ANALYZING THE EFFECT OF COVID-19 ON THE STUDENTS INTENSITY AND ACHIEVEMENT OF LEARNING IN THE FIFTH SEMESTER AT MUHAMMADIYAH UNIVERSITY OF MATARAM IN ACADEMIC YEAR 2020/2021

A THESIS

Presented as a Partial Fulfillment of the Requirements

For Bachelor Degree of Education

In English Department

By

NURSAHRAIN
118120037P

MUHAMMADIYAH UNIVERSITY OF MATARAM
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION PROGRAM
2022

APPROVAL SHEET

ANALYZING THE EFFECT OF COVID-19 ON THE STUDENTS INTENSITY AND ACHIEVEMENT OF LEARNING IN THE FIFTH SEMESTER AT MUHAMMADIYAH UNIVERSITY OF MATARAM IN ACADEMIC YEAR 2020/2021

A Thesis by	**: NURSAHRAIN**
Student's Number	**: 118120037P**
Approved on	**: FEBRUARY, 2022**

By

First Consultant,	**Second Consultant,**
Asbah, M.Hum	**Rima Rahmaniah, M.Pd**
NIDN.0808078301	**NIDN. 0821118601**

MUHAMMADIYAH UNIVERSITY OF MATARAM
FACULTY OF TEACHER TRAINING AND EDUCATION

Head of Program,

Hidayat, M.Hum
NIDN.0820047301

ACCEPTANCE

ANALYZING THE EFFECT OF COVID-19 ON THE STUDENTS INTENSITY AND ACHIEVEMENT OF LEARNING IN THE FIFTH SEMESTER AT MUHAMMADIYAH UNIVERSITY OF MATARAM IN ACADEMIC YEAR 2020/2021

A Thesis by	: NURSAHRAIN
Student Number	: 118120037P
Approved On	: FEBRUARY, 2022

This is certify that the thesis has been approved by the Board of Examiners as the requirement for the Bachelor Degree Of Education English Language Teaching

By

The Board of Examiners Committe

1. Rima Rahmaniah, M.Pd (Chairman) (.....)
   NIDN. 0821118601
2. Humairah, M. Pd (Member) (.....)
   NIDN. 0803048601
3. Moh. Fauzi Bafadal, M.Pd (Member) (.....)
   NIDN. 0813028501

Muhammadiyah University of Mataram
Faculty of Teacher Training and Education

Dean

Dr. Muhammad Nizar, M.Pd. Si
NIDN. 0821078501

DECLARATION AUTHENTICITY

Name	: Nursahrain
Nim	: 118120037P
Study Program	: English Education
Faculty	: Faculty of Teacher Training and Education

I hereby declare that the thesis entitled: **"ANALYZING THE EFFECT OF COVID-19 ON THE STUDENTS INTENSITY AND ACHIEVEMENT OF LEARNING IN THE FIFTH SEMESTER AT MUHAMMADIYAH UNIVERSITY OF MATARAM IN ACADEMIC YEAR 2020/2021"** this and all its content is truly the work of my own in this thesis are signed, citation and referred in the bibliography.

On this statement, I am ready to bear the risk/ any sanctions imposed to me in accordance with applicable regulation, if the future found a breach of scientific ethics or you have a claim against the authenticity of my thesis.

Mataram, February 2022

Stated by

Nursahrain

NIM.118120037P

MAJELIS PENDIDIKAN TINGGI PENELITIAN DAN
PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MATARAM
UPT. PERPUSTAKAAN H. LALU MUDJITAHID UMMAT
Jl. K.H.A. Dahlan No.1 Telp.(0370)633723 Fax. (0370) 641906 Kotak Pos No. 108 Mataram
Website : http://www.lib.ummat.ac.id E-mail : perpustakaan@ummat.ac.id

SURAT PERNYATAAN BEBAS PLAGIARISME

Sebagai sivitas akademika Universitas Muhammadiyah Mataram, saya yang bertanda tangan di bawah ini:

Nama : NURSAHRAIN
NIM : 118120037 P
Tempat/Tgl Lahir : Bima 11 Januari 1995
Program Studi : Bahasa Inggris
Fakultas : FKIP
No. Hp : 085 237 283 195
Email : Syahrainnurain1@gmail.com

Dengan ini menyatakan dengan sesungguhnya bahwa Skripsi/KTI/Tesis* saya yang berjudul :

ANALYZING THE EFFECT OF COVID-19 ON THE STUDENTS INTENSITY AND ACHIEVEMENT OF LEARNING IN THE FIFTH SEMESTER AT MUHAMMADIYAH UNIVERSITY OF MATARAM IN ACADEMIC YEAR 2020/2021

Bebas dari Plagiarisme dan bukan hasil karya orang lain. 76%

Apabila dikemudian hari ditemukan seluruh atau sebagian dari Skripsi/KTI/Tesis* tersebut terdapat indikasi plagiarisme atau bagian dari karya ilmiah milih orang lain, kecuali yang secara tertulis disitasi dan disebutkan sumber secara lengkap dalam daftar pustaka, saya ***bersedia menerima sanksi akademik dan/atau sanksi hukum*** sesuai dengan peraturan yang berlaku di Universitas Muhammadiyah Mataram.

Demikain surat pernyataan ini saya buat dengan sesungguhnya tanpa ada paksaan dari siapapun dan untuk dipergunakan sebagai mana mestinya.

Mataram, 21 FEBUARI 2022
Penulis

METERAI TEMPEL FFEA7AJX660512084

NURSAHRAIN
NIM. 118120037 P

Mengetahui,
Kepala UPT. Perpustakaan UMMAT

Iskandar, S.Sos.,M.A.
NIDN. 0802048904

*pilih salah satu yang sesuai

MAJELIS PENDIDIKAN TINGGI PENELITIAN DAN PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MATARAM
UPT. PERPUSTAKAAN H. LALU MUDJITAHID UMMAT
Jl. K.H.A. Dahlan No.1 Telp.(0370)633723 Fax. (0370) 641906 Kotak Pos No. 108 Mataram
Website : http://www.lib.ummat.ac.id E-mail : perpustakaan@ummat.ac.id

SURAT PERNYATAAN BEBAS PLAGIARISME

Sebagai sivitas akademika Universitas Muhammadiyah Mataram, saya yang bertanda tangan di bawah ini:

Nama : NURSAHRAIN
NIM : 118120037 P
Tempat/Tgl Lahir : Bima 11 Januari 1995
Program Studi : Bahasa Inggris
Fakultas : FKIP
No. Hp : 085 237 283 195
Email : Syahrainnurain@gmail.com

Dengan ini menyatakan dengan sesungguhnya bahwa Skripsi/KTI/Tesis* saya yang berjudul :

ANALYZING THE EFFECT OF COVID-19 ON THE STUDENTS INTENSITY AND ACHIEVEMENT OF LEARNING IN THE FIFTH SEMESTER AT MUHAMMADIYAH UNIVERSITY OF MATARAM IN ACADEMIC YEAR 2020/2021

Bebas dari Plagiarisme dan bukan hasil karya orang lain. 76%

Apabila dikemudian hari ditemukan seluruh atau sebagian dari Skripsi/KTI/Tesis* tersebut terdapat indikasi plagiarisme atau bagian dari karya ilmiah milih orang lain, kecuali yang secara tertulis disitasi dan disebutkan sumber secara lengkap dalam daftar pustaka, saya ***bersedia menerima sanksi akademik dan/atau sanksi hukum*** sesuai dengan peraturan yang berlaku di Universitas Muhammadiyah Mataram.

Demikain surat pernyataan ini saya buat dengan sesungguhnya tanpa ada paksaan dari siapapun dan untuk dipergunakan sebagai mana mestinya.

Mataram, 21 FEBUARI 2022
Penulis

NURSAHRAIN
NIM. 118120037 P

Mengetahui,
Kepala UPT. Perpustakaan UMMAT

Iskandar, S.Sos.,M.A.
NIDN. 0802048904

*pilih salah satu yang sesuai

MOTTO

"Education is the power to think clearly, the power to act well in the world's work and the power to appreciate life"

Brigham Young

DEDICATION

Alhamdulillah, all praises are due to the Almighty Allah SWT, who has blessing and given the researcher the chance, health and strength in writing and finishing this study. Peace and salutation be upon to the beloved prophet Muhammad SAW, his companions and his faithful followers who strive insya Allah's religion Islam and bring us from the darkness into the easiness.

More highly grateful and appreciation are expressed to Mr. Asbah, M.Hum as my main supervisor and Mrs. Rima Rahmaniah, M.Pd as my co supervisor who have guided and supervised me on writing this thesis. My appreciation is also addressed to all of lectures at faculty of teacher training and education of English department of UMMAT in academic year 2021/2022. Thank you so much for all the motivations and suggestions. In addition, my gratitude is also forward to all of English Department students in the fifth semester who have been my respondents. Thanks a bunch.

Next, my great appreciation also given to my beloved father and mother, Ramli Idris and Rufinah and my sister Nurul Fitri who have always motivation and support me with all their pray, affection, and love. I also would like to thanks to all my beloved sisters, Tisyan Fitratunisa, Icha Ismi Fauziah and Nia Agustina and my beloved brothers Muhammad Ramadhan, Mirwan and Adhar, also my nephews Anandam Rafif and Hamzah and my niece Humairah, who have patiently given their support, love and pray. Thank you so much for your advices. Last but not least, Sorry for can not mention your names one by one. Thank you for inspiring me. May Allah, the Almighty, bless you all forever. Aamiin

ACKNOWLEDGMENTS

In the name of Allah S.W.T, the most beneficent and the most merciful. First and foremost, I would like to express to gratitude to Allah SWT who has given mercy and blessing to me in finishing this thesis entitled "ANALYZING THE EFFECT OF COVID-19 ON THE STUDENTS INTENSITY AND ACHIEVEMENT OF LEARNING IN THE FIFTH SEMESTER AT MUHAMMADIYAH UNIVERSITY OF MATARAM IN ACADEMIC YEAR 2020/2021". Shalawat and salaam for the prophet Muhammad SAW who has guide us from the darkness to the brightness.

Many people have helped me during the writing this thesis and it would be impossible to mention all of them. The writer also would like to address his great honor and gratitude to:

1. Dr. H. Arsyad Abd Gani, M.Pd, the Rector University Muhammadiyah of Mataram.
2. Dr. Muhammad Nizar, M.Pd. Si, the Dean of Faculty of Teacher's Training and Education University Muhammadiyah of Mataram.
3. Hidayati, M.Hum, the lead of English Department Program University Muhammadiyah of Mataram.
4. Asbah, M.Hum, as the first consultant, thank you for the guidance, correction and suggestion.
5. Rima Rahmaniah, M.Pd, as the second consultant, thank you for the guidance, correction and suggestion.
6. My big family and all my friends thank you for the support.

Therefore, the researcher happily accepts constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone.

Mataram, February 2022

The researcher

Nursahrain

ABSTARCT

Nursahrain, 2021. A Thesis **"ANALYZING THE EFFECT OF COVID-19 ON THE STUDENTS INTENSITY AND ACHIEVEMENT OF LEARNING IN THE FIFTH SEMESTER AT MUHAMMADIYAH UNIVERSITY OF MATARAM IN ACADEMIC YEAR 2020/2021"** : English Education Program

The COVID-19 epidemic in Indonesia since March 2020 has an impact on the world of education. In relation, this research aims to find out the effect of COVID-19 on student intensity and achievement of learning at the fifth semester of Muhammadiyah university of Mataram in academic year 2020/2021. This research uses descriptive research with quantitative-qualitative techniques. The population in this research was the fifth semester students at Muhammadiyah university of Mataram as many as 22 students. This study uses interviews, questionnaires, tests and documentation. Data analysis using SPSS version 22.0 for the results of the instrument validation test for reading 2 with the results of Rcount 0.629 > rtable 0.388 on 25 items declared valid and the results of the questionnaire validation test rcount 0.504 > rtable 0.432 on 10 questionnaire items declared valid. The reliability test for the questionnaire instrument resulted in Cronbach's Alpha = 0.849 out of 10 variable items, so that the questionnaire was reliable and reliability test analysis with Cronbach's Alpha = 0.936 out of 25 variable items. The reliability value of 0.936 this question is reliable. The results of the study were 8 students (36.4%) enthusiastically participated in online lectures and 14 students (63.6%) had difficulty interacting during online lectures as well as the achievement index before COVID-19 with an average score of 68.6 belonging to the good category and index achievement after COVID-19 with an average score of 44.6 is categorized as less, the results of the study show that there is a significant effect of COVID-19 on the intensity and achievement of student learning.

