

INTERNATIONAL JOURNAL OF LAW
MANAGEMENT & HUMANITIES

[ISSN 2581-5369]

Volume 5 | Issue 2

2022

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Relationship of Personal Competence of PKN Teachers with the Democratic Attitude of Students in Class XII Odd Semester SMA Negeri 17 Medan in 2021/2022

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ABSTRACT

This study aims to determine the significant relationship between the Personality Competence of Civics Teachers and the Democratic Attitudes of Students in Class XII Odd Semester SMA Negeri 17 Medan, 2021/2022. This type of research is descriptive and correlational. The population in this study was 122 people consisting of 3 classes, namely class XII 1 = 40, class XII 2 = 40, class XII 3 = 42, the sample in this study was taken randomly as much as 25% from each class which amounted to 30 people (25% of 122). The instrument used to collect data is a questionnaire totaling 25 items consisting of 4 options, namely a, b, c, and d which have previously been tested in different classes to determine validity and reliability. χ^2 count < χ^2 table (34.99 < 43.77) at a significant level of 5%. The normality test for the democratic attitude data of class XII SMA Negeri 17 Medan THN 2021/2022 is normally distributed with the calculation that χ^2 count < χ^2 table (15.36 < 43.77) at a significant level of 5%. The results of the requirements test analysis of the linearity test of the personality competence of the Civics teacher with the democratic attitude of the students were linear with the equation $Y = 36.8 + 0.10$ by consulting f arithmetic, then f arithmetic > f table (28.01 > 4.20). The results of the tendency test regarding the personality competence of the Civics teacher were in the very good category (53.33%), and the democratic attitude of the students was in the very good category (50%). The results of the correlation coefficient analysis obtained r count = 0.968 by consulting the value of r table at a significant level of 5% with the number of respondents 30 people, obtained r table = 0.361 because r arithmetic > r table (0.968 > 0.361) this indicates that there is a relationship between the personality competence of the Civics teacher and the democratic attitude of the students. To test the significant level of the relationship between the two variables, it was continued with the "t" test. Based on the results of the t test, it is obtained that the value of t arithmetic = 20.48 and t table = 1.70 at a significant level of 5% $n = 30$ because t arithmetic > t table (20.48 > 1.70) this indicates there is a significant relationship between The personality competence of

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Civics teachers with the democratic attitude of students in class XII SMA Negeri 17 Medan in 2021/2022 can be accepted as true. To test the significant level of the relationship between the two variables, it was continued with the "t" test. Based on the results of the t test, it is obtained that the value of t arithmetic = 20.48 and t table = 1.70 at a significant level of 5% n = 30 because t arithmetