CONTRIBUTION OF SOCIAL ATTITUDE, LEARNING INTEREST, AND TEACHER COMPETENCE TO STUDENT ADAPTABILITY

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A R T I C L E   I N F O

Abstract. This study aimed to determine the contribution of social attitude, learning interest, and teacher competence to the adaptability of fifth grade students at SD Semester II Cluster 3, Tabanan District, Tabanan Regency. This research was an ex post-facto study with a population of 137 students. Sampling applied saturated sampling technique. Research data was collected using a questionnaire instrument. Research data were analysed using multiple regression and partial correlation. The results showed that (1) the significant contribution of social attitudes to adaptive skills was 23.50% and the effective contribution was 8.52%; (2) a significant contribution of interest in learning to adapt skills of 32.9% and an effective contribution of 15.60%; (3) the significant contribution of teacher competence to adaptive skills was 37.50% and the effective contribution was 24.97%; and (4) the combination of the contribution of social attitudes, learning interest, and teacher competence to students' adaptive skills was 49.10%.

INTRODUCTION

The era of globalisation is an era of intense competition in all areas of human life. In order for us to be able to compete in this era, one must be able to adapt quickly to developments in the surrounding environment. This very rapid development also occurs in the field of education. All components of education must be able to adapt to the development of science and technology, so that the knowledge given to students is in accordance with the demands of the times (Susmariani et al., 2022). Education in schools is carried out through a learning process. The learning process is a very important aspect in achieving the educational goals set by the teacher and the government. In the learning process should always prioritise the meaningfulness of learning and active participation of students. This is intended so that students are able to fully understand the learning material provided by the teacher (Widana et al., 2021).

In the learning process at school, students must have good adaptation skills. This is because the school environment is the place where students interact the most, so students must be able to adjust to themselves at school (Level, 2020). With self-adjustment, students will easily

gain understanding from the teacher during learning. If students have good adaptive skills at school, of course they will be able to improve student learning outcomes (Juliawan et al., 2020).

Learning outcomes are changes in a person's behavior through learning process activities that can be measured in the form of changes in knowledge, attitudes, and skills (Cintya and Nugraha 2021). The better the changes in knowledge, attitudes, and skills that occur in students, it means that the learning outcomes obtained by students are higher. This indicates that students understand the learning material as a whole and are able to apply it to solve the problems they face in the learning process. Learning outcomes are changes in a person's behaviour through learning process activities that can be measured in the form of changes in knowledge, attitudes, and skills (Batubara et al. 2022).

Based on observations made in class V Cluster 3, Tabanan District, Tabanan Regency, it was found that the learning outcomes achieved by students were not optimal. There were still many students who scored below the KKM set by the school. This was evident from the average daily test score of students, which was 67.25, which was still below the KKM set by the school, which was 70. From the results of interviews between researchers and grade V teachers, information was obtained that the learning process in the Covid-19 pandemic atmosphere made teachers and students have to adjust oneself. This was because students who used to learn face-to-face at school were forced to study more at home. Learning like this reduced the meaningfulness of learning and it was quite difficult for teachers to find suitable learning methods and styles for students. Based on the results of these interviews, it could be concluded that the adaptability of students at school was not optimal.

The learning process in the era of the Covid-19 pandemic has also made social attitudes low. This is evidenced by students being happier and more focused on using gadgets in their daily lives (Yasmini, 2021). This low social attitude also causes students' interest in learning to be low. This is because to find answers to questions/tasks given by the teacher, it is enough to look for them through the cellphones owned by students. Of course, this is also influenced by the competence of teachers who lack control over the learning process in the era of the Covid-19 pandemic. In the learning process, students who have high social attitudes will certainly find it easier to interact with friends and teachers. These students will be braver and have better ethics in communicating or expressing opinions in the learning process (Hortensi, 2020). If experiencing problems in learning, students who have high social attitudes, of course, will be more courageous in asking friends, teachers, and the environment around them. This, of course, greatly affects students' adaptability skills. If students have good adaptive skills in school, of course they will be able to improve student learning outcomes. Social attitude is an external factor that greatly influences learning outcomes (Dimyati and Moedjiono, 2014). Individual awareness determines concrete and repeated actions towards social objects (Anindita et al., 2021). A student who has high social attitudes will certainly have broad associations and insight will also be broader than students who have low social attitudes. So, it can be concluded that social attitude is individual awareness that determines real actions that might occur in social activities.