Key Word: Covid-19, student intensity, achievement of learning

ABSTRAK

Nursahrain, 2021. Skripsi **"ANALISIS PENGARUH COVID-19 TERHADAP INTENSITAS DAN PRESTASI BELAJAR SISWA SEMESTER KELIMA DI UNIVERSITAS MUHAMMADIYAH MATARAM TAHUN AJARAN 2020/2021"** : Program Studi Pendidikan Bahasa Inggris

Wabah COVID-19 di Indonesia sejak Maret 2020 berdampak pada dunia pendidikan. Sehubungan dengan itu, penelitian ini bertujuan untuk mengetahui pengaruh COVID-19 terhadap intensitas dan prestasi belajar mahasiswa semester lima Universitas Muhammadiyah Mataram tahun ajaran 2020/2021. Penelitian ini menggunakan penelitian deskriptif dengan teknik kuantitatif-kualitatif. Populasi dalam penelitian ini adalah mahasiswa semester lima Universitas Muhammadiyah Mataram sebanyak 22 mahasiswa. Penelitian ini menggunakan metode wawancara, angket, tes dan dokumentasi. Analisis data menggunakan SPSS versi 22.0 untuk hasil uji validasi instrumen soal reading 2 dengan hasil Rhitung 0,629 > rtabel 0,388 pada 25 item dinyatakan valid dan hasil uji validasi angket rhitung 0,504 > rtabel 0,432 pada 10 item angket dinyatakan valid. Uji reliabilitas untuk instrumen angket dengan hasil Cronbach's Alpha = 0,849 dari 10 item variabel, sehingga angket ini reliabel kemudian uji reliabilitas dengan Cronbach's Alpha = 0,936 dari 25 item variabel. Nilai reliabilitas 0,936 soal ini reliabel. Berdasarkan hasil wawancara diperoleh data sebanyak 17 siswa yang mengalami penurunan intensitas belajar selama masa pandemi, 5 siswa lainnya intensitas belajarnya tetap sama. Hasil penelitian menunjukan sebanyak 8 mahasiswa (36,4%) antusias mengikuti perkuliahan online dan 14 mahasiswa (63,6%) mengalami kesulitan berinteraksi selama perkuliahan online serta index prestasi sebelum COVID-19 dengan skor rata-rata 68,6 tergolong kategori baik dan index prestasi setelah COVID-19 dengan skor rata-rata 44,6 tergolong kategori kurang, hasil penelitian menunjukan terdapat pengaruh signifikan COVID-19 terhadap intensitas dan prestasi belajar siswa.

Kata Kunci: ***Covid-19, intensitas siswa, prestasi belajar***

TABLE OF CONTENT

COVER i

APPROVAL SHEET ii

ACCEPTANCE iii

DECLARATION iv

PLAGIARISME v

SCIENTIFIC PUBLIC vi

MOTTO vii

DEDICATION viii

ACKNOWLEDGMENTS ix

ABSTARCT x

ABSTRAK xi

TABLE OF CONTENT xii

LIST OF TABLE xiii

CHAPTER I INTRODUCTION 1

1.1 Background of Study 1

1.2 Research Question 5

1.3 The purpose of Study 5

1.4 Scope of Study 5

1.5 Significances of Study 6

1.5.1 Theoretically 6

1.5.2 Practically 6

1.6 Definition of Key Terms 6

CHAPTER II REVIEW OF LITERATURE 8

2.1 Definition of Learning 8

2.2 Learning Principles 8

2.3 Definition of Learning Intensity 9

2.3.1 Indicator of learning intensity 9

2.4 Definition of Learning Achievement 11

2.4.1 Factors Affecting Learning Achievement 11

2.5 Definition of Virus 16

2.6 Covid-19 Pandemic 16
2.7 Previous Study 17
CHAPTER III RESEARCH METHODOLOGY 20
3.1 Research Design 20
3.2 Setting and participants 21
3.2.1 Setting 21
3.2.2 Participants 21
3.3 Technique of Data Collection 21
3.4 Research Instrument 22
3.4.1 Interview 23
3.4.2 Questionnaire 23
3.5 Technique of Data Analysis 23
3. 6 Data Validity and Reliability 25
3. 6. 1 Validity test 25
3. 6. 2 Reliability test 27
CHAPTER IV FINDING AND DISCUSSION 31
4 .1 Description of data 31
4.1.1 Interview result 31
4.1.2 Questionnaire Results 33
4.1.3 Final score for reading I 37
4.1.4 Reading II Test result 39
4.2 Discussion 41
CHAPTER V CONCLUSION AND SUGGESTION 45
5.1 Conclusions 45
5.2 Suggestions 46
BIBLIOGRAPHY 47
APPENDIX 49

LIST OF TABLE

Table 3 . 1 validation test results 25
Table 3 . 2 Questionnaire validation test..... 26
Table 3 . 3 Reliability Statistics of reading test questions 28
Table 3 . 4 Reading test reliability item total statistics 28
Table 3 . 5 Questionnaire reliability statistical..... 29
Table 3 . 6 Questionnaire reliability item total statistical 29
Table 4 . 1 Questionnaire students' motivation..... 33
Table 4 . 2 Questionnaire data about the problems of learning 35
Table 4 . 3 Result Reading test 1 38
Table 4 . 4 Result Reading Test II 39
Table 4 . 5 Reading II Reliability Statistics 40
Table 4 . 6 Criteria and values of reading achievement of learning..... 41
Table 4 . 7 Student achievement comparisons..... 43

LIST OF PICTURE

Picture 4. 1Final score Reading 37

CHAPTER I

INTRODUCTION

1.1 Background of Study

Covid-19 is an outbreak that can cause infectious diseases in the form of infection in the human respiratory tract caused by a virus. The Covid-19 outbreak has hit the world. Indonesia became one of the countries affected by the Covid-19 outbreak on March 2020, which had a visible impact in various fields. The spread of the corona virus initially had a huge impact on the world economy which was starting to sluggish, but now this impact is also being felt by the world of education. To reduce the spread of Covid-19, the policies taken by many countries, including Indonesia, by closing all educational activities, made the government and related agencies have to present an alternative education process for students who cannot carry out the educational process.

The implementation of teaching and learning activities is carried out with an online system. The learning system is carried out without face to face directly, but is carried out using a distance learning system. With the distance learning system, students are not required to come to school or campus to carry out learning. Sudden changes in the learning system certainly have an impact on student learning intensity and student learning achievement. The process of student learning activities has different intensities. Learning does not have to be done for a long time the most important thing is learning must be done regularly every day, so with this routine learning becomes a habit that is done by students. Intensity in learning has several indicators, including: motivation, duration of activities, frequency of activities, presentation, and direction of attitudes, interests, and activities.

