NOMOR ANGKET																									JML	SKOR	KRITERIA
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
1	RES 1	3	3	4	3	4	3	4	4	2	4	3	3	4	2	4	3	3	4	3	4	4	3	4	3	85	85.00	TINGGI	
2	RES 2	3	3	4	2	4	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	3	4	3	4	2	80	80.00	TINGGI
3	RES 3	3	4	3	3	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	78	78.00	SEDANG
4	RES 4	3	3	3	2	3	3	4	4	2	2	3	2	2	2	3	2	3	3	3	3	2	3	3	2	3	68	68.00	SEDANG
5	RES 5	4	3	3	3	4	3	3	3	3	3	3	2	3	3	3	2	3	3	3	3	3	4	3	3	3	76	76.00	SEDANG
6	RES 6	4	3	2	3	4	3	4	4	3	3	4	4	3	3	3	3	3	2	3	3	4	3	3	2	2	78	78.00	SEDANG
7	RES 7	3	3	3	3	3	2	3	3	2	2	3	3	3	3	3	3	2	3	2	3	3	3	3	2	3	69	69.00	SEDANG
8	RES 8	4	4	3	3	3	3	4	4	3	3	4	4	3	3	4	3	4	2	4	4	4	4	4	3	3	87	87.00	TINGGI
9	RES 9	3	3	4	3	4	3	4	4	3	3	3	4	3	4	3	4	3	4	3	4	3	4	3	4	4	87	87.00	TINGGI
10	RES 10	3	3	4	3	3	4	4	3	4	4	3	4	3	4	2	4	3	4	4	3	4	3	3	4	3	86	86.00	TINGGI
11	RES 11	3	4	4	3	3	2	3	3	3	2	4	4	3	4	4	3	3	3	2	4	4	4	4	3	4	83	83.00	TINGGI
12	RES 12	3	3	3	3	3	4	4	4	2	3	3	2	2	3	3	3	2	2	4	3	3	3	3	3	2	73	73.00	SEDANG
13	RES 13	3	3	2	2	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	4	3	76	76.00	SEDANG
14	RES 14	3	4	3	4	4	3	3	3	4	3	3	3	4	4	3	4	3	3	4	4	4	4	4	3	3	87	87.00	TINGGI
15	RES 15	3	3	3	4	4	4	3	4	4	4	3	3	3	3	4	3	3	4	3	3	3	3	4	3	4	85	85.00	TINGGI

DESKRIPSI DATA MOTIVASI BELAJAR SISWA (Y)

NO	NAMA	NOMOR ANGKET																									JML	SKOR	KRITERIA
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
16	RES 16	3	4	3	4	3	3	4	3	4	3	4	3	3	4	4	4	4	4	4	3	4	3	3	4	4	89	89.00	TINGGI
17	RES 17	3	3	3	4	3	3	4	4	4	4	4	3	2	4	4	3	3	4	3	2	4	3	4	4	4	86	86.00	TINGGI
18	RES 18	3	4	3	3	3	3	3	4	4	4	3	3	4	4	4	2	2	3	3	4	4	3	2	4	4	83	83.00	TINGGI
19	RES 19	4	4	4	4	3	4	4	4	2	2	4	4	3	4	4	3	4	4	4	4	4	4	4	3	4	92	92.00	SANGAT TINGGI
20	RES 20	4	4	4	4	2	4	4	4	3	3	4	4	3	4	4	1	3	4	4	4	4	4	4	4	4	91	91.00	SANGAT TINGGI
21	RES 21	4	3	3	3	3	3	3	3	3	3	2	3	3	3	4	3	3	4	2	3	3	2	3	2	2	73	73.00	SEDANG
22	RES 22	4	3	3	3	4	4	4	4	2	2	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	80	80.00	TINGGI
23	RES 23	3	3	3	3	3	3	3	3	3	3	3	3	2	3	4	3	3	3	3	3	3	3	3	3	3	75	75.00	SEDANG
24	RES 24	4	3	3	4	4	2	4	4	3	3	4	1	4	4	4	1	3	3	3	3	4	4	3	3	3	81	81.00	TINGGI
25	RES 25	3	3	3	3	3	3	4	4	3	3	4	2	3	3	4	3	4	4	1	2	3	4	4	4	3	80	80.00	TINGGI
26	RES 26	4	3	3	3	4	3	3	4	3	3	3	4	4	4	4	1	3	2	3	3	3	3	3	3	3	79	79.00	SEDANG
27	RES 27	4	2	2	3	3	2	4	3	2	2	3	4	2	4	3	1	4	1	3	4	4	4	4	1	1	70	70.00	SEDANG
28	RES 28	4	3	4	4	4	4	4	4	3	4	4	3	3	4	4	3	4	4	4	4	4	3	3	3	4	92	92.00	SANGAT TINGGI
29	RES 29	3	3	4	3	3	2	3	3	3	3	3	2	3	3	3	4	3	4	4	4	3	3	3	3	3	78	78.00	SEDANG
30	RES 30	4	4	1	3	4	3	4	3	3	1	3	2	1	3	3	2	2	3	2	3	2	3	3	3	3	68	68.00	SEDANG
31	RES 31	3	4	4	3	3	3	4	4	3	1	4	4	1	4	4	1	3	3	2	4	4	4	4	3	4	81	81.00	TINGGI
32	RES 32	3	3	3	2	3	3	3	3	3	3	3	2	2	3	3	3	3	2	2	3	3	3	3	3	2	69	69.00	SEDANG

DESKRIPSI DATA MOTIVASI BELAJAR SISWA (Y)

NO	NAMA	NOMOR ANGKET																									JML	SKOR	KRITERIA
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
33	RES 33	3	3	2	2	4	3	3	3	3	2	2	3	2	3	3	2	2	3	3	3	4	3	3	3	3	70	70.00	SEDANG
34	RES 34	3	3	3	2	3	3	3	3	3	2	3	2	3	3	3	3	3	3	3	4	3	3	3	3	2	72	72.00	SEDANG
35	RES 35	3	3	3	2	3	2	3	4	2	2	3	3	3	4	4	2	3	2	2	3	3	3	3	3	3	71	71.00	SEDANG
36	RES 36	4	3	3	3	4	3	4	4	3	3	3	3	4	4	4	4	3	4	4	3	4	3	3	3	3	86	86.00	TINGGI
37	RES 37	4	4	3	3	4	3	4	4	3	3	4	4	4	3	4	4	3	3	3	3	3	4	3	4	4	88	88.00	TINGGI
38	RES 38	3	3	3	4	4	2	4	4	3	3	2	2	3	3	3	1	4	3	3	2	3	3	2	3	3	73	73.00	SEDANG
39	RES 39	4	3	3	4	4	4	3	4	3	3	4	3	3	2	4	3	4	2	2	4	4	4	4	3	4	85	85.00	TINGGI
40	RES 40	4	3	4	3	3	4	4	3	4	4	3	3	3	4	2	4	3	4	3	3	3	4	3	3	4	85	85.00	TINGGI
41	RES 41	3	2	3	3	4	3	3	4	4	3	3	2	3	4	4	1	3	2	3	3	4	3	3	1	3	74	74.00	SEDANG
42	RES 42	4	3	3	3	3	2	3	4	3	2	2	3	2	3	3	4	2	3	3	4	4	3	3	4	4	77	77.00	SEDANG
43	RES 43	3	2	4	3	2	3	3	2	3	3	4	2	3	3	3	2	3	3	4	4	4	3	3	4	4	77	77.00	SEDANG
44	RES 44	3	2	2	2	2	3	2	3	3	3	2	2	3	3	2	2	3	3	3	3	3	2	2	3	2	63	63.00	SEDANG
45	RES 45	4	3	4	3	3	3	4	3	2	3	4	3	2	3	3	4	3	3	3	4	4	3	3	3	4	81	81.00	TINGGI
46	RES 46	4	4	4	4	4	3	3	3	3	4	4	3	4	3	3	3	3	3	4	3	3	4	4	3	4	87	87.00	TINGGI
47	RES 47	3	4	3	2	3	3	3	3	3	3	2	4	4	3	4	3	3	3	2	3	3	2	4	4	4	78	78.00	SEDANG
48	RES 48	3	3	3	3	3	3	4	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	75	75.00	SEDANG
49	RES 49	4	4	4	4	3	2	4	3	3	1	2	2	1	3	3	2	3	3	4	4	3	3	2	4	4	75	75.00	SEDANG