Interest is one of the factors that influences students in learning. It is an internal factor in student psychology (Widana et al., 2020). The existence of a good interest in learning that is contained in students, of course, will greatly affect the interest in learning or student achievement. Interest is a powerful source of motivation to learn. Students who are interested in learning will try their best to achieve the desired goals. Interest is a preference

and a sense of attachment to something or activity, without anyone ordering (Alfazani and Khoirunisa, 2021). If this interest is connected with learning activities, of course students who have a high learning interest will really like and enjoy learning. Students who have a high learning interest, of course, will have better adaptive skills than those who have a low learning interest.

Interest has a big influence on learning, because if the material being studied is not in accordance with the interests of students, students will not study well, because there is no attraction for him. Lesson materials that interest students are easier to learn and store, because interest adds to learning activities (Catrining & Widana, 2018). If there are students who are less interested in learning, it can be arranged so that they have a greater interest by explaining things that are interesting and useful for life and matters related to ideals and their relation to the subject matter being studied (Putri Sri Devi et al., 2022). From the above opinion, it can be concluded that interest in learning is a tendency in student learning which is characterised by the attention, encouragement, perseverance, desire, and satisfaction to choose an object or situation that invites something to do with himself so that it directs the individual to a particular choice. The way to increase students' interest in learning is to link the learning process with students' daily lives and use innovative learning that is able to make students enthusiastic in participating in the learning process.

Competence is a set of knowledge, skills and behaviors that must be owned, internalised and mastered by teachers or lecturers in carrying out their professional duties (Law of the Republic of Indonesia Number 14 of 2005). The competency formulation contains three aspects, namely: (1) abilities, knowledge, skills, attitudes, traits, understanding, appreciation and expectations that characterise a person in carrying out their duties. This aspect refers to competence as a description of the ideal substance/material that should be mastered or required to be mastered by the teacher in carrying out his work; (2) the characteristics of competence described in the first aspect are manifest in their actions, behaviour and performance. This aspect refers to competence as a description of real performance which is evident in the quality of a person's mindset, attitudes and actions in carrying out his work professionally; and (3) the performance results meet certain quality standard criteria. This aspect refers to competence as a result (output and or outcome) of performance (Sagala, 2009). Competence is the ability and skills in the form of knowledge, skills, and abilities possessed by individuals so that they can carry out cognitive, affective and psychomotor behavior well (Daryanto and Tarno, 2015). Competence is a capacity to do something that results from the learning process, during the teaching and learning process, the stimulus will join the contents of the memory and cause a change in the capacity to do something (Hadi, 2021).

Adaptability is a very important skill that must be possessed by someone. Adaptation is the ability to adapt in order to maintain its existence and obtain physical and spiritual well-being, so that it can establish satisfying relationships with social demands. The process of adaptation of students at school includes adjustment to teachers, subjects, peers, and the school environment (Sitaasih, 2020). Adaptation is a process that accompanies individuals in responding to changes in the environment and can affect the body both physically and psychologically (Sewu et al., 2023). From the opinions above, it can be concluded that adaptation is the ability to adapt a person to the surrounding environment so that he can maintain his existence based on the education and experience he has passed.