The learning process is carried out to provide a transfer of knowledge, skills and good attitudes to students. The learning process that has been implemented is used to determine student learning achievement. Arif Sadiman (2002: 85) states that the intensity of student learning will greatly determine the level of achievement of their learning goals, namely increasing their achievement. Thus, students can get some convenience in learning, such as being able to manage study time, generate motivation, and easier to remember learning material because if there is a greater learning load, they can prepare themselves because they study regularly. The intensity of learning that is carried out regularly has an influence on student learning achievement, but it should be remembered that although it is important, students should not be forced into the intensity of their learning time. The process towards good student learning achievement, namely students must be give motivation, guidance, interest aroused, attention to attitudes, and the environment must be supportive.

Based on the results of interviews by researcher with students in fifth semester at Muhammadiyah university of Mataram, researcher found a problem where some students with regular learning intensity said their scores had decreased based on the grand point average (GPA) and some other students said their scores had increased during the Covid -19 pandemic. Based on the problems above the researcher want to further analyze the effect of Covid-19 on the students' intensity and learning achievement.

Dimyati and Mudjiono (2013: 3) stated that learning achievement is the result of the interaction of learning action and teaching action. It's not just time intensity learning which is important in the learning process, but also student achievement.

According to Anni (2012: 69) learning achievement is a change in behavior obtained by students after experiencing learning activities. Acquisition of aspects changes in behavior depending on what students learn. Satisfactory learning outcomes are the hope for every parent. Not

only parents, students, universities and the government expect the same the same for the achievement of learning goals.

There are some research has conducted about learning intensity and student achievement such us:

The first by Erika Untari Dewi (2020) *the effect of anxiety on online study during covid-19 in learning achievement at William Surabaya's collage.* This research categorized as experimental research. The research design used is correlational, which aims to find the relationship between online learning and student anxiety. The independent variable in this study is online learning and the dependent variable is student anxiety. The populations in this study were William Booth Stikes students totaling 19 respondents, with a sample of 19 respondents. Data collection with online learning questionnaires and Hars anxiety. The results showed enough online learning as many as 14 people (73.6%) and moderate anxiety as many as 9 people (47.3%) and an achievement index of 3.00 - 3.49 as much as 52. Data analysis using the Spearman Rho Correlation statistical test obtained a significance level of 0.04 ($p < 0.05$). Thus Ho is accepted, which means that there is a relationship anxiety during online learning with student achievement at Stikes William Booth. Can see the existence of the results of this study can help to find out whether there is a relationship between online learning with student anxiety or not and the results obtained are no relationship between online learning and student anxiety at STIKES William Booth Surabaya.

The second by Sari Rasyidah (2017) *the effect of the use of social media and types of social media on the learning intensity of VIII class Pai students at SMP N Karangdowo Klaten in the academic year 2016/2017.* The results showed that 1) Grade VIII students at SMP N 3 Karangdowo Klaten used social media in the form of Facebook, BBM and both (Facebook and BBM), 30 students used social media in the form of Facebook with a percentage of 33% while students who used BBM as much 26 students with a percentage of 28%, students who use both

(Facebook and BBM) as many as 23 students with a percentage of 25% and there are 12 students who do not use social media at all with a percentage of 14%. 2) The intensity of PAI learning of class VIII students at SMP N 3 Karangdowo Klaten is classified as moderate with a percentage of 59% and 19% in the high category, while 22% is in the low category, this is influenced by the lack of student response to Islamic Education subjects when in class and Lack of student interest in learning Islamic Education at home. 3) Based on the results of hypothesis testing using dummy variable regression analysis, the hypothesis of using social media with student learning intensity is obtained rcount of 0.411> 0.05, so H0 is accepted, meaning that there is no influence between the use of social media and the intensity of learning PAI. While the type of social media Facebook has an average of 86,855 and gets rcount 0,000 <0.05, so H0 is rejected, meaning that there is an influence between Facebook and the intensity of PAI learning. BBM produces an average of 84.290 and rcount of 0.000 <0.05, meaning that H0 is rejected and there is an influence on the intensity of PAI learning. Meanwhile, the social media types Facebook and BBM received an average of 87.310 and rcount 0.001 then H0 is rejected and there is an influence on the intensity of PAI learning.

Based on the results of these studies indicate that the intensity learning has a relationship with learning achievement, which is through learning activities with the intensity it does can improve learning achievement. Based on the background description described above, researcher conducted research under the title "ANALYZING THE EFFECT OF COVID-19 ON THE STUDENTS INTENSITY AND ACHIEVEMENT OF LEARNING IN THE FIFTH SEMESTER AT MUHAMMADIYAH UNIVERSITY OF MATARAM IN ACADEMIC YEAR 2020/2021"

1.2 Research Question

Based on the background of study above, the statement of problem is as follows:

1. How does the covid -19 effects on the student learning intensity in the fifth semester at Muhammadiyah university of Mataram in academic year 2020/2021?
2. How does the covid-19 effects on the student achievement in the fifth semester at Muhammadiyah university of Mataram in academic year 2020/2021?

1.3 The purpose of Study

Based on the research statement, this particular study aimed at finding out:

1. To know the effect of covid -19 on student learning intensity in the fifth semester at Muhammadiyah university of Mataram in academic year 2020/2021
2. To know the effect of Covid-19 on student achievement in the fifth semester at Muhammadiyah university of Mataram in academic year 2020/2021

1.4 Scope of Study

In this study, the researcher limited the problem, especially to explore the effects of Covid -19 on student learning intensity and achievement especially achievement on campus. The research subjects are fifth semester students at the Muhammadiyah University of Mataram in the academic year of 2020/2021.

1.5 Significances of Study

1.5.1 Theoretically

It is hoped that the findings of this study can support and complement previous theories related to student learning intensity and achievement and as a basis for further research.

1.5.2 Practically

1. Provide information about the effect of Covid-19 on learning intensity and learning achievement

2. As a prospective teacher, knowledge and experience during conducting this research can be disseminated to students and in society in general.

1.6 Definition of Key Terms

To avoid miss understanding, the writer explains key term with the subject matters of this thesis as the following are:

1. Covid-19

   Coronaviruses are a large family of viruses that cause disease in humans and animals. In humans, it usually causes respiratory infections, from the common cold to serious illnesses such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). A new type of coronavirus that was discovered in humans since the outbreak occurred in Wuhan China, in December 2019, was then named Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV2), and causes Coronavirus Disease-2019(COVID-19

2. Learning Intensity

   The word intensity which means serious, active, or great in doing something (Alwi, 2008: 384). According to Poerwadarminta (2003: 384) is an activity that is truly

profound and it can increase and sometimes decrease or weaken. So simply put intensity can be interpreted as the effort made by someone with full of enthusiasm to get the goals to be achieved, which is deep This study discussed intensity with regard to the learning process.

Learning is a process by which behavior (in a broad sense) is generated or changed through practice (Abu Ahmadi Dan Widodo.S, 2008:127) So it can be concluded that the intensity of learning is his persistence, ability, strength and enthusiasm someone in learning to achieve his learning goals.

