The Effect *of sense of Humor* Teacheron Student Learning Achievements In Indonesian Language Subject of Class XI IPS Private Vocational School of Erlangga Pematangsiantar

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ABSTRACT: This study *sense of humor* teacher'stowards the learning achievement of Indonesian subjects in class XI IPS ErlanggaPematangsiantar Private High School 2017/2018 TA. With the aim of knowing the influence *ofsense of humor* teacher'son student learning achievement. The research method used in this research is experimental research method, while the*independentvariable*in this study is the *sense of humor*teacher's(X), while the(*dependent variabledependent variable*) in this study is student learning achievement (Y). Test validity was tested using *product moment* with the results of each variable *sense of humor*teacher'sexpressed in 25 valid questions. The reliability test was tested usingformula*Cronbach alpha* with the results for the reliability of *sense of humor teacher* amounted to 0.723> 0.294 ($r_{count>}r_{table}$)and for classroom management amounted to 0.706> 0.294 ($r_{count>}r_{table}$).The data analysis technique used was the t test at a significant alpha level of 5%, the results obtained showed the *sense of humor*teacher'shad a significant effect on learning achievement where $t_{counted}>t_{table}$(7.321> 1.663). Based on the results of the study it can be concluded that the *sense of humor*teacher'saffects student achievement in Indonesian subjects in class XI IPS of ErlanggaPematangsiantar Private High School 2017/2018 TA.

Keywords:*Sense of Humor,* Learning Achievement, Indonesian Subjects

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I. BACKGROUND

The teaching-learning process is a process that combines two elements, namely students as learning parties and teachers as the teaching parties. Thus students as the main subject have a goal and then want to achieve it optimally. Law Number 14 of 2005 concerning article 10 teachers and lecturers states that, "Teachers are*determinantfactors*in creating quality education, teachers are one of the determining factors in supporting the success of learning and improving the quality of education".

However, in the teaching and learning process, there are often cases where many teachers who teach in class with students who are taught vary greatly in terms of age, and some students are not interested in the subjects given. In cases like this, the most needed is the ability of the teacher to manage the class so that the learning objectives can be achieved optimally (Khodijah, 2014: 183).

The role of a teacher is more than just a provider of knowledge. Teachers can be said to be study partners, models, mentors, facilitators, and people who influence students' success. Through various encouragement from teachers who are idolized and liked, students' enthusiasm for learning will be encouraged. In addition, the teacher is responsible for communicating and determining the type of psychosocial environment in the classroom, and humor is one way that can be used to fulfill these responsibilities. The ability of the teacher to insert humor is very important so that the classroom atmosphere is not rigid. Thus it will make students comfortable and happy during the learning process in class.

As explained by Rudiana (2012: 124) that the teacher is pleasant to be humorous, but of course not to be confused. Humorous nature will not reduce the authority of the teacher, it will increase the authority and *image of the* teacher. In fact, humorous teachers will be easy to remember and like by students compared toteachers*over-* serious.

To be able to observe, feel, or express humor, someone needs a *sense of humor*. So it is with the teacher. *sense of humor*Teacher'sis the ability of a teacher to create, appreciate, express and accept / enjoy humor in carrying out his duties without causing other individuals to be physically and psychologically injured. Teachers who have a good *sense of humor* make the class attractive (Afriyanti, 2015: 5).

Furthermore this is confirmed by Khanifatul (2013: 77) that in the world of education, humor can foster an exciting learning process for students. Humorous interlude can help students improve their desire to learn, especially when they are experiencing decreased concentration, boredom, boredom, and loss of motivation in learning. Humor can also improve students' ability to understand lessons.

This must be done by the teacher in order to achieve optimal learning achievement. A teacher is expected to equip himself with various skills so that he can help and carry out his duties well. But this hope is still far from the reality in the field. There are still many teachers who do not have the skills in the learning process. This happens because of several factors, namely the lack of training given to the teacher to add to the skills he has and still lack of awareness of the teacher who merely informs a number of knowledge that has been determined by the curriculum without regard to the understanding gained by students.