Based on the explanation above, it is suspected that social attitudes, interest in learning, and

teacher competence have a significant contribution to the adaptability skills of fifth grade students of SD Cluster 3, Tabanan District, Tabanan Regency. Theoretically, this research is useful as the development of knowledge about the factors that influence student learning outcomes. Subsequently, these factors can later be anticipated and given special attention so that learning objectives can be achieved optimally. Practically, this research provides several uses. The uses are as follows. 1) For students, this research provides a platform for self-introspection in improving their adaptive skills; 2) For teachers, this research is useful as an insight enhancer to find out the dominant factors influencing students' adaptation skills, so that later these factors can be given attention in the learning process; 3) For other researchers, this research is useful as a guide in overcoming problems that occur in the world of education. This research can also be used as material for consideration and can be used as a reference in conducting other research, especially for novice researchers.

METHOD

This study used an ex-post facto approach because in this study there was no treatment or manipulation of the research variables. The independent variables in this study were: social attitudes (X1), interest in learning (X2) and teacher competence (X3), and the dependent variable of this research was adaptability skills (Y). The population in this study were students of Class V Cluster 3, Tabanan District, Tabanan Regency, which consisted of 6 schools. Because the population in this study was not too large, the entire population in this study was directly used as the research sample, so that the total sample was 137 students. Before the questionnaire was made in this study, an instrument grid was first made based on the grand theory.

The data collection procedure used in this study was to use the questionnaire method. The questionnaires used were: 1) social attitude questionnaire, 2) learning interest questionnaire, 3) teacher competence questionnaire, and 4) student adaptive skills questionnaire. Data analysis in this study was divided into three stages: 1) data description stage, 2) analysis requirements testing stage, 3) hypothesis testing stage. Content validity in this study was assisted by two experts, then analysed using the Gregory technique. To test the validity of the formula items used was the product moment correlation formula from Pearson. Instrument reliability testing in this study used the Alpha Cronbach formula. The data collection procedure used in this study was to use the questionnaire method. The questionnaires used were: 1) social attitude questionnaire, 2) learning interest questionnaire, 3) teacher competence questionnaire, and 4) student adaptive skills questionnaire. Data analysis in this study was divided into three stages: 1) data description stage, 2) analysis requirements testing stage, 3) hypothesis testing stage. The SPSS 17.0 for Windows program was utilised.

RESULTS AND DISCUSSION

In this study, the information sought was a general description of social attitudes, interest in learning, teacher competence and adaptive skills of fifth graders of SD Semester II Cluster 3, Tabanan District, Tabanan Regency. Based on the description of the data that was done, the results are as shown in Table 1 below.

Table 1. Results of Data Description

Statistics	X_1	X_2	X_3	Y
Average	121.31	129.12	191.15	124.42
Median	124	130	192	124
Mode	126	140	193	138

Statistics	X₁	X₂	X₃	Y
Deviation Standard	9.57	9,08	7.87	11.38
Variety	91.51	82.36	61.96	129.56
Range	34	33	30	43
Minimum Score	103	110	178	101
Maximum Score	137	143	208	144
Total	16.620	17.690	26.187	17.046

The results of the calculation of the central tendency of the social attitude variable obtained an average of 121.31, a standard deviation of 9.57, a variance of 91.51, a mode of 126, and a median of 124. Next, the calculation results of the central tendency of the learning interest variable obtained the mean by 129.12, the standard deviation was 9.08, the variance was 82.36, the mode was 140, and the median was 130.

The results of the calculation of the central tendency of the teacher competency variable obtained an average of 191.15, a standard deviation of 7.87, a variance of 61.96, a mode of 193, and a median of 192. Meanwhile, the results of calculating the central tendency of the adaptive skills variable average the mean was 124.42, the standard deviation was 11.38, the variance was 129.56, the mode was 138, and the median was 124. The data distribution normality test was carried out using the Kolmogorov-Smirnov test. The results of the normality test can be seen in Table 2 below.