DESKRIPSI DATA MOTIVASI BELAJAR SISWA (Y)

NO	NAMA	NOMOR ANGKET																									JML	SKOR	KRITERIA
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
50	RES 50	4	3	4	4	3	3	4	3	3	3	4	3	4	3	4	4	3	3	4	4	3	4	4	3	3	87	87.00	TINGGI
51	RES 51	4	3	4	4	3	3	4	4	3	3	4	4	4	3	4	3	3	4	4	4	4	4	3	2	4	89	89.00	TINGGI
52	RES 52	3	3	4	3	4	2	4	3	3	2	3	4	4	3	2	2	3	3	3	4	3	3	4	3	2	77	77.00	SEDANG
53	RES 53	4	3	3	3	3	3	4	4	3	3	3	4	3	3	3	2	3	2	3	3	3	3	3	3	3	77	77.00	SEDANG
54	RES 54	3	3	2	3	3	3	3	3	2	2	2	2	2	3	3	2	3	2	2	3	3	2	3	3	3	65	65.00	SEDANG
55	RES 55	3	3	3	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	73	73.00	SEDANG
56	RES 56	4	3	4	3	3	3	4	4	2	2	3	3	2	4	4	2	3	4	3	3	4	4	4	4	3	82	82.00	TINGGI
57	RES 57	4	3	3	3	4	2	3	3	3	2	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	74	74.00	SEDANG
58	RES 58	4	3	3	2	4	4	2	3	4	3	3	4	4	4	4	3	4	4	2	3	4	3	3	4	4	85	85.00	TINGGI
59	RES 59	3	2	3	2	3	2	3	3	3	2	3	2	2	3	3	3	3	3	3	3	3	2	3	3	3	68	68.00	SEDANG
60	RES 60	3	3	3	2	2	2	2	3	2	4	4	2	3	4	3	3	4	4	4	4	3	3	2	3	2	74	74.00	SEDANG
61	RES 61	3	3	4	3	3	3	4	4	3	2	3	3	2	4	3	2	3	3	2	3	3	3	3	3	3	75	75.00	SEDANG
62	RES 62	3	3	3	3	3	4	3	3	4	4	2	3	4	3	3	4	4	4	4	3	4	4	2	3	4	84	84.00	TINGGI
63	RES 63	4	4	3	3	3	3	4	3	3	1	3	4	2	3	4	3	4	3	3	3	3	3	3	3	2	77	77.00	SEDANG
64	RES 64	3	2	2	3	4	2	2	2	4	4	2	3	4	3	3	4	4	4	4	3	2	3	3	3	2	75	75.00	SEDANG
65	RES 65	4	3	3	3	4	4	2	2	3	3	2	4	4	2	3	4	4	2	3	4	4	4	2	3	4	80	80.00	TINGGI
66	RES 66	3	3	3	4	3	3	3	4	4	2	2	3	3	2	4	4	2	3	2	4	4	2	3	3	2	75	75.00	SEDANG

Kriteria Motivasi Belajar Siswa

KRITERIA	INTERVAL
Sangat Tinggi	90-100
Tinggi	80-89
Sedang	50-79
Rendah	30-49
Sangat Rendah	0-29

Sumber: Data diolah oleh peneliti

Appendix 3.6: Data Description of Teachers' Personal Competence and Students' Learning Motivation

**DESKRIPSI DATA KOMPETENSI KEPERIBADIAN GURU
DAN MOTIVASI BELAJAR SISWA**

NO	NAMA	KOMPETENSI KEPRIBADIAN GURU (X)	MOTIVASI BELAJAR SISWA (Y)
1	RES 1	62.00	85.00
2	RES 2	67.00	80.00
3	RES 3	52.00	78.00
4	RES 4	57.00	68.00
5	RES 5	52.00	76.00
6	RES 6	55.00	78.00
7	RES 7	53.00	69.00
8	RES 8	63.00	87.00
9	RES 9	69.00	87.00
10	RES 10	77.00	86.00
11	RES 11	68.00	83.00
12	RES 12	53.00	73.00
13	RES 13	59.00	76.00
14	RES 14	72.00	87.00
15	RES 15	83.00	85.00
16	RES 16	80.00	89.00
17	RES 17	77.00	86.00
18	RES 18	62.00	83.00
19	RES 19	58.00	92.00
20	RES 20	60.00	91.00
21	RES 21	60.00	73.00
22	RES 22	58.00	80.00
23	RES 23	69.00	75.00
24	RES 24	61.00	81.00

**DESKRIPSI DATA KOMPETENSI KEPRIBADIAN GURU
DAN MOTIVASI BELAJAR SISWA**

NO	NAMA	KOMPETENSI KEPRIBADIAN GURU (X)	MOTIVASI BELAJAR SISWA (Y)
25	RES 25	60.00	80.00
26	RES 26	66.00	79.00
27	RES 27	66.00	70.00
28	RES 28	69.00	92.00
29	RES 29	69.00	78.00
30	RES 30	67.00	68.00
31	RES 31	66.00	81.00
32	RES 32	54.00	69.00
33	RES 33	60.00	70.00
34	RES 34	58.00	72.00
35	RES 35	56.00	71.00
36	RES 36	54.00	86.00
37	RES 37	58.00	88.00
38	RES 38	60.00	73.00
39	RES 39	61.00	85.00
40	RES 40	67.00	85.00
41	RES 41	60.00	74.00
42	RES 42	56.00	77.00
43	RES 43	53.00	77.00
44	RES 44	55.00	63.00
45	RES 45	58.00	81.00
46	RES 46	66.00	87.00
47	RES 47	77.00	78.00
48	RES 48	67.00	75.00
49	RES 49	47.00	75.00
50	RES 50	71.00	87.00
51	RES 51	56.00	89.00

**DESKRIPSI DATA KOMPETENSI KEPRIBADIAN GURU
DAN MOTIVASI BELAJAR SISWA**

NO	NAMA	KOMPETENSI KEPRIBADIAN GURU (X)	MOTIVASI BELAJAR SISWA (Y)
52	RES 52	70.00	77.00
53	RES 53	73.00	77.00
54	RES 54	63.00	65.00
55	RES 55	56.00	73.00
56	RES 56	65.00	82.00
57	RES 57	64.00	74.00
58	RES 58	61.00	85.00
59	RES 59	61.00	68.00
60	RES 60	59.00	74.00
61	RES 61	62.00	75.00
62	RES 62	58.00	84.00
63	RES 63	62.00	77.00
64	RES 64	44.00	75.00
65	RES 65	55.00	80.00
66	RES 66	63.00	75.00
RATA-RATA		62.12	78.77
ST. DEVIASI		7.64	6.95
VARIANSI		58.39	48.24
MAX		83.00	92.00
MIN		44.00	63.00

Appendix 3.7: Classification of Students' Learning Motivation based on Teachers' Personal Competence

KLASIFIKASI MOTIVASI BELAJAR SISWA BERDASARKAN KOMPETENSI KEPERIBADIAN GURU

NO	NAMA	KOMPETENSI KEPERIBADIAN GURU		MOTIVASI BELAJAR SISWA	
		SKOR	KRITERIA	SKOR	KRITERIA
1	RES 1	62.00	BAIK	85.00	TINGGI
2	RES 2	67.00	BAIK	80.00	TINGGI
3	RES 3	52.00	CUKUP BAIK	78.00	SEDANG
4	RES 4	57.00	BAIK	68.00	SEDANG
5	RES 5	52.00	CUKUP BAIK	76.00	SEDANG
6	RES 6	55.00	BAIK	78.00	SEDANG
7	RES 7	53.00	CUKUP BAIK	69.00	SEDANG
8	RES 8	63.00	BAIK	87.00	TINGGI
9	RES 9	69.00	BAIK	87.00	TINGGI
10	RES 10	77.00	BAIK	86.00	TINGGI
11	RES 11	68.00	BAIK	83.00	TINGGI
12	RES 12	53.00	CUKUP BAIK	73.00	SEDANG
13	RES 13	59.00	BAIK	76.00	SEDANG
14	RES 14	72.00	BAIK	87.00	TINGGI
15	RES 15	83.00	BAIK	85.00	TINGGI
16	RES 16	80.00	BAIK	89.00	TINGGI
17	RES 17	77.00	BAIK	86.00	TINGGI
18	RES 18	62.00	BAIK	83.00	TINGGI
19	RES 19	58.00	BAIK	92.00	SANGAT TINGGI
20	RES 20	60.00	BAIK	91.00	SANGAT TINGGI
21	RES 21	60.00	BAIK	73.00	SEDANG
22	RES 22	58.00	BAIK	80.00	TINGGI
23	RES 23	69.00	BAIK	75.00	SEDANG
24	RES 24	61.00	BAIK	81.00	TINGGI

**KLASIFIKASI MOTIVASI BELAJAR SISWA BERDASARKAN
KOMPETENSI KEPERIBADIAN GURU**

NO	NAMA	KOMPETENSI KEPRIBADIAN GURU		MOTIVASI BELAJAR SISWA	
		SKOR	KRITERIA	SKOR	KRITERIA
25	RES 25	60.00	BAIK	80.00	TINGGI
26	RES 26	66.00	BAIK	79.00	SEDANG
27	RES 27	66.00	BAIK	70.00	SEDANG
28	RES 28	69.00	BAIK	92.00	SANGAT TINGGI
29	RES 29	69.00	BAIK	78.00	SEDANG
30	RES 30	67.00	BAIK	68.00	SEDANG
31	RES 31	66.00	BAIK	81.00	TINGGI
32	RES 32	54.00	CUKUP BAIK	69.00	SEDANG
33	RES 33	60.00	BAIK	70.00	SEDANG
34	RES 34	58.00	BAIK	72.00	SEDANG
35	RES 35	56.00	BAIK	71.00	SEDANG
36	RES 36	54.00	CUKUP BAIK	86.00	TINGGI
37	RES 37	58.00	BAIK	88.00	TINGGI
38	RES 38	60.00	BAIK	73.00	SEDANG
39	RES 39	61.00	BAIK	85.00	TINGGI
40	RES 40	67.00	BAIK	85.00	TINGGI
41	RES 41	60.00	BAIK	74.00	SEDANG
42	RES 42	56.00	BAIK	77.00	SEDANG
43	RES 43	53.00	CUKUP BAIK	77.00	SEDANG
44	RES 44	55.00	BAIK	63.00	SEDANG
45	RES 45	58.00	BAIK	81.00	TINGGI
46	RES 46	66.00	BAIK	87.00	TINGGI
47	RES 47	77.00	BAIK	78.00	SEDANG
48	RES 48	67.00	BAIK	75.00	SEDANG
49	RES 49	47.00	CUKUP BAIK	75.00	SEDANG
50	RES 50	71.00	BAIK	87.00	TINGGI
51	RES 51	56.00	BAIK	89.00	TINGGI

**KLASIFIKASI MOTIVASI BELAJAR SISWA BERDASARKAN
KOMPETENSI KEPERIBADIAN GURU**

NO	NAMA	KOMPETENSI KEPRIBADIAN GURU		MOTIVASI BELAJAR SISWA	
		SKOR	KRITERIA	SKOR	KRITERIA
52	RES 52	70.00	BAIK	77.00	SEDANG
53	RES 53	73.00	BAIK	77.00	SEDANG
54	RES 54	63.00	BAIK	65.00	SEDANG
55	RES 55	56.00	BAIK	73.00	SEDANG
56	RES 56	65.00	BAIK	82.00	TINGGI
57	RES 57	64.00	BAIK	74.00	SEDANG
58	RES 58	61.00	BAIK	85.00	TINGGI
59	RES 59	61.00	BAIK	68.00	SEDANG
60	RES 60	59.00	BAIK	74.00	SEDANG
61	RES 61	62.00	BAIK	75.00	SEDANG
62	RES 62	58.00	BAIK	84.00	TINGGI
63	RES 63	62.00	BAIK	77.00	SEDANG
64	RES 64	44.00	CUKUP BAIK	75.00	SEDANG
65	RES 65	55.00	BAIK	80.00	TINGGI
66	RES 66	63.00	BAIK	75.00	SEDANG

UJI VALIDITAS DAN RELIABILITAS INSTRUMEN PENELITIAN

Appendix 4.1: Validity and Reliability Test of Teachers' Personal Competence

1. Uji Validitas Dan Reliabilitas Instrumen *Questionnaire Teacher's Personal Competence*

Dalam uji validitas *questionnaire teacher's personal competence*, perhitungan dilakukan menggunakan program SPSS 1.6, diperoleh *output* sebagai berikut:

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.888	35

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
IT1	108.5333	100.947	.447	.884
IT2	108.9333	105.789	.148	.888
IT3	108.5333	98.120	.802	.879

IT4	108.7000	103.114	.283	.887
IT5	108.6667	97.678	.643	.881
IT6	108.5667	96.737	.842	.878
IT7	108.9333	98.823	.429	.885
IT8	108.5000	96.259	.874	.877
IT9	108.7000	98.010	.576	.882
IT10	108.7667	106.875	-.069	.893
IT11	109.3667	104.930	.041	.894
IT12	108.7333	98.202	.697	.880
IT13	108.5667	99.978	.617	.882
IT14	108.5667	101.426	.365	.886
IT15	108.6333	99.689	.675	.882
IT16	108.7667	98.116	.477	.884
IT17	108.5667	98.668	.754	.880
IT18	109.7000	112.631	-.356	.905
IT19	109.0667	97.444	.523	.883
IT20	108.7000	102.148	.268	.888
IT21	108.6000	100.869	.535	.883
IT22	108.7333	98.202	.697	.880
IT23	108.5667	97.151	.803	.879
IT24	108.6667	98.920	.543	.882
IT25	108.4667	100.395	.443	.884
IT26	109.7000	104.148	.069	.895
IT27	108.5667	99.426	.414	.885
IT28	109.0000	108.207	-.164	.895
IT29	108.6333	99.964	.499	.883
IT30	108.8333	104.351	.100	.891
IT31	109.1667	106.764	-.060	.893
IT32	108.5667	96.875	.745	.879
IT33	108.5667	96.737	.842	.878
IT34	108.6333	98.585	.561	.882
IT35	108.6667	98.920	.674	.881

Appendix 4.2: Validity and Reliability Test of Students' Learning Motivation

2. Uji Validitas Dan Reliabilitas Instrumen Angket *Student's Learning Motivation*

Dalam uji validitas *student learning motivation*, perhitungan dilakukan menggunakan program SPSS 1.6, diperoleh *output* sebagai berikut:

Reliability Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.920	35

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
IT1	111.6000	109.145	.784	.915
IT2	111.4667	107.568	.909	.913

IT3	111.8667	116.878	-.010	.927
IT4	111.9667	119.344	-.167	.926
IT5	111.6000	107.972	.790	.914
IT6	111.7000	111.321	.621	.917
IT7	111.4667	110.257	.646	.916
IT8	111.4667	107.430	.814	.914
IT9	111.5333	106.533	.900	.913
IT10	111.4000	111.834	.499	.918
IT11	111.4333	108.599	.809	.915
IT12	112.2000	111.683	.314	.921
IT13	112.2333	115.289	.081	.925
IT14	111.4667	107.568	.909	.913
IT15	111.4667	106.740	.875	.913
IT16	111.5667	112.599	.376	.919
IT17	111.6333	109.895	.725	.916
IT18	111.5667	109.357	.657	.916
IT19	111.4667	107.568	.909	.913
IT20	112.3000	120.148	-.192	.929
IT21	112.2667	112.547	.235	.923
IT22	111.5333	107.913	.883	.914
IT23	111.5000	110.328	.641	.916
IT24	112.3333	118.989	-.124	.929
IT25	111.5000	112.052	.416	.919
IT26	111.6000	111.628	.535	.918
IT27	111.7667	116.116	.060	.924
IT28	111.5667	108.737	.811	.915
IT29	111.5000	107.983	.870	.914
IT30	111.5667	106.944	.871	.913
IT31	111.6000	107.766	.809	.914
IT32	111.9333	116.409	.246	.920
IT33	111.8667	111.982	.357	.920
IT34	111.4000	108.524	.822	.914
IT35	111.5333	111.430	.385	.919

Appendix 5: Analysis Prerequisite Test

UJI PRASYARAT ANALISIS

Appendix 5.1: Normality Test

1. UJI NORMALITAS

Uji ini digunakan untuk mengetahui apakah data sampel yang digunakan dalam penelitian berasal dari populasi yang berdistribusi normal. Adapun uji normalitas dengan metode Lilifors yang digunakan dalam pengujian ini dihitung menggunakan program SPSS 1.6 dengan prosedur sebagai berikut:

1) Hipotesis:

H_0 : Sampel berasal dari populasi berdistribusi normal

H_a : Sampel tidak berasal dari populasi berdistribusi normal

2) Derajat signifikansi = α = 5%

3) Daerah kriteria:

- H_0 ditolak jika *Probabilitas value (sig.)* < 0,05
- H_0 diterima jika *Probabilitas value (sig.)* > 0,05

1) Uji Normalitas Data Kompetensi Kepribadian Guru

Berdasarkan hasil perhitungan uji normalitas data angket Kompetensi Kepribadian Guru yang diuji menggunakan rumus uji *Kolmogorov-Smirnov 1* sampel dengan program SPSS 1.6, diperoleh *output* sebagai berikut:

Explore

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Kompetensi_kepribadian_guru	66	100.0%	0	.0%	66	100.0%

Descriptives

		Statistic	Std. Error
Kompetensi_kepribadian_guru	Mean	62.1212	.94054
	95% Confidence Interval for Mean		
	Lower Bound	60.2428	
	Upper Bound	63.9996	
	5% Trimmed Mean	61.9242	
	Median	61.0000	
	Variance	58.385	
	Std. Deviation	7.64101	
	Minimum	44.00	
	Maximum	83.00	
	Range	39.00	
	Interquartile Range	10.25	
	Skewness	.458	.295
	Kurtosis	.385	.582

Tests of Normality

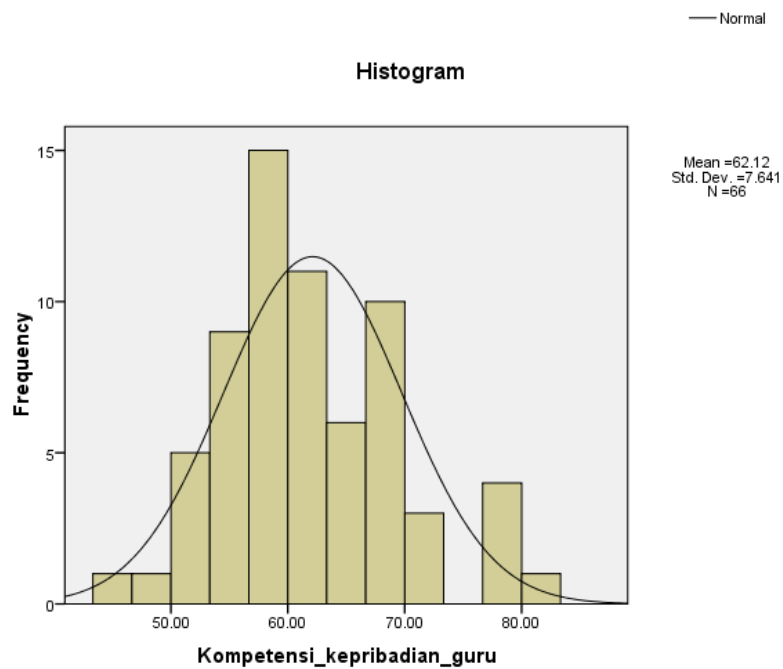
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Kompetensi_kepribadian_guru	.097	66	.200	.977	66	.252

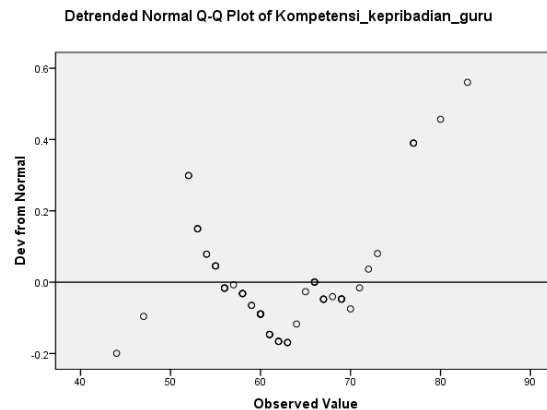
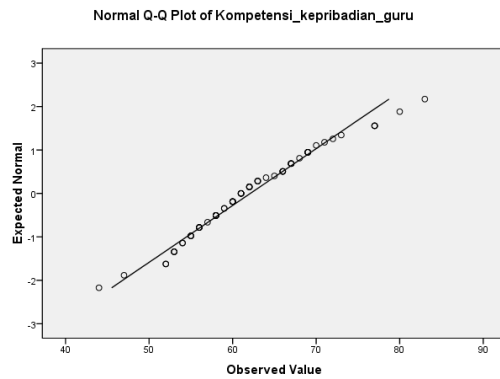
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Kompetensi_kepribadian_guru	.097	66	.200	.977	66	.252

a. Lilliefors Significance Correction

Kompetensi_kepribadian_guru





Berdasarkan *output* perhitungan uji normalitas di atas, hasil perhitungan dapat dilihat dalam table “*Test of Normality*” pada kolom *Kolmogorov-Smirnov*, selanjutnya dilakukan uji hipotesis sebagai berikut:

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.

Kompetensi_kepribadian_guru	.097	66	.200	.977	66	.252
-----------------------------	------	----	------	------	----	------

a. Lilliefors Significance Correction

Langkah-langkah pengujian:

1) Hipotesis:

H_0 : Sampel berasal dari populasi berdistribusi normal

H_a : Sampel tidak berasal dari populasi berdistribusi normal

2) Derajat signifikansi = $\alpha = 5\%$

3) Daerah kriteria:

- H_0 ditolak jika *Probabilitas value (sig.)* < 0,05
- H_0 diterima jika *Probabilitas value (sig.)* > 0,05

4) Statistik uji: *Probabilitas Value (Sig.)*=0,200

5) Kesimpulan: karena *P value(sig.)*=0,200 > 0,05. Artinya H_0 diterima, sehingga dapat disimpulkan bahwa data tentang Kompetensi kepribadian guru berdistribusi normal.

2) Uji Normalitas Data Motivasi Belajar Siswa

Berdasarkan hasil perhitungan uji normalitas data angket Motivasi Belajar Siswa yang diuji menggunakan rumus uji *Kolmogorov-Smirnov 1 sampel* dengan program SPSS 1.6, diperoleh *output* sebagai berikut:

Explore

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
motivasi_belajar_siswa	66	100.0%	0	.0%	66	100.0%

Descriptives

		Statistic	Std. Error
motivasi_belajar_siswa	Mean	78.7727	.85493
	95% Confidence Interval for Mean	77.0653	
	Lower Bound	77.0653	
	Upper Bound	80.4801	
	5% Trimmed Mean	78.8030	
	Median	78.0000	
	Variance	48.240	
	Std. Deviation	6.94549	
	Minimum	63.00	
	Maximum	92.00	
	Range	29.00	
	Interquartile Range	11.00	
	Skewness	-.043	.295
	Kurtosis	-.719	.582

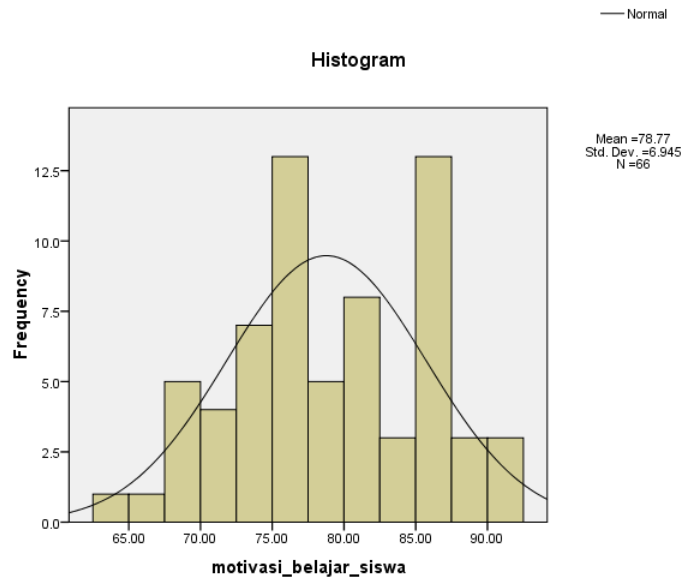
Tests of Normality

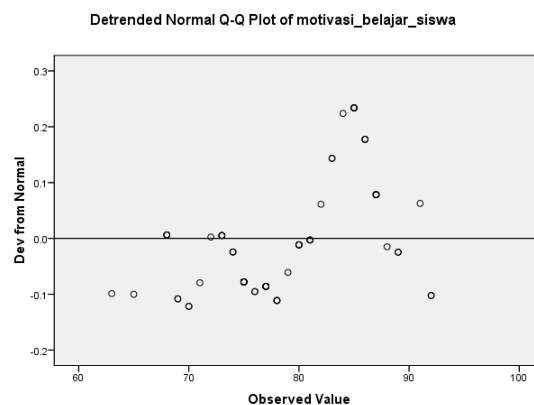
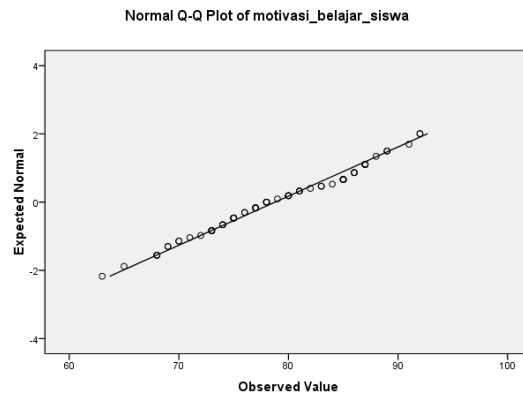
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.

motivasi_belajar_siswa	.103	66	.080	.979	66	.317
------------------------	------	----	------	------	----	------

a. Lilliefors Significance Correction

motivasi_belajar_siswa





Berdasarkan *output* perhitungan uji normalitas di atas, hasil perhitungan dapat dilihat dalam table “*Test of Normality*” pada kolom *Kolmogorov-Smirnov*, selanjutnya dilakukan uji hipotesis sebagai berikut:

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.

motivasi_belajar_siswa	.103	66	.080	.979	66	.317
------------------------	------	----	------	------	----	------

a. Lilliefors Significance Correction

Langkah-langkah pengujian:

1) Hipotesis:

H_0 : Sampel berasal dari populasi berdistribusi normal

H_a : Sampel tidak berasal dari populasi berdistribusi normal

2) Derajat signifikansi = $\alpha = 5\%$

3) Daerah kriteria:

– H_0 ditolak jika *Probabilitas value (sig.)* < 0,05

– H_0 diterima jika *Probabilitas value (sig.)* > 0,05

4) Statistik uji: *Probabilitas Value (Sig.)*=0,200

5) Kesimpulan: karena *P value(sig.)*=0,200 > 0,05. Artinya H_0 diterima, sehingga dapat disimpulkan bahwa data tentang motivasi belajar siswa berdistribusi normal.

Appendix 5.2: Linearity Test

2. UJI LINIERITAS

Uji linieritas bertujuan untuk mengetahui apakah dua variable mempunyai hubungan yang linier secara signifikan atau tidak. Korelasi yang baik seharusnya terdapat hubungan yang linier antara variable predictor atau independen (X) yaitu variable Kompetensi Kepribadian Guru dengan variabel kriterium atau dependen (Y) yaitu variable Motivasi Belajar Siswa. Adapun hasil dari pengujian linieritas dengan SPSS adalah sebagai berikut:

Means

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
motivasi_belajar_siswa * Kompetensi_kepribadian_guru	66	100.0%	0	.0%	66	100.0%

Report

motivasi_belajar_siswa

Kompetensi_kepribadian_guru	Mean	N	Std. Deviation
44	75.0000	1	.
47	75.0000	1	.
52	77.0000	2	1.41421
53	73.0000	3	4.00000
54	77.5000	2	12.02082
55	73.6667	3	9.29157

56	77.5000	4	8.06226
57	68.0000	1	.
58	82.8333	6	6.94022
59	75.0000	2	1.41421
60	76.8333	6	7.67898
61	79.7500	4	8.05709
62	80.0000	4	4.76095
63	75.6667	3	11.01514
64	74.0000	1	.
65	82.0000	1	.
66	79.2500	4	7.04154
67	77.0000	4	7.25718
68	83.0000	1	.
69	83.0000	4	7.87401
70	77.0000	1	.
71	87.0000	1	.
72	87.0000	1	.
73	77.0000	1	.
77	83.3333	3	4.61880
80	89.0000	1	.
83	85.0000	1	.
Total	78.7727	66	6.94549

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
motivasi_belajar_siswa * Kompetensi_kepribadian_guru	Between Groups	(Combined)	1010.924	26	38.882	.714	.815
		Linearity	393.367	1	393.367	7.221	.011
		Deviation from Linearity	617.557	25	24.702	.453	.980
	Within Groups		2124.667	39	54.479		
	Total		3135.591	65			

Measures of Association

	R	R Squared	Eta	Eta Squared
motivasi_belajar_siswa * Kompetensi_kepribadian_guru	.354	.125	.568	.322

Berdasarkan *output* uji linieritas diatas, hasil perhitungan dapat dilihat pada "ANOVA Table" pada *source* "*Deviation from Linearity*", selanjutnya dilakukan pengujian hipotesis uji linieritas.

Langkah-langkah pengujian:

- 1) Hipotesis:
 H_0 : kedua variable berhubungan linier
 H_a : kedua variable berhubungan tidak linier
- 2) Derajat signifikansi = $\alpha = 5\%$
- 3) Daerah kriteria:
 - a. H_0 ditolak jika *Probabilitas value (sig.)* < 0,05
 - b. H_0 diterima jika *Probabilitas value (sig.)* > 0,05
- 4) Statistik uji: *Probabilitas Value (Sig.)*=0,980
- 5) Kesimpulan: karena *P value(sig.)*=0,980 > 0,05. Artinya H_0 diterima, sehingga dapat disimpulkan bahwa secara signifikan kedua variabel tersebut berhubungan secara linier.

Appendix 6: Hypothesis Testing

UJI HIPOTESIS

ANALISIS KORELASI BIVARIAT

Analisis Korelasi Bivariat Bertujuan mengetahui derajat keeratan hubungan antara dua variabel, yaitu hubungan antara satu variabel *independen* (X) yaitu **variable Kompetensi kepribadian guru** dengan satu variabel *dependen* (Y) yaitu variable **Motivasi Belajar Siswa**, yang digambarkan dalam desain berikut:

Keterangan:

X : Kompetensi Kepribadian Guru

Y : Motivasi Belajar Siswa

r_{xy} : Koefisien korelasi antara X dan Y

***RUMUSAN MASALAH:**

Apakah ada hubungan antara kompetensi kepribadian guru dengan motivasi belajar siswa?