3. Learning Achievement

Achievement will never be generated as long as someone does an activity. To get achievement, it takes tenacity and work persistence. Learning achievement is a real ability which is the result of the interaction between various factors that influence both inside and outside of the individual in learning (Sadirman, 2011:46)

CHAPTER II

REVIEW OF LITERATURE

2.1 Definition of Learning

Learning is an important process for changing everyone's behavior and includes everything a person thinks and does. Learning plays an important role in development, habits, attitudes, one's beliefs, goals, personality and perceptions.

Thursan Hakim (2011: 21) argues that learning is a process of change in human personality, and these changes are manifested in the form of an increase in quality and quantity behavior, such as increasing skills, knowledge, attitudes, habits, understanding, and others.

According to Hamalik (2004: 27) learning is a modification or reinforces behavior through experience. According to this sense, learning is a process, an activity and not an outcome or a goal. Meanwhile, Syaiful (2002: 12) Learning can be defined as a process in which behavior is generated or changed through training or experience. So intensity learning can be interpreted as being improvement of a process carried out by someone to get a change behavior with maximum effort. Someone who studies with high enthusiasm will show good results.

From some of the opinions above it can be concluded that learning is changes in individuals looking for something from the experience that can play an important role in development to improve quality and quantity of his ability.

2.2 Learning Principles

According to Daryanto (2010: 24), the principles of learning are as following:

a. When studying students must be actively endeavored to increase interest and guiding to achieve instructional goals
b. Total learning and the material must be structured, simple presentation so that students easily understand
c. Learning must generate strong motivation
d. Learning is a continuous process
e. Learning must be able to develop certain abilities according to goals instructional that must be accomplished
f. Learning requires sufficient means so that students can learn with quiet
g. Learning there needs to be student interaction with their environment
h. Learning is a process of relationship between one unit and another

2.3 Definition of Learning Intensity

Intensity also shows the level of behavior that is often done in this case it is an attitude of someone's vibrant routine serious in doing the deeds which involved. Sadirman (2009: 86), which states that the intensity of student learning will greatly determine the level of achievement of their learning goals, namely increasing their achievement.

According to Imam Hermawan (2019: 7) learning intensity is a condition or activity that a person carries out to acquire knowledge with a desire that is realized by habits in learning.

Based on some of the definitions above, it can be concluded that learning intensity is the habit or activity of students who get changes in knowledge, understanding and values that result in achievement.

2.3.1 Indicator of learning intensity

Nuraini (2011: 12) states that intensity has several indicators namely as follows:

a. Motivation. The basic definition of motivation is the internal condition of a human being that drives him to do something. Here motivation means a power supply to act or behave in a directed manner. Motivation can be divided into two types, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is a state that comes from within the individual who can take action, including the feeling of liking the material and his need for the material. While extrinsic motivation is a thing or situation that encourages action due to stimulation from outside the individual, praise and gifts or school rules, role models from parents, teachers and so on, are concrete examples of extrinsic motivation that can encourage students to learn.
b. Activity duration. The duration of the activity is how long it takes to use the ability to carry out activities. From this indicator it can be understood that motivation will be seen from a person's ability to use his time to carry out activities.
c. Frequency of activity Frequency can be defined as the frequency or infrequency of the frequency, the frequency in question is the frequency with which the activity is carried out within a certain period of time. For example, the frequent students doing learning both at school and outside of school.
d. Presentation. Presentation in question is passion, desire or strong hope, namely the intent, plan, ideals or goals, targets and idols to be achieved with the activities carried out. This can be seen from the strong desire for students to learn.
e. Direction of attitude. Attitude is a readiness in a person to act in a certain way towards things that are positive or negative. In its negative form, there will be a tendency to stay away from, avoid, hate, and even dislike certain objects. Whereas in its positive form the tendency for action is to approach, like, and expect certain objects. For example, if students like certain material, students will learn it by themselves.

Meanwhile, if they do not like certain material, students will not learn the impression of indifference.

f. Interests. Interests arise when individuals are interested in something because it is in accordance with their needs or feel that something to be cultivated has meaning for them. This interest is closely related to personality and always contains elements of affective, cognitive, and will. This gives the understanding that the individual is attracted to and tends to an object continuously, until his other psychic experiences are ignored.

2.4 Definition of Learning Achievement

Learning achievement is important in the world of education. Because of achievement learning is a symbol of the success of a student from his studies so that high achievement is the dream of every student, educator also parents.

According to Nana Sudjana (2005:22) learning achievement is abilities that the student has after receives the experience learn it. Sumadi Suryabrata (2006:297) stated that learning achievement is a value is the final formulation given by the teacher related to progress of student achievement during a certain time.

Based on some of the above definitions it can be concluded that learning achievement is the student's abilities in the form of values where an educator has measured each learning experience during the process of learning.

2.4.1 Factors Affecting Learning Achievement

There are many factors that affect learning achievement, namely it can classified into three kinds according to Abu Ahmadi and Widodo.S (2008: 139):

A. The learning stimulus

What is meant by the learning stimulus are everything things outside the individual to make reactions or learning actions. The stimulus in this case includes material, assignments, and atmosphere external environment that must be accepted learned by students. Here are some things related to the learning stimulus factor:

1) The length of the lesson material

   Length of study material is related to quantity lesson material. The longer the lesson material, the more the length of time required by the individual to study it. Materials that are too long or too much can cause learning difficulties. Individual learning difficulties this is related to student fatigue and boredom.

2) The difficulty of the learning material

   Each lesson material contains a level of difficulty learning material and affects the speed of learning. It's getting harder lesson material, the slower people learn it. Otherwise, the easier the learning material the faster the insider studies it. Difficult materials require learning activities the more intensive, while the simpler the ingredients reduce the intensity of one's learning

3) Meaning of learning materials

   Learning requires capital experience gained from learned earlier time. The experience capital can be mastery of language, knowledge, and principles. Capital this experience determines the meaning of the material being studied in the present. The material that means is the material that can be recognizable. Material which means enabling individuals to learn

4) Hard and easy the tasks

   Hard and easy the task, closely to do with the level of individual ability. This matter because their intellectual capacity and experience are not the same. Perhaps, the severity of a task is related with individual age. This means, which the maturity of the

individual follows be an indicator of the hard or easy of the task for the individual concerned. It can be proven, that the tasks are too light or easy is reducing learning challenges, while tasks that are too heavy or difficult to make individuals give up to learn

5) environmental atmosphere external

The atmosphere of the external environment involves many things among others: weather, time, place conditions, school location, and lighting.