Table 2. Data Distribution Normality Test

Variable	Kolmogorov-Smirnov[a]		
	Statistics	df	Sig.
Social attitude	0.133	137	0.080
Learning Interest	0.092	137	0.307
Teacher Competence	0.077	137	0.144
Adaptability	0.095	137	0.204

The results of testing the normality of the data distribution showed that all variables were normally distributed because the value was sig. on Kolmogorov-Smirnov > 0.05. This meant that the scores of social attitudes, interest in learning, teacher competence and adaptive skills were normally distributed.

The linearity test was carried out to determine the relationship between the dependent variable and each independent variable. The results of the linearity test can be seen in Table 3 below.

Table 3. Linearity Test with F Test at Significance Level α = 0.05

Variable Pair		F. Linearity		F. Deviation from Linearity		Note
independent	dependent	Calculation	Sig.	Calculation	Sig.	Linier
X₁	Y	52.220	0.000	2.140	0.202	Linier
X₂	Y	86.506	0.000	2.388	0.311	Linier
X₃	Y	96.646	0.000	1.996	0.227	Linier

The results of the linearity test analysis of the regression line showed F deviation from linearity with a significance > 0.05. Thus, it could be concluded that the correlation between social attitude scores, learning interest, and teacher competence with adaptive skills had a linear relationship.

Multicollinearity testing used the benchmark value of VIF (variance inflation factor) and the contribution coefficient between independent variables. The results of the multicollinearity test analysis can be seen in Table 4 below.

Table 4. Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	**VIF**
(Constant)		
Social attitude	0.880	1.271
Learning Interest	0.899	1.270
Teacher Competence	0.929	1.172

Based on the calculations, it turned out that the tolerance value was > 0.800 and the VIF value was close to 1 for all independent variables, so it could be concluded that in the regression between the independent variables the variables of social attitudes, learning interest, and teacher competency in adaptive skills, there was no multicollinearity between the independent variables.

Heteroscedasticity test was carried out using a linear regression model. Based on the analysis, the following results were obtained.
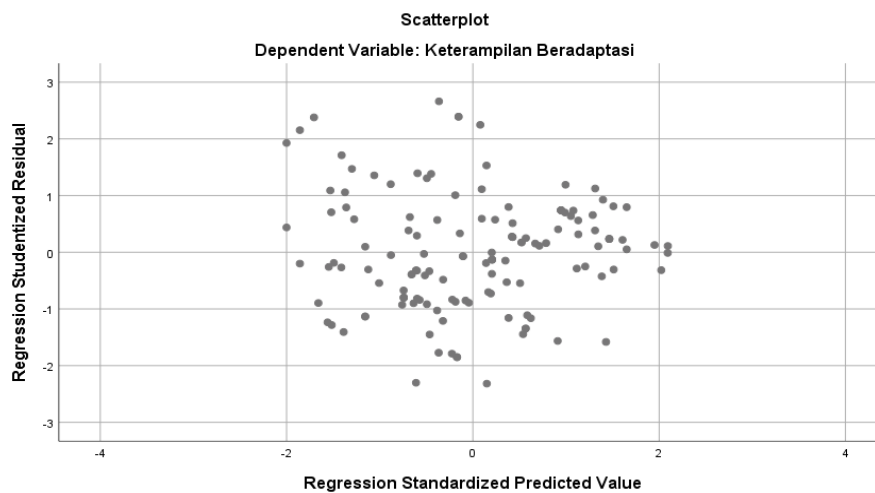
Figure 1. Heteroscedasticity Test

From the graphic image, it can be seen that the dots spread randomly, do not form a clear pattern and spread out. This means that there is a constant variance, so that the regression model is suitable for predicting the relationship between social attitudes (X1), interest in learning (X2), and teacher competence (X3) on adaptive skills (Y).

The results of the autocorrelation test of the variables Social Attitude, Learning Interest, Teacher Competence, and Adaptive Skills, can be seen in Table 5 below.