***HIPOTESIS:**

Ada hubungan antara kompetensi kepribadian guru dengan motivasi belajar siswa.

Berdasarkan hasil uji korelasi bivariat dengan SPSS 1.6,
sebagai berikut:

Correlations

Correlations		Kompetensi_kepri badian_guru	motivasi_belajar_si swa
Kompetensi_kepribadian_guru	Pearson Correlation	1	.354**
	Sig. (1-tailed)		.002
	N	66	66
motivasi_belajar_siswa	Pearson Correlation	.354**	1
	Sig. (1-tailed)	.002	
	N	66	66

** . Correlation is significant at the 0.01 level (1-tailed).

Berdasarkan table diatas, menunjukkan adanya hubungan yang positif antara variabel kompetensi kepribadian guru dengan motivasi belajar siswa, yakni sebesar adalah 0,354 atau 35,4%. Sehingga dapat diartikan semakin baik kompetensi kepribadian guru maka motivasi belajarnya cenderung semakin besar/tinggi.

Selanjutnya hubungan tersebut dibuktikan dengan uji hipotesis sebagai berikut:

1) Hipotesis:

$H_0: \rho = 0$ (tidak ada hubungan yang signifikan antara kompetensi kepribadian guru dengan motivasi belajar siswa)

$H_1: \rho \neq 0$ (ada hubungan yang signifikan antara kompetensi kepribadian guru dengan motivasi belajar siswa)

2) Derajat signifikansi = $\alpha = 5\%$

3) Daerah kriteria:

- H_0 ditolak jika *Probabilitas value (sig.)* < 0,05
- H_0 diterima jika *Probabilitas value (sig.)* > 0,05

4) Statistik uji: *Probabilitas Value (Sig.)*=0,002

5) Kesimpulan: karena *P value(sig.)*= 0,002 < 0,05. Artinya H_0 ditolak, sehingga dapat disimpulkan bahwa **ada korelasi/hubungan** yang positif dan signifikan antara kompetensi kepribadian guru dengan motivasi belajar siswa.

Appendix 7: Documentation

DOCUMENTATION



Gambar 1: Tryout questionnaire at MA Almubarak



Gambar 2: Experts judgement



Gambar 3: The researcher distributed the questionnaire at X Class



Gambar 4: Researcher distributed the questionnaire at XI Class



Gambar 5: Researcher distributed the questionnaire at XII Class



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor: 4816 /In.11/F.11/PP.009/ 11/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	M. Arif Rahman Hakim, Ph.D. 199012150320151007	P I	Vira Sulastri 1811230080	TBI	The Correlation between Teacher's Personal Competence and Students Learning Motivation in Learning English at MA Pancasila Bengkulu on Luring Learning Model Pandemic Covid-19 in Academic Year 2021/2022
2	Andriadi, M.A. 198402212019031001	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 4 November 2021

Pt. Dekan



Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIIS

Alamat: JL. Raden Fatah Pagar Dewa telp (0736) 51276, Fax (0736) 5117 Bengkulu

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Prodi
Tadris Bahasa Inggris
IAIN Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Vira Sulastrri
NIM : 1811230080
Jurusan/Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah:

"The Correlation Between Teachers' Personal Competence and Students' Learning Motivation in Learning English at MA Pancasila Bengkulu on Luring Learning Model Pandemic Covid19 in Academic Year 2021/2022"

Menjadi :

"The Correlation Between Teachers' Personal Competence and Students' Learning Motivation in Learning English on Luring Learning Model during Pandemic Covid-19 (A Study at MA Pancasila Bengkulu)"

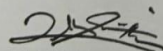
Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

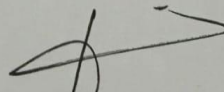
Bengkulu, Februari 2022

Pembimbing I,

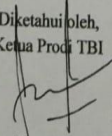
Disetujui oleh,

Pembimbing II,


M. Arif Rahman Hakim, Ph.D
NIP.199012150320151007


Andrijadi, M.A
NIP. 198402212019031001

Diketahui oleh,
Ketua Prodi TBI


Feny Martina, M.Pd.
NIP. 198703242015032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagur Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Vira Sulastri, NIM : 1811230080 yang berjudul **"THE CORRELATION BETWEEN TEACHERS' PERSONAL COMPETENCE AND STUDENTS' LEARNING MOTIVATION IN LEARNING ENGLISH ON LURING LEARNING MODEL DURING PANDEMIC COVID-19 (A Study at MA Pancasila Bengkulu)"**. Telah diseminarkan oleh tim penyeminan pada:
Hari/Tanggal : Selasa/ 22 Februari 2022

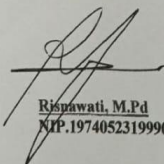
Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminan dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

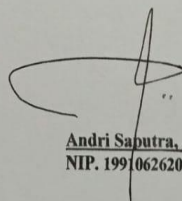
Bengkulu, Maret 2022

Penyeminan I

Penyeminan II



Rispawati, M.Pd
NIP. 197405231999032002



Andri Saputra, M.Sc
NIP. 199106262019031014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nomor : 1634 / Un.23/F.II/TL.00/04/2022

4 April 2022

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,
Kepala MA Pancasila Bengkulu
Di -
Bengkulu

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul ***"The Correlation Between Teachers' Personal Competence And Students' Learning Motivation In Learning English On Luring Learning Model During Pandemic COVID-19 (A Study at MA Pancasila Bengkulu)"***.

Nama : Vira Sulastris
NIM : 1811230080
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : MA Pancasila Bengkulu
Waktu Penelitian : 07 April s/d 23 Mei 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT TUGAS

DEKAN FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU

Nomor : 12716/Un.23/F.II/PP.00.9/03/2022

Tentang

Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Nama Mahasiswa : Vira Sulastri
NIM : 1811230080
Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indikator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

NO	PENGUJI	ASPEK	INDIKATOR
1.	Abdul Azis Bin Mustamin, M.Pd.I	Kompetensi UIN	a. Kemampuan membaca alqur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad- Dhuha s/d An-Nas)
2	Risnawati, M.Pd	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TEFL, LTR, ESP, CMD
3	Dr.Edi Ansyah, M.Pd	Kompetensi Keguruan	a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif tersebut dilaksanakan dengan ketentuan sebagai berikut:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
2. Pelaksanaan ujian dimulai paling lambat 1(satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian munaqasyah dilaksanakan
3. Skor nilai ujian komprehensif adalah 60 s/d 100
4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)

Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Tembusan :
Yth, Wakil Rektor 1





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

DAFTAR NILAI UJIAN KOMPREHENSIF

Nama : Vira Sulastri
NIM : 1811230080
Prog. Studi : Tadris Bahasa Inggris

NO	ASPEK	INDIKATOR	PENGUJI	NILAI	TANDA TANGAN
1	KOMPETENSI UIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat (Ad Dhuha s/d An Nas)	Abdul Aziz Mustamin, M.Pd.I	80	[Signature]
2	KOMPETENSI JURUSAN/ PRODI	1. Hafalan ayat dan hadits yang berhubungan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulary, grammar, Speaking, Writing, Reading 3. Linguistics: Psycholinguistics, Sociolinguistics, Phology, Semantics 4. Teaching skill, TEFL, LTR, ESP, CMD	Risnawati, M.Pd	87	[Signature]
3	KOMPETENSI KEGURUAN	1. Kemampuan memahami UU/PP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran.	Dr. Edi Ansyah, M.Pd	80	[Signature]
		JUMLAH		247	
		RATA - RATA		82.3	(A) 4



Bengkulu, 6 Juni 2022

Dekan

[Signature]