A teacher who is fun, must be able to have a little humorous so that makes students happy and willing to learn. As Azzet (2011: 75) explains that the teacher who is loved by his students is a teacher who can make them laugh. Laughter meant here is giving birth to feelings of joy or pleasure that come from within the heart. The presence of teachers who can make laughs is always missed by their students. If so, the teaching and learning process will certainly be able to run more pleasantly.

Based on the results of observations made by researchers on Wednesday, March 7, 2018 at ErlanggaPematangsiantar Private High School, obtained data from the Indonesian Language subject teachers through the Values Collection List (DKN) that there are still many students in the Indonesian Language class for grades XI. KKM. For class XI-IPS[1] , there were 44 people, who had a score above KKM, only 47.7%, namely 21 people, and class XI-IPS[2] , totaling 45 people, who had scores above KKM, only 44.4%, namely as many as 20 people. Where the minimum completeness criteria for Indonesian language courses at the school are 80. For more details, see the following table.

Table 1.1
Percent Complete Student Class XI IPS SMA ErlandPematangsiantar
In Lesson Indonesian

Classes	Number of Students	≥ KKM (74)		<KKM (74)	
		Completed (Students)	Percentage (%)	Not Completed (Students)	Percentage (%)
XI-IPS[1]	44	21	47.7	23	52.3
XI-IPS[2]	45	20	44.4	25	55.6
Total	89	41	92.1	48	107.9

Source: List of Economic Values of Class XI-IPS Erlangga Private High School Pematangsiantar

From these observations describes that student achievement is still relatively low and has not achieved the success of full learning, according to what has been set. That way, student learning achievements need to be improved. To improve learning achievement, it is necessary to improve the quality of teaching and learning processes in the classroom. This means that whether or not educational goals are achieved, one of them can be seen in the teaching and learning process that goes well.

In addition, observations were also conducted in the classroom when the teaching and learning process took place, researchers saw that the basic skills of teacher teaching were still inadequate. This can be seen from the monotonous attitude of the teacher when teaching, the classrooms are less conducive when the teaching and learning process takes place, the teacher is less concerned with student attitudes, so there is no good teaching-learning interaction. Teachers always use seat formations to march to the rear position, never change the seating formation of his students, such as facing position, a half-circle, or the shape of *the letter*U.Then the teacher still relies on the lecture method in teaching, the teacher does not use teaching aids / learning media, has not been able to modify material that is not interesting to be more interesting, and there is no humor insertion which can certainly arouse students 'enthusiasm and attract students' attention when delivering learning material . This causes students to feel bored and sleepy in class, daydreaming, and start taking their own activities. There was also a gloomy face, lack of enthusiasm and lack of enthusiasm in students. Researchers often see students being indifferent to the learning material delivered by the teacher during the teaching-learning process so that learning objectives are difficult to achieve.

II. RESEARCH METHODS

The research method conducted in this research is experimental research method. As explained by Sugiyono (2016: 107) that the experimental research method can be interpreted as a research method used to find out the influence of certain treatments on others under controlled conditions. Through this research method will be known how the causal relationship between these two variables. The*independentvariable*in this study is

the *sense of humor* teacher's(X). While the(*dependent variabledependent variable*) in this study is learning achievement (Y).

III. RESULTS AND DISCUSSION
A.   OF RESULTS
1.   Test Validity and Reliability Questionnaire
As an initial step in collecting data about the *sense of humor* teacher's, the data instruments were first tested on students outside the sample to find out the validity and reliability of the instrument. The trial of this instrument was carried out to students of class XI IPS Kartika 1-4 Private High School located on KartiniPematangsiantarstreet, totaling 45 people who had characteristics that were not much different from the students who would become respondents in this study. The characteristics in question are that both schools are in the Medan area, are private schools, have B accreditation status, use the KTSP curriculum, and both have two classes at the XI-IPS class. Testing the validity and reliability of the questionnaire study was conducted by using *product moment* and *croanbach alpha* with the provision that if $r_{count} > r_{table}$ then item questionnaire considered valid at the level of $\alpha = 0.05$ to n = 45.