Table 5. Variable Autocorrelation Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.700[a]	0.491	0.479	8.21508	1.672

From Table 5 above, it can be seen that the Durbin-Watson value is 1.672 and is in the range of values -2 to 2, so it can be said that there is no autocorrelation in all instrument variables. Thus it can be concluded that in the regression between the independent variables social attitudes (X1), interest in learning (X2), and teacher competence (X3), there is no autocorrelation on adaptive skills (Y). The results of testing the first hypothesis show that $\hat{y}$ = 54.506 + 0.576X1 with Freg = 41.384 with a contribution of 23.50% is significant and linear. The effective contribution of the social attitude variable to students' adaptive skills is 8.52%. Because Freg > Ftable. Based on the correlation analysis between social attitudes (X1) and adaptive skills (Y) obtained rcount = 0.484. This means that rcount = 0.484 is significant at α = 0.05 (rtable = 0.176). Thus the null hypothesis (H0) which states that there is no significant contribution of students' social attitudes towards the adaptability skills of fifth grade students of SD Semester II Cluster 3 Tabanan District, Tabanan Regency is rejected. This means that the research hypothesis (Ha) proposed, namely that there is a significant contribution of students' social attitudes towards the adaptability skills of class V students in semester II of Cluster 3 Elementary School, Tabanan District, Tabanan Regency is accepted.

The results of testing the second hypothesis $\hat{y}$ = 31.567 + 0.719X2 with Freg = 66.117 with a contribution of 32.9% are significant and linear. The effective contribution of the student learning interest variable to students' adaptive skills is 15.60%. Based on the correlation analysis between interest in learning (X2) with adaptive skills (Y) obtained rcount = 0.573. This means that rcount = 0.573 is significant at α = 0.05 (rtable = 0.176). With $\hat{y}$ = 31.567 + 0.719X2 with Freg = 66.117 with a contribution of 32.9% is significant and linear. The effective contribution of the student learning interest variable to students' adaptive skills is 15.60%. Based on the correlation analysis between interest in learning (X2) with adaptive skills (Y) obtained rcount = 0.573. This means that rcount = 0.573 is significant at α = 0.05 (rtable = 0.176). Thus the null hypothesis (H0) which states "there is no significant contribution of student learning interest to the adaptive skills of fifth grade students of SD Semester II Cluster 3 Tabanan District, Tabanan Regency" is rejected. This means that the research hypothesis (Ha) proposed, namely that there is a significant contribution of students' learning interest to the adaptability skills of fifth grade students of SD Semester II Cluster 3, Tabanan District, Tabanan Regency, is accepted.

The results of testing the third hypothesis $\hat{y}$ = 44.890 + 0.886X3 with Freg = 81.091 with a contribution of 37.50% are significant and linear. The effective contribution of the teacher competency variable to students' adaptive skills is 24.97%. That's because Freg > Ftable. Based on the correlation analysis between teacher competence (X3) and adaptive skills (Y) obtained rcount = 0.613. This means that rcount = 0.613 is significant at α = 0.05 (rtable = 0.176). Thus the null hypothesis (H0) which states that there is no significant contribution of teacher competence to the adaptive skills of fifth grade students in the second semester of Cluster 3 Elementary School, Tabanan District, Tabanan Regency, is rejected. This means that the research hypothesis (Ha) proposed, namely that there is a significant contribution of

teacher competence to the adaptive skills of fifth grade students of SD Semester II Cluster 3, Tabanan District, Tabanan Regency, is accepted.

The results of testing the fourth hypothesis $\hat{y} = 57.579 + 0.209X1 + 0.341X2 + 0.589X3$ with Freg = 42.692 (p <0.05) is significant with a contribution (R square x 100) of 49.10%. Thus the null hypothesis (H0) which states that there is no significant contribution of students' social attitudes, student learning interest, and teacher competence to the adaptive skills of fifth grade students of SD Semester II Cluster 3 Tabanan District, Tabanan Regency, is rejected. This means that the research hypothesis (Ha) proposed, namely that there is a significant contribution of students' social attitudes, students' learning interest, and teacher competence on the adaptive skills of fifth grade students of SD Semester II Cluster 3 Tabanan District, Tabanan Regency, is accepted.