YAYASAN SEMARAK BENGKULU
المعهد الإسلامي بتنتشاسيلا
MADRASAH ALIYAH (MA) PESANTREN PANCASILA
STATUS : TERAKREDITASI . B
Nomor SK : 241/BAP-SM/MN/XI/2017
Alamat: Jalan Rinjani Kel. Jembatan Kecil Kota Bengkulu Telp. (0736) 20262
Email: mapancasila112016@gmail.com

NSM: 13217710001

NPSN : 60728022

S U P A T K E T E R A N G A N S E L E S A I P E N E L I T I A N

Nomor : 156 /MA Ps/C/VI/2022

Yang bertanda tangan di bawah ini:

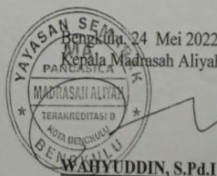
Nama : WAHYUDDIN, S.Pd.I
NPY : 41500165
Jabatan : Kepala Madrasah Aliyah Pancasila Bengkulu
Alamat : Jln. Rinjani Kel. Jembatan Kecil Kec. Singaran Pati Kota Bengkulu

Menerangkan bahwa:

1. Nama : Vira Sulastri
2. NIM : 1811230080
3. Tempat : MA Pancasila Bengkulu
4. Tempat Penelitian : MA Pancasila Bengkulu
5. Waktu Penelitian : 07 April s/d 23 Mei 2022
6. Judul Penelitian : "The Correlation Between Teachers' Personal Competence And Students' Learning Motivation In Learning English On Luring Model During Pandemic COVID-19 (A Studi at MA Pancasila Bengkulu)"

Benar-benar telah selesai melaksanakan penelitian di MA Pancasila terhitung dari tanggal 07 April s/d 23 Mei 2022 dengan judul "The Correlation Between Teachers' Personal Competence And Students' Learning Motivation In Learning English On Luring Model During Pandemic COVID-19 (A Studi at MA Pancasila Bengkulu)".

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Vita Sulastri Pembimbing I/II : M. Arif Rahman Hakim, Ph.D.
NIM : 1811230080 Judul Skripsi : The Correlation between Teacher's Personal Competence and Students Learning Motivation in Learning English at MA Pematene Bengkulu
Jurusan : Tadris Bahasa Inggris
Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	5 November	Pengisian SK & dokumen awal	Langut ke pembimbing 2 & fokus pada proses penulisan proposal	
2	Thursday 13 January 2021	Chapter 1 & 2	<ul style="list-style-type: none">- for background of problem- add limitation of study (based on pendirian penulisan skripsi FTR)- chapter 2, need to see from another perspective such as curriculum, Policy and give the contextualized with teaching learning process in Indonesia	

Mengetahui,
Dekan



M. Arif Rahman Hakim, Ph.D.
NIP. 19700514000031004

Bengkulu, 31 Januari 2021..

Pembimbing I/II

M. Arif Rahman Hakim, Ph.D.
NIP. 197012150320151007



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Vira Sulastri Pembimbing I/H : M. Arif Rahman Hakim, Ph.D.
NIM : 1811230080 Judul Skripsi : The Correlation between
Jurusan : Tadris Bahasa Inggris Teachers' Pedagogical Competence & Students'
Program Studi : Tadris Bahasa Inggris Learning Motivation in Learning English

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
3	Thursday 20 January 2022	chapter 1,2,3	<ul style="list-style-type: none">- Add Islamic Context (intro)- Fix the Grammar- Fix the Citation- Find the Current Year of the Publication.	
4	Thursday 27 January 2022	chapter 1,2,3	<ul style="list-style-type: none">- Add appendices- Fix the grammatical error- Fix AB & PO- Enter sources that are not listed yet.- Revised conceptual framework	

Mengetahui,
Dekan



M. Arif Rahman Hakim, Ph.D.
NIP. 196012150320151007

Bengkulu, 31 Januari 2022

Pembimbing I/H



M. Arif Rahman Hakim, Ph.D.
NIP. 196012150320151007



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa: Vire Sulastri Pembimbing I/II: M. Arif Rahman Hakim, Ph.D.
NIM: 181230020 Judul Skripsi: The Correlation between
Jurusan: Tadris Bahasa Teachers' Personal Competency of
Program Studi: Tadris Bahasa Inggris Students Learning Motivation in Learning

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
5	Monday, 31 January '22	Chapter 1, 2, 3 +	<ul style="list-style-type: none">- Please check : Page 1, 3, 5, 10- Please add text of figures and tables- Acc to submit for thesis defense	 

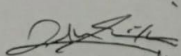
Mengetahui,
Dekan



Dr. Mus. M. Y. S. M. P. S.
NIP. 19700514200031004

Bengkulu, 31 Januari 2022

Pembimbing I/II


M. Arif Rahman Hakim, Ph.D.
NIP. 199012150520151007



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Vita Sulastri Pembimbing I/II : Andriani M.A.
NIM : 1811230080 Judul Skripsi : The Correlation between
Jurusan : Tadris Bahasa Arab's Personal Competency & Students
Program Studi : Tadris Bahasa Inggris Learning Motivation in Learning English at
Md. Pribadi Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
	Senin 08/2011	penyusunan Skripsi dan Proposal pendahuluan.	-	
	Rabu 10/2011	Chapter I	* background About writing theory / concept in background. You should elaborate problems / shocking issue in this part * Rerise your identifi- cation of the problem and key terms	

Mengetahui,
Dekan



M. Mulyadi, M.P.
NIP. 197007142000031004

Bengkulu, 06 Januari 2022.

Pembimbing I/II

Andriani M.A.
NIP. 198402212019081001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Nita Sulastri Pembimbing I/II : Andasari M.A.
NIM : 181220080 Judul Skripsi : The Correlation between
Jurusan : Admis. Bahasa Teacher's Personal Competence &
Program Studi : Admis. Bahasa Inggris Students Learning Motivation in Learning
English at MA Pontefide Bkt

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
	Selasa 16/12/2018	Chapter I	Revise your ideas. Make them systematic. Explore more problem in Teacher's personal Competence.	
	Senin 27/12/2018	Chapter I Chapter II	Acc. Reuse the concept of the theory and work. Difference of previous study	

Mengetahui,
Dekan



Dr. Agus Mulya S. M. Pd
NIP. 19550514100031004

Bengkulu, 6 Januari 2019

Pembimbing I/II

Andasari M.A.
NIP. 198402212019031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Viki Sulastri

Pembimbing I/II : Andreas M. Pd

NIM : 161220580

Judul Skripsi : The Correlation between

Jurusan : Teori Keras

Teacher's Personal Competence of

Program Studi : Teori Keras

Students Learning Motivation in Learning

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
	Selasa 7 Desember 2021	Chapter III	- Do try out and validity of the instrumen - Find experts: 2 lecturer 1 Teacher.	
	Senin 6 Januari 2022	Chapter III	The proposal has been complete and ready to do seminar. ACC seminar proposal.	

Mengetahui,
Dekan



Mulya S. M. Pd
NIP. 197008142000031004

Bengkulu, 6 Januari 2022

Pembimbing I/II

Andreas M. Pd
NIP. 198402212019031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172 - Faksimili (0736) 51171-51172
Website: www.uinfatsukarno.ac.id

Nama Mahasiswa : Vira Sudastri
NIM : 1811230080
Jurusan : Tadris Bahasa
Program Studi : TBL

Pembimbing I/II : M. Arief Rahman Hakim, Ph.D
Judul Skripsi : The Correlation between
Teachers' Personal Competence &
Students Learning Motivation

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	Friday, 3 June 2022	Chapter 4 & 5	-the Discussion point should be more critical and need to relate with other research - Conclusion is not only re mention the result but also need to show the implication	
2	Tuesday, 4 June 2022	Chapter 4 & 5	some sources can't find in the reference	

Mengetahui,
Dekan

NIP. 19700514200031004

Bengkulu, 15 Juni 2022

Pembimbing I/II

M. Arief Rahman Hakim, Ph.D
NIP. 199012150320151007



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pager Dewa Kota Bengkulu 38211
Telepon (0736) 51278-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfatbengkulu.ac.id

Nama Mahasiswa : Vira Sulatri Pembimbing I/II : M. Arif Rahman Hakim PLD
NIM : 1811230080 Judul Skripsi : The correlation between
Jurusan : Teologi between Personal Commitment and
Program Studi : T.B.I Students' Learning Motivation

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
3	15 June 2022	All chapters	Acc to thesis exam	

Mengetahui,
Dekan

Dr. Mus. Mulyadi, M.Pd.
NIP. 197005141000031004

Bengkulu, 15 Juni 2022.....