Sense of Humor Teacher (X)
The calculation the validity test obtained by thevariable results *sense of humor* teacher's(X) are as follows:

Table 1
Test Validity of Questionnaire *Sense of Humor* Teacher (X)

No. Problem	r_{count}	r_{table}	Description
1	0.339	0.297	Valid
2	0.447	0.297	Valid
3	0.493	0.297	Valid
4	0.340	0.297	Valid
5	0.352	0.297	Valid
6	0.342	0.297	Valid
7	0.350	0.297	Valid
8	0.376	0.297	Valid
9	0.374	0.297	Valid
10	0.392	0.297	Valid
11	0.325	0.297	Valid
12	0.607	0.297	Valid
13	0.339	0.297	Valid
14	0.410	0.297	Valid
15	0.519	0.297	Valid
16	0.406	0.297	Valid
17	0.357	0.297	Valid
18	0.336	0.297	Valid
19	0.335	0.297	Valid
20	0.345	0.297	Valid
21	0.336	0.297	Valid
22	0.343	0.297	Valid
23	0.372	0.297	Valid
24	0.386	0.297	valid
25	0.374	0.297	valid

Source: Data processed

with the provision that if r_{count}>r_{table}then considered valid point statement at significant level of 95% (α = 0.05) with the number of respondents 45 students. From the table above, it is known that 25 items of statements for the *sense of humor are*teacher'sdeclared valid.

Furthermore, to find out there*reliability*sense of humor*teacher*test*the*test was used *Alpha Cronbach,* based on calculations using the*Program*, the *SPSS 20.00* reliability test was *sense of humor sense*teacher'sshown in the table below.

Table 2
Test ReliabilityQuestionnaire*Sense of Humor* Teacher(X)

Reliability Statistics

Cronbach's Alpha	N of
Items,708	26

Source: SPSS Data processing

results questionnaire reliability test calculations *sense of humor* teachers reliability values obtained for r_h= 0.708. Then compared with r_{table} at a significant level of 95% or alpha of 5% and N = 45 that is worth 0.297. Reliability value 0.723> 0.297 (r_{count}>r_{table}). Thus the *sense of humor is*teacher'sexpressed as reliable.

Description of Variable *Sense of Humor* Teacher (X)
In this study the analyzed data are questionnaires that have been distributed and have been filled in by respondents. A list of statements that have been distributed and filled in by the respondent is then processed into statistical data to determine the effect *of these*sense of humor*teacher'son the learning achievement of class XI IPS of ErlanggaPematangsiantar Private High School TP 2017/2018. The following data is obtained based on questionnaires:

Table 3
Frequency Distribution of Questionnaire Answers *Sense of Humor* Teachers by
Item Item Problem (X)

No. Item	A = 4		B = 3		C = 2		D = 1		Number		Avera geof	Category
	F	SC	F	SC	F	SC	F	SC	F	SC		
1	35	140	43	129	11	22	0	0	89	291	3.27	Very good
2	0	0	39	117	42	84	8	8	89	209	2.35	Good enough
3	0	0	10	30	68	136	11	11	89	177	1.99	Less good
4	39	156	41	123	8	16	1	1	89	296	3.33	Very good
5	31	124	47	141	8	16	3	3	89	284	3.19	Good
6	34	136	42	126	11	22	2	2	89	286	3.21	Good
7	0	0	32	96	53	106	4	4	89	206	2.31	Good enough
8	0	0	1	3	71	142	17	17	89	162	1 , 82	Good enough
9	32	128	51	153	4	8	2	2	89	291	3.27	Very good
10	0	0	3	9	53	106	33	33	89	148	1.66	Less good
11	0	0	2	6	55	110	32	32	89	148	1.66	Less good
12	0	0	1	3	54	108	34	34	89	145	1.63	Poor
13	44	176	37	111	5	10	3	3	89	300	3.37	Very good
14	0	0	2	6	49	98	38	38	89	142	1.60	Not good
15	0	0	22	66	62	124	5	5	89	195	2.19	Good enough
16	1	4	18	54	51	102	19	19	89	179	2.01	Good enough
17	1	4	31	93	52	104	5	5	89	206	2.31	Good enough
18	1	4	17	51	59	118	12	12	89	185	2.08	Good enough
19	1	4	27	81	44	88	17	17	89	190	2.13	Good enough
20	0	0	0	0	53	106	36	36	89	142	1.60	Poor
21	0	0	1	3	55	110	33	33	89	146	1.64	Less good