The partial correlation technique used is the second level correlation. The results of the Partial Correlation Test of the Variables of Social Attitude, Learning Interest, and Teacher Competence with Adaptive Skills are presented in Table 6 below.

Table 6. Variable Partial Correlation Test

Partial correlation	Correlation coefficient	t calculation	t table	Note
$r_{1y\text{-}23}$	0.199	2.345	1.980	Significant
$r_{2y\text{-}13}$	0.282	3.396	1.980	Significant
$r_{3y\text{-}12}$	0.438	5.621	1.980	Significant

Based on the research that has been conducted on the Contribution of Students' Social Attitudes to the Adaptation Skills of Fifth Grade Students of SD Semester II Cluster 3, Tabanan District, Tabanan Regency, it was found that there was a significant contribution of students' social attitudes towards the adaptive skills of Class V SD Semester II Cluster 3 students, Tabanan District, Tabanan Regency.

Research conducted by Rismayani et al. (2020) entitled Cultivating Social Attitudes Through Social Studies Learning in Class VII Students of SMP Negeri 2 Singaraja. The results showed that the inculcation of social attitudes in class VII students of SMP Negeri 2 Singaraja through Social Studies learning was embedded in the Good category. The teacher seemed to have succeeded in instilling the value of social attitudes in accordance with the indicators that the researcher has described, namely: honesty, courtesy, self-discipline, tolerance in class VII students of SMP Negeri 2 Singaraja. Furthermore, research conducted by Kuntoro and Wardani (2020) entitled Contribution of Social Attitudes and Utilisation of Practicum Facilities on Basic Electrical Electronics Learning Outcomes. The results of the data analysis show: (1) self-concept and the use of practicum facilities together contribute 47.88% to student learning outcomes; (2) Self-concept contributes 21.34% to student learning outcomes; (3) Utilisation of practicum facilities contributes 31.47% to learning outcomes. So it can be concluded that social attitudes and the use of practicum facilities contribute to learning outcomes at SMK Negeri 5 Padang. Attitude is an individual's mental attitude in reacting and acting towards objects, so that social attitude is awareness from within the individual that influences the social environment. Students who have good social attitudes will certainly find it easier to overcome all the obstacles they face in the learning process. Students will also be able to quickly adapt to the environment and learning methods provided by the teacher. This will certainly have a positive impact on the development of students'

adaptive skills (Pratiwi, 2021). Thus, it can be concluded that social attitudes make a significant contribution to students' adaptive skills.

Based on the research on the Contribution of Student Learning Interest to the Adaptation Skills of Class V Students of SD Semester II Cluster 3, Tabanan District, Tabanan Regency, it was found that there was a significant contribution of student learning interest to the adaptive skills of students of Class V SD Semester II, Cluster 3, Tabanan District, Regency Tabanan. The findings in this study are also reinforced by the results of previous research conducted by Khoiriah (2022) entitled Determination of School Culture, interest in learning, and achievement motivation on student achievement in Indonesian. The results showed that: 1) there was a significant determination between school culture on Indonesian learning achievement with a correlation coefficient of 0.373 and an effective contribution of 7.24%, 2) there was a significant determination between Learning Interest on Indonesian learning achievement with a correlation coefficient of 0.379 and an effective contribution of 11.28%, 3) there was a significant determination between achievement motivation on Indonesian learning achievement with a correlation coefficient of 0.372 and an effective contribution of 10.57%, 4) collectively, there was a significant determination between school culture, learning interest, and achievement motivation on learning achievement with a multiple correlation coefficient of 0.539 and a contribution of 29.1%.