B. The learning method

The teaching methods used by the teacher greatly influence learning methods used by students. Method factors learning include:

1) Activities practice

As in the medical field, activities practice can be given in large or small doses. Exercises can be given on a marathon (non-stop) or distributed (with intervals of time - rest). Hour lessons or exercises that are too long are lacking effective. The shorter the time distribution for work or practice, the more effective the job or exercise is.

2) Over learning and drill

For memorizing or remembering activities, then overlearning is very necessary. When over learning applies to motor skills training such as playing piano or sewing, then drill applies to activities practice abstraction for example counting. Drill mechanism is no different from overlearning. Good drill and over learning is useful for stabilizing reactions in study. Recitation During Learning Combination of activities reading in recitation is very beneficial for improve reading skills itself, as well to memorize lesson material

3) Introduction of learning Achievement

In the learning process, individuals often ignore about the development of learning achievement during deep learn it. Research shows, that recognition someone to the results or progress of learning is important, because by knowing the results that have been achieved, someone try to improve the results learn it next.

4) Use of sensory modalities

The modalities of the senses used by each individuals in learning are not the same. Therefore there are three important impressions in learning, namely oral, visual, and kinesthetic

5) Tutoring

Tutoring can be given within limits required by the individual. The important thing is the need for providing skill capital to individuals so that he can carry out his assigned tasks with the least amount of assistance from other party.

C. Individual

1) Maturity

Maturity is reached by the individual from the process physiological growth. The maturity provide physiological conditions including the nervous system and brain function becomes developed, thus will cultivate one's mental capacity in terms of learn.

2) Chronological age

The increase in age is always accompanied by process of growth and development. Chronological age is a factor determinant of level of individual learning ability.

3) Previous experience

The environment affects individual development because the environment provides a lot of experience. The experience gained by the individual participates affect the learning thing concerned especially on the transfer of learning. It is evident that children are from middle and high social classes have an advantage in learning at school as a result of experience previous.

4) Mental capacity

In a certain developmental stage, the individual have a mental capacity that develops as a result of growth and development of physiological functions on nervous system and brain tissue. Because of the background heredity and environment of each individual is different, then the intelligence of each individual also varies. A person's intelligence also determines learning achievement that someone

5) Health condition physical

People who learn need physical condition which is healthy. Physical health conditions and disabilities mentally in someone very disturbing learning people concerned

6) Motivation

Motivation related to needs, motives, and goals greatly influence activities and learning achievement. Motivation is important to the learning process, because motivation moves the organism, directs action, and chooses the learning objectives that are most useful for the individual's life

2.5 Definition of Virus

Virus is another word for poison. Aryulina Diah. Et al. (2004) stated before the development of science knowledge, all the causes of mysterious diseases in humans called virus. Viruses are microscopic parasites that infect the cells of biological organisms. Viruses can only reproduce in living material by making use of living cells. The reason is, the virus does not have a mobile device to reproduce itself. The size of the virus is very small with a diameter ranging from 200-400 nanometer. Nurhayati, nunung. Et al. (2014) stated their size is on average 50 times smaller than bacteria, therefore hamya can be seen using a microscope electron

2.6 Covid-19 Pandemic

Coronavirus (CoV) is a large family of viruses that cause illness ranging from mild to severe symptoms. Zu et al. (2020) stated that in December 2019, an outbreak of coronavirus 2 (SARS-CoV-2) infections was a severe acute respiratory infection that occurred in Wuhan, Hubei Province, China and spread throughout China and beyond. Coronavirus Disease (COVID-19) is a new type of virus that has never been identified in humans. Coronavirus is a zoonosis (can be transmitted between animals or humans) (Directorate General of Disease Prevention and Control, 2020:11).

The Minister of Education and Culture, Nadiem Anwar Makarim, issued Circular Number 4 of 2020 concerning the Implementation of Education in Emergency Coronavirus (Covid-19), one of which emphasized that online learning (distance), was carried out to provide meaningful learning experiences for students, without being burdened by the demands of completing all curriculum achievements for class and graduation. Online/ distance learning is focused on increasing students' understanding of the

corona virus and the Covid-19 outbreak. The learning activities and tasks can vary between students according to their interests and conditions, including in terms of gaps in access / learning facilities at home. During the Covid-19 pandemic, all activities were carried out from home, including learning. Thus activities that causes direct contact to be reduced so that this virus does not develop rapidly. The government also urges everyone to do social distancing to minimize the spread of this virus.

2.7 Previous Study

The first by Erika Untari Dewi (2020) *the effect of anxiety on online study during covid-19 in learning achievement at William Surabaya's collage*.

The research design used is correlational, which aims to find a relationship between online learning and student anxiety. The independent variable in this study is online learning and the dependent variable is student anxiety. The populations in this study are 19 students of Stikes William Booth, with a sample of 19 respondents. Data collection using online learning questionnaires, Hars anxiety and student achievement data in the form of an achievement index. This research categorized as experimental research. The research design used is correlational, which aims to find the relationship between online learning and student anxiety. The independent variable in this study is online learning and the dependent variable is student anxiety. The populations in this study are William Booth Stikes students totaling 19 respondents, with a sample of 19 respondents. Data collection with online learning questionnaires and Hars anxiety. The results showed enough online learning as many as 14 people (73.6%) and moderate anxiety as many as 9 people (47.3%) and an achievement index of 3.00 - 3.49 as much as 52. Data analysis using the Spearman Rho Correlation

statistical test obtained a significance level of 0.04 (p< 0.05). Thus Ho is accepted, which means that there is a relationship anxiety during online learning with student achievement at Stikes William Booth. Can see the existence of the results of this study can help to find out whether there is a relationship between online learning with student anxiety or not and the results obtained are no relationship between online learning and student anxiety at STIKES William Booth Surabaya.