22	1	4	28	84	49	98	11	11	89	197	2.21	Good enough
23	0	0	53	159	3	6	33	33	89	198	2.22	Good enough
24	2	8	36	108	49	98	2	2	89	216	2.43	Good enough
25	34	136	20	60	29	58	6	6	89	260	2.92	Good
Total										5199	58.42	
Average											2.34	Fairly good

Source: Data processed in
order to determine the interpretation of data consisting of four alternative answers used a scale of values as follows:

$$i = \frac{nilai\ tertinggi - nilai\ terendah}{jarak\ interval}$$

$$i = \frac{4-1}{4}$$

$$i = 0,75$$

Thus obtained interval was 0.75 to obtain scale values are used as follows:
Table 4
Limit IntervalAssessment Scale

Interval	Category
3.26-4.00	Very Good
2.51-3.25	Good
1.76-2.50	Good Good
1.00-1.75	Poorly Good

Based on the variable answers to the *sense of humor*teacher'sthat has been described, a flat amount is generated The overall distributionvariable is *ofsense of humor*teacher's2.34. It can be concluded that the *sense of humor* economic teacher'sinErlanggaPematangsiantar Private High School is categorized as "good enough". After interpreting the data from each questionnaire about the *sense of humor* teacher's, the valuethe level of tendency *of thesense of humor is*teacher's. So that the answers to the research questionnaire were obtained through the frequency distribution table as follows.
Table 5
Trend Level *SenseofHumor* Teacher(X)

Value	Absolute Frequency	Relative Frequency	Category
> 67	6	6.74%	High
61 - 67	15	16.86%	Medium
55 - 61	54	60.67%	Less
<55	14	15.73%	Low
Total	89	100%	

Source: Data processed
From the calculation results obtained an average of 6.74% in the high category, 16.86% in the medium category, 60.67% in the poor category, and 15.73% in the low category. Thus it can be concluded that the *sense of humor is*teacher'sclassified as lacking, namely 60.67%.

Description of Variable Learning Achievement (Y) The
achievement of Indonesian language learning referred to in this study is the result of Indonesian language learning for 11th grade students of ErlanggaPematangsiantar Private High School obtained from the Values Collection List (DKN).

Table 6
Trend Level of Learning Achievement (Y)

Value	Absolute Frequency	Relative Frequency	Category
> 84.75	9	10.11%	High
76 - 84.75	19	21.35%	Medium
68.25 - 76.5	56	62.92%	Less
< 68.25	5	5.62%	Low
Total	89	100%	

Source: Data processed

From the calculation results obtained the average achievement of Indonesian language learning by 10.11% in the high category, 21.35% in the medium category, 62.92% in less category, and 5.62% in the low category. Thus it can be concluded that economic learning achievement is classified as poor category, namely 62.92%.
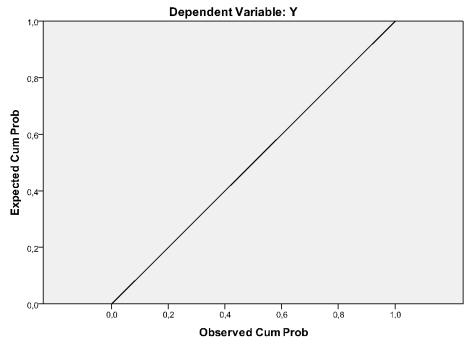
2. **Classic Assumption**
Test Normality Test The
purpose of normality is to see whether the residual value is normally distributed or not. A good regression model is to have a residual value that is normally or near normal, with the following conditions:
- If the data spread around the diagonal line and follow the direction of the diagonal line, the regression model meets the assumption of normality.
- If the data spreads far from the diagonal line or does not follow the direction of the diagonal line, the regression model does not meet the assumption of normality.