Furthermore, research conducted by Setiadewi et al. (2019) concluded that (1) there was a significant influence of Social Attitude on IPS knowledge competency as evidenced by the value of Fcount = 5.88 > Ftable = 3.91, (2) there was a significant effect of Learning Interest on IPS knowledge competence as evidenced by the value of Fcount = 4.33> Ftable = 3.91, (3) there was a significant effect of Social Attitude and achievement motivation on IPS knowledge competence as evidenced by the value of Fcount = 4.77 > Ftable = 3.06. Interest is one of the factors that influence students in learning, where interest includes internal factors in student psychology. The existence of a good interest in learning that exists in students, of course, will greatly affect student achievement at school. Interest is a preference and a sense of attachment to something or activity, without being told. Interest is basically the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest.

Elvira Utami et al. (2022) reveals that interest is satisfaction with something. Interest has a big influence on learning, because if the material being studied is not in accordance with the interests of students, students will not study well, because there is no attraction for him. Learning materials that interest students are easier to learn and store, because interest adds to learning activities. If there are students who are less interested in learning, it can be arranged so that they have a greater interest by explaining things that are interesting and useful for life and matters related to ideals and their relation to the subject matter being studied. The higher the interest in learning that is owned by students, the better the attitude of students in the learning process. Students who have a high interest in learning, of course, will try to adapt to all activities designed by the teacher in the classroom. Students will try their best to achieve the learning objectives given by the teacher. This, of course, will indirectly foster students' adaptive skills at school and in the surrounding environment. Thus, it can be concluded that interest in learning makes a significant contribution to students' adaptive skills.

Based on research on the Contribution of Teacher Competence to the Adaptation Skills of Class V Students of SD Semester II Cluster 3, Tabanan District, Tabanan Regency, it was

found that there was a significant contribution of teacher competence to the Adaptation Skills of Class V SD Semester II Cluster 3, Tabanan District, Tabanan Regency. Furthermore, research conducted by Astuti & Jailani (2020) stated that there was a positive and significant contribution between pedagogic competence and professional competence on student achievement. The findings of this study are empirical evidence that teacher competence is very supportive in achieving the learning objectives given by students. Teachers who have good teacher competence will definitely be able to manage the learning process well. The learning process carried out by the teacher will certainly be more innovative and adapted to the material and characteristics of the students he teaches. This will make the learning process more meaningful and of course fun for students. If students feel happy in learning, students will more easily adapt to the teaching methods provided by the teacher, so that the material they learn will be easier to understand. Based on the explanation above, it can be concluded that teacher competence makes a significant contribution to students' adaptive skills. Collectively, there is a significant contribution of students' social attitudes, students' learning interest, and teacher competence to the adaptive skills of fifth graders of SD Semester II cluster 3 Tabanan District, Tabanan Regency.

CONCLUSION
Based on the results of the research, and analysis of statistical data, it can be concluded that 1) there is a significant contribution of students' social attitudes towards the adaptability skills of fifth grade students of SD Semester II Cluster 3 Tabanan District, Tabanan Regency; 2) there is a significant contribution of students' learning interest towards the adaptability skills of fifth grade students of SD Semester II Cluster 3, Tabanan District, Tabanan Regency; 3) there is a significant contribution of teacher competence to the adaptive skills of fifth grade students of SD Semester II Cluster 3, Tabanan District, Tabanan Regency; 4) taken together, there is a significant contribution of students' social attitudes, student learning interest, and teacher competence to the adaptive skills of fifth grade students of SD Semester II Cluster 3 Tabanan District, Tabanan Regency.

Suggestions that can be conveyed based on the research that has been done are as follows. 1) Students are advised to always try to improve their social attitudes and interest in learning, so that students' adaptive skills can be improved. This will be able to optimally support the achievement of the learning objectives provided by the teacher, 2) Teachers are advised to always strive to develop all their competencies, so that teachers are able to design interesting and fun learning for students, 3) Schools are advised to always support innovative learning processes for students, so that students are excited to follow the learning process given at school, 4) Other researchers are advised to develop this research, so that problems that occur in improving student learning outcomes, can be minimised.

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