The second by Sari Rasyidah (2017) *the effect of the use of social media and types of social media on the learning intensity of VIII class Pai students at SMP N Karangdowo Klaten in the academic year 2016/2017*

The method used is associative research conducted at SMP N 3 Karangdowo from December to May 2017. The population includes all class VIII students totaling 223 students, and the sample taken is 91 students. The sampling technique used cluster random sampling. The data collection method was a questionnaire. The trial of the instrument using social media resulted in 33 valid items and 7 invalid items and the PAI learning intensity resulted in 34 valid items and 6 invalid items. The normality test of the use of social media obtained a significance of 0.200 and the intensity of PAI learning with a significance of 0.179 with an error rate of 5%. Because the homogeneity test is more than 0.05, it can be concluded that the data comes from a normal population. The results showed that 1) Grade VIII students at SMP N 3 Karangdowo Klaten used social media in the form of Facebook, BBM and both (Facebook and BBM), 30 students used social media in the form of Facebook with a percentage of 33% while students who used BBM as much 26 students with a percentage of 28%, students who use both (Facebook and BBM) as many as 23

students with a percentage of 25% and there are 12 students who do not use social media at all with a percentage of 14%. 2) The intensity of PAI learning of class VIII students at SMP N 3 Karangdowo Klaten is classified as moderate with a percentage of 59% and 19% in the high category, while 22% is in the low category, this is influenced by the lack of student response to Islamic Education subjects when in class and Lack of student interest in learning Islamic Education at home. 3) Based on the results of hypothesis testing using dummy variable regression analysis, the hypothesis of using social media with student learning intensity is obtained rcount of 0.411> 0.05, so H0 is accepted, meaning that there is no influence between the use of social media and the intensity of learning PAI. While the type of social media Facebook has an average of 86,855 and gets rcount 0,000 <0.05, so H0 is rejected, meaning that there is an influence between Facebook and the intensity of PAI learning. BBM produces an average of 84.290 and rcount of 0.000 <0.05, meaning that H0 is rejected and there is an influence on the intensity of PAI learning. Meanwhile, the social media types Facebook and BBM received an average of 87.310 and rcount 0.001 then H0 is rejected and there is an influence on the intensity of PAI learning.

This research is different with previous research where this research is a qualitative research whereas the previous research was a quantitative research. Furthermore, difference that stand out from this study is the time spent in this study, namely when the Covid-19 was endemic in Indonesia. The similarity with the previous studies is to research on students' intensity and achievement of learning

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Kothari (2004:1) stated that research is a scientific and systematic search for information related to a particular topic. Furthermore, Raco (2013:2) stated that the research method is a scientific activity carried out in stages beginning with the determination of topics, data collection and data analysis. So that later obtained an understanding of certain topics, issues, and symptoms.

According to Fitrah and Luthfiyah (2017:44) stated that qualitative research is a research procedure that uses descriptive data in the form of written or oral words from people or actors that can be observed. Furthermore, Walidin etal (2015:76) stated that qualitative research is research that aims to gain a deep understanding of human and social problems, not describing the surface part of reality as qualitative research with positivism.

According to Sugiyono (2010:14) stated Quantitative research is used to research on a population or sample that is usually randomly assigned to the data is taken, with the aim of testing the hypothesis that has been proposed.

In this study, the researcher used a descriptive study using quantitative-qualitative techniques. This research is the case study because this research is related to the impact of covid-19 faced by fifth semester students.

3.2 Setting and participants

3.2.1 Setting

Helaluddin and Wijaya (2019: 60) explain that population is defined as an area of generalization consisting of objects or subjects that have certain qualities and characteristics. Meanwhile scheiber & Asner-self (2010: 83) the population in social science research refers to all of your potential participants; think of it as the whole group of people in which you are interested.

The population in this research is the fifth semester students at Muhammdiyah University of Mataram in academic year 2020/2021.

3.2.2 Participants

Helaluddin and Wijaya (2019:62) explained that sample is a small part of population which determined to be used in the process of data collection in research. Furthermore, Taherdoost (2016:20) stated that sampling in research can be used to make conclusions about a population or to make generalizations in relation to existing theories.

In this study, the research used one class as the sample. So the total number of students is 22 samples.

3.3 Technique of Data Collection

According to Raco (2010:108), data is collected if the direction and purpose of the research are clear and the data source, namely the informant or participant, has been identified, contacted, and has obtained approval to provide the information needed. Furthermore, Walidin (2015:45) said that the research data was collected in accordance with a predetermined research design. The data is obtained by means of observations, experiments, or measurements collected. Data collected represents facts about the object being invited. To obtain data about the effect of Covid-19 on students' intensity and learning achievement in this research used

interviews, questionnaires, test and documentation. The stage in very technical:

1. Interview

The first Technique of data collection that used in this research is Interview. The interview is conducted online because of the Covid-19. The technique used is to rewrite the interview recording, then summarize the interview results, and analyze the data obtained. In the interview, the researcher used Indonesian and English language which aims to make it easier for students to answer questions.

2. Questionnaire

The second is a questionnaire. After conducting the interview, the researcher provides a questionnaire consisting of twenty questions as well as several questions about student problems during online lectures.

3. Test

This research, an achievement test is used to measure and determine achievement students. 25 multiple choice questions is given to students.

4. Documentation

Documentation in this research used to collect students' reading scores before COVID-19 which used to as a reference for comparison of student learning achievements.

3.4 Research Instrument

According Arikunto (2002:136) Instruments are tools or facilities that researcher can use in making data easier. Meanwhile to Sugiyono (2014: 59) in qualitative research, the research instrument is the researcher himself.

To obtain data about the effect of Covid-19 on students' intensity and learning achievement in the fifth semester at Muhammadiyah university of Mataram in academic year 2020/2021. This research use instruments in the form of interviews and questionnaires. In order for this research to be focused, the researcher first compiles several questions to be used as data material.

3.4.1 Interview

The type of interview in this study is semi structured interview consisting of basic questions that focus on the effect of Covid-19 on student learning intensity. Other questions develop as the interview is conducted. Interviews using the WhatsApp application with the voice note feature conducted one by one with the respondents.

3.4.2 Questionnaire

The type of questionnaire in this study is a closed questionnaire consisting of twenty questions that have been determined by the researcher. The researcher made an electronic questionnaire in a Google Form, and then distributed it to students via WhatsApp. Because this type of questionnaire is a closed questionnaire, students only choose the available answers without having to think about the answers themselves. In a closed questionnaire, respondents are given 4 alternative answers, including: always on a scale of 4, often on a scale of 3, sometimes on a scale of 2 and never on a scale of 1. The response is just to choose one of the appropriate answers3. 4.3 Tests

Multiple choice questions with a score of 4 for correct answer questions and a score of 0 for questions with wrong answers. The number of questions is 25 questions and test questions is created using Google Form, the link is shared with respondents using the Whatsapp application.

3.5 Technique of Data Analysis

Helaludin and Wijaya (2019:99) explained that data analysis is an attempt to break down a problem or focus of study into parts so that the

structure and order of the form of something decomposed appear clearly visible and easily digested or captured in meaning

Helaludin and Wijaya (2019:123) describe several stages/ techniques in analyzing data, as follows:

1. Qualitative Data Analysis

A. Data reduction

Data reduction means making a summary, choosing a theme, creating categories and certain patterns so that they have meaning. Data reduction is a form of analysis to sharpen, select, focus, discard, and organize data towards drawing conclusions. The data selected and reduced so that only relevant data are used. Qualitative data that obtained from the field is the result of interviews with all respondents

B. Data display

The presentation of data in qualitative research is carried out in the form of summaries, charts, relationships between categories, patterns, etc. for easy understanding. Data arranged systematically make it easier understand the concepts, categories, and relationships and differences of each pattern or category.

C. Conclusion

In qualitative research, the initial conclusions drawn are still provisional, so they can change from time to time if not supported by strong evidence. However, if the conclusions drawn are supported by valid or consistent evidence, then the conclusions drawn are flexible. The conclusion from the research results must be able to provide answers to the problems formulated. In addition to providing answers to problem formulations, conclusions must also produce new findings in fields of science that do not yet exist.

These findings can be in the form of a description of an object or phenomenon that was previously vague after being investigated to become clearer, it can also be in the form of a hypothesis or even a new theory

2. Quantitative Data Analysis

The research data were analyzed using several steps. First, the researcher summarizes the test results of the respondents. Second, the data that has been received is then entered into the research table. Third, then the researcher made a table of student achievement categories in order to the criteria and values.

3. 6 Data Validity and Reliability

3. 6. 1 Validity test

Data Validation is the level of reliability and validity of the measuring instrument used. The instrument to be valid, meaning that the measuring instrument used to obtain the data is valid or can be used to measure what should be measured (Sugiyono 2013: 137). An instrument that is less valid means it has low validation (Arikunto, 2003:115)

Table 3 . 1
validation test results

No	R count	R_{tabel}	Description
1	0,629	0,388	Valid
2	0,553	0,388	Valid
3	0,454	0,388	Valid
4	0,662	0,388	Valid
5	0,679	0,388	Valid
6	0,780	0,388	Valid
7	0,564	0,388	Valid
8	0,702	0,388	Valid
9	0,541	0,388	Valid
10	0,651	0,388	Valid
11	0,662	0,388	Valid
12	0,629	0,388	Valid

13	0,690	0,388	Valid
14	0,461	0,388	Valid
15	0,429	0,388	Valid
16	0,615	0,388	Valid
17	0,634	0,388	Valid
18	0,622	0,388	Valid
19	0,518	0,388	Valid
20	0,432	0,388	Valid
21	0,662	0,388	Valid
22	0,424	0,388	Valid
23	0,634	0,388	Valid
24	0,662	0,388	Valid
25	0,695	0,388	Valid

Based on table 3.1 above, it can be seen that of Rcount 0.629 > Rtable 0.388 on 25 items about reading 2, are declared valid the 25 items about reading 2, they are declared valid, so that all of these items can be used as a data collection tool.

Table 3 . 2
Questionnaire validation test

NO	R count	R_{TABEL}	Description
1.	0,504	0,432	Valid
2.	0,439	0,432	Valid
3.	0,488	0,432	Valid
4.	0,558	0,432	Valid
5.	0,522	0,432	Valid
6.	0,529	0,432	Valid
7.	0,453	0,432	Valid
8.	0,454	0,432	Valid
9.	0,439	0,432	Valid
10.	0,541	0,432	Valid

Based on table 3.2 above, it can be seen that Rcount 0.504 > Rtable 0.432 on 10 questionnaire items, were declared valid so that all of these items could be used as data collection tools

3. 6. 2 Reliability test

Data After conducting the validity test, then the reliability test is then carried out. Items that are not valid in the validity test are no longer included in the reliability test. A measuring instrument will be called reliable if the measuring instrument can measure a symptom in a different time and place, but the income of the same thing or in other words the measuring instrument has consistent results when used many times at different times (Mathar, 2013 : 42).

According to Uma Sekaran (2003) decision making for reliability testing is as follows:

a. Cronbach's alpha < 0.6 less reliability

b Cronbach's alpha 0.6 - 07.9 acceptable reliability

c Cronbach's alpha 0.8 good reliability

d Cronbach's alpha > 0.9 perfect reliability

A) The reliability reading test

The reliability reading test used SPSS version 22.0. Shown in the table as follows:

Table 3 . 3
Reliability Statistics of reading test questions

Reliability Statistics

Cronbach's Alpha	N of Items
.936	25

Table 3 . 4
reading test reliability item total statistics

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Soal1	14.32	56.418	.601	.933
Soal2	14.18	57.584	.465	.935
Soal3	14.23	57.613	.449	.935
Soal4	14.32	55.846	.679	.932
Soal5	14.23	55.708	.711	.932
Soal6	14.23	54.755	.845	.930
Soal7	14.18	57.489	.478	.935
Soal8	14.18	55.584	.745	.931
Soal9	14.09	57.706	.489	.935
Soal10	14.14	56.600	.623	.933
Soal11	14.27	56.017	.658	.933
Soal12	14.27	57.160	.503	.935
Soal13	14.18	55.775	.718	.932
Soal14	14.18	57.203	.517	.935
Soal15	14.27	58.589	.314	.937
Soal16	14.14	57.457	.500	.935
Soal17	14.23	56.184	.644	.933
Soal18	14.23	55.994	.671	.932
Soal19	14.27	57.351	.478	.935
Soal20	14.23	57.327	.488	.935
Soal21	14.14	56.409	.651	.933
Soal22	14.36	57.957	.397	.936
Soal23	14.23	55.898	.684	.932
Soal24	14.27	55.255	.763	.931
Soal25	14.27	56.208	.632	.933

Based on the reliability statistics table 3.3 the results of the analysis of the reliability test with Cronbach's Alpha = 0.936 of 25 variable items.

The reliability value of 0.936 is a perfect score so that this question reading test is reliable.

B) The reliability questionnaire test

The reliability reading test use SPSS version 22.0. Shown in the table as follows:

Table 3 . 5

Questionnaire reliability statistical

Reliability Statistics

Cronbach's Alpha	N of Items
.849	10

Table 3 . 6

Questionnaire reliability item total statistical

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
question1	5.59	7.872	.829	.813
question2	5.73	8.017	.643	.827
question3	5.86	8.981	.264	.861
question4	5.68	7.942	.701	.822
question5	5.82	9.489	.097	.875
question6	5.77	8.470	.454	.844
question7	5.68	7.846	.741	.818
question8	5.68	8.608	.435	.845
question9	5.73	7.732	.759	.816
question10	5.73	7.827	.720	.819

Based on the reliability statistics table 3.5 the results of the analysis reliability test with Cronbach's Alpha = 0.849 of 10 variable items. The

reliability value of 0.849 is a good reliability so that this questioner test is reliable

UNIVERSITAS MUHAMMADIYAH
MATARAM