Figure 1
Normality Test Result of PP Chart Method Plot

Source: SPSS data processing

In the PP graphic the plot above shows that the data spreads around the diagonal line and follows the direction of the histograph line to the normal distribution pattern then the data meets the assumption of normality.

Linearity Test Linearity
test is used to determine whether the independent variable, *sense of humor*teacher'sand classroom management have a linear relationship to the dependent variable, student learning achievement. The basis for decision making in Linearity Test can be done by looking at significant values if the significance value is greater than 0.05, then the result is that there is a significant linear relationship between variables (X) and variables (Y).

Conversely, if a significant value is smaller than 0.05, then the conclusion is that there is no linear relationship between (X) and variable (Y).

Table 7
Variable Linearity Test Results X with Yvariable

ANOVATable

			Sum of Squares	df	Mean Square	F	Sig.
Y * X	Between Groups	(Combined)	2057.632	19	108.296	7.950,	000
		Linearity	1699.359	1	1699.359	124.754,	000
		Deviation from Linearity	358.273	18	19.904	1,461,	132
	Within Groups		939.897	69	13.622		
	Total		2997.528	88			

Source: Data processing SPSS

Based on the output table above, it is known that a significant value of 0.132 is greater than 0.05, which means that there is a significant linear relationship betweenvariable*sense of humor* teacher's(X) and learning achievement variable (Y).

Partial Test (t test)
To test the hypothesis which states that thevariable*sense of humor* teacher (X) partialinfluences student achievement (Y) in Indonesian subjects. Hypothesis testing is done by comparing the magnitude of the number $t_{count}$with t_{table}.
With the test criteria $t_{count}>t_{table}$ at significant level 95 means there is a positive and significant influence between the independent variable and the dependent variable. Conversely, if $t_{count}<t_{table}$ at a significant level of 95% means there is no positive and significant influence between the independent variable and the dependent variable.
After processing the data with *the SPSS 20.00 program*, the results in the following table are obtained:

Table 8
Partial Test Results (Test t)

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	5.932	5.290		1.121,	265
X,		773,106,	538	7.321,	000

a. Dependent Variable: Y

Source: SPSS Data processing

Based on the data with SPSS 20:00 refineries in Table 8 above in mind that the value of$_t$ the variable *sense of humor* is theteacher at 7.321. While for t_{table} at significant level 95% or alpha 5% is worth 1.663 so that $t_{count}>t_{table}$(7.321> 1.663). So based on partial hypothesis testing criteria, it can be concluded that thevariable*sense of humor*teacher'shas a significant influence on the achievement of students learning Indonesian.

IV. DISCUSSION
Influence *Sense of Humor* Teachers Against Learning Achievement
data analysis to test the hypothesis with t test showed value$_t$ variable *a sense of humor* is a teacher at 7.321. While for t_{table} at significant level 95% or alpha 5% is worth 1.663 so that $t_{count}>t_{table}$(7.321> 1.663). So based on the partial hypothesis testing criteria it can be concluded that thevariable*sense of humor*teacher'shas a positive and significant influence on the learning achievement of the Indonesian Language subject of XI IPS students of ErlanggaPematangsiantar High School 2017/2018 TA. This means that the better the *sense of*

*humor*teacher's, the better the student's achievement, and vice versa, the worse the *sense of humor*teacher'swill be, the worse the student's learning achievement will be.

The results of this study are in line with the statement stated by Khanifatul (2012: 77) that, "In the world of education, humor can foster an exciting learning process for students. Humorous interlude can help students improve their desire to learn, especially when they are experiencing decreased concentration, boredom, boredom, and loss of motivation in learning. Humor can also improve students' ability to understand lessons ". Furthermore Azzet (2011: 75) added, "Really, in the teaching and learning process, it needs to be interspersed with laughter because this has a strong influence on the mental health of students and their enthusiasm in learning". Using humor in learning can make students emotionally encourage them to laugh. If students laugh, it will create a pleasant atmosphere which in turn can create fun learning for students. Interesting and fun learning will be able to improve understanding and enhance memory so that it will provide opportunities for students to function brain memory and brain optimally.

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