Pembimbing I/II

M. Arif Rahman Hakim PLD
NIP. 199011150320151002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Viria Sulastri

Pembimbing I/II : Angria - M.A

NIM : R1230080

Judul Skripsi : The Correlation between

Jurusan : Teori Bahasa

Readers Personal Competence of Students

Program Studi : TEI

Learning Motivation in Learning English on
Using Learning Model

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
	<u>Rabu</u> <u>18/2/2022</u>	<u>Chapter II</u>	<u>Revise the Structure</u> <u>of the Idea</u> <u>- Write the Discussion</u> <u>Based on explanation</u> <u>elaboration</u>	
	<u>Rabu</u> <u>25/2/2022</u>	<u>Chapter II</u> <u>2.1</u>	<u>- Give codes to</u> <u>your appendices</u> <u>- Revise your</u> <u>Chapter II</u>	

Mengetahui,
Dekan

NIP. 19805142-00031004

Bengkulu, 2 Juni 2022

Pembimbing I/II

Angria, M.A
NIP. 198402212019031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Vire Sulastri
NIM : 1811230080
Jurusan : Teknis Bahasa
Program Studi : TBI

Pembimbing I/II : Andreas. M.A

Judul Skripsi : The Correlation between
Teachers' Personal Competence &
Students' Learning Motivation

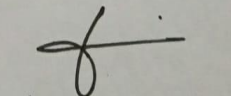
No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
	<u>banua 01/02/2021 /06</u>	<u>Chapter IV & V</u>	<u>Acc for Examination</u>	<u>f</u>

Mengetahui,
Dekan


Dr. Muis Muis M.Pd
NIP. 196305142000310084

Bengkulu, ..2.. 2022....

Pembimbing I/II


Andreas. M.A
NIP. 198402212019031001

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : Vira Sulastri
Nim : 1811230080
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : "The Correlation between Teachers' Personal Competence and Students' Learning Motivation in Learning English on Luring Learning Model during Pandemic Covid-19 (A Study at MA Pancasila Bengkulu)"

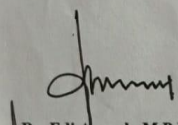
Telah melakukan verifikasi plagiasi melalui program <https://www.turnitin.com>. Skripsi ini memiliki indikasi plagiat sebesar 14% dan dinyatakan dapat diterima. Demikian surat pernyataan ini dibuat dan untuk dipergunakan sebagaimana semestinya, apabila terdapat kekeliruan dengan verifikasi ini maka akan dilakukan peninjauan ulang kembali.

Bengkulu, 23 Juni 2022

Mengetahui

Ketua Tim Verifikasi

Yang Menyatakan


Dr. Edi Ansyah, M.Pd
NIP. 197007011993031002



Vira Sulastri
NIM.1811230080



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-5117
Website: www.uinfatsengkulu.ac.id

Bengkulu, 17 Juli 2022

Nomor : 1996 /Un.23/F.II/PP.00.9/07/2022

Lamp. : -

Perihal : Ujian Skripsi

Kepada Yth.

1. Dr. Adisel, M.Pd (Ketua)
2. Hanura Febriani, M.Pd (Sekretaris)
3. Fera Zasrianita, M.Pd (Penguji Utama)
4. Anita, M.Hum (Penguji II)

di -

Bengkulu

Assalamu 'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Jum'at, 15 Juli 2022

Waktu : 13.30 s/d selesai

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat FTT

No	Nama/Nim	WAKTU (WIB)	Judul
1	Vira Sulastris 1811230080	13.30-14.30 WIB	The Correlation Between Teacher Personal Competence and Students's Learning Motivation in Learning English on Luring Learning Model During Pandemic Covid-19 (A Study at MA Pancasila Bengkulu)
2	Noni Purnama Sari 1811230009	14.30-15.30 WIB	The Impact of Using Youtube Channel "Speaking English with Tiffani in Increasing Students Speaking Skills (A Quasi-Experimental at the Grade X of SMKN 2 Lahat South Sumatera in Academic Year 2021/2022)
3	Neta Mela Sari 1811230032	15.30-16.30 WIB	The Use of Think Pair Share Strategy in Reaching English Speaking Skill at SMPN 11 South Bengkulu

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.


Dekan
Mus Mulyadi



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-5117
Website: www.uinfasbengkulu.ac.id

BERITA ACARA

Berita Acara Sidang Munaqosyah Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu
Bengkulu Jurusan TADRIS, Pada :

- I. Hari / Tanggal : Jum'at, 15 Juli 2022
Nama : Vira Sulastri
NIM : 1811230080
Program Tahun : 2022
Tempat : Ruang Sidang Munaqosah TBI

II. Team Penguji

No	Nama	Jabatan	Tanda Tangan
1.	Dr. Adisel, M.Pd	Ketua	
2.	Hanura Febriani, M.Pd	Sekretaris	
3.	Fera Zasrianita, M.Pd	Penguji Utama	
4.	Anita, M.Hum	Penguji Anggota	

I. Catatan Yang Dianggap Penting

.....
.....
.....
.....

Bengkulu, 15 Juli 2022
SIDANG TERBUKA MUNAQSYAH SKRIPSI
UIN FAS BENGKULU JURUSAN TADRIS

Ketua

Dr. Adisel, M.Pd

Sekretaris

Hanura Febriani, M.Pd



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-5117
Website: www.uinfasbengkulu.ac.id

DAFTAR HADIR SIDANG MUNAQOSYAH SKRIPSI

Hari / Tanggal : Jum'at, 15 Juli 2022
Waktu : 13.30 WIB s/d selesai
Tempat : Ruang Sidang Munaqosah TBI

I. Mahasiswa Yang Munaqosyah

Nomor Induk Mahasiswa	Nama	Tanda Tangan	Keterangan
1811230080	Vira Sulastri		

II. Team Penguji

No	Nama	Jabatan	Tanda Tangan
1.	Dr. Adisel, M.Pd	Ketua	
2.	Hanura Febriani, M.Pd	Sekretaris	
3.	Fera Zasrianita, M.Pd	Penguji Utama	
4.	Anita, M.Hum	Penguji Anggota	

Bengkulu, 15 Juli 2022

SIDANG TERBUKA MUNAQOSYAH SKRIPSI
UIN FAS BENGKULU JURUSAN TADRIIS

Ketua

Dr. Adisel, M.Pd

Sekretaris

Hanura Febriani, M.Pd

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
 Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
 Website: www.iainbengkulu.ac.id



KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : Vira Sulastri
 NOMOR INDIK MAHASISWA : 1811230080
 PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TIP Dosen Penguji
1	20/21	08.30 / 10.00	An Andre Ryzasya	1811230083	Workshop of Student Self-Project Learning in Teaching Practice Skills	Vira 18-08
2	30/21	08.30 / 10.00	Siti Nurul Huda	1811230088	Investigating SLA of Foreign Language Student	
3	30/21	08.30 / 10.00	M. Firdaus	1611230080	An analysis of Classroom Interaction in EFL Class by using Pilot technique	
4	20/21	08.30 / 10.00	Me Dian Syah	1611230088	The Challenges of online Learning during covid-19 pandemic	
5	30/21	08.30 / 10.00	Anggra Mardiana	1611230091	The analysis of deconstruction of literature used in most background	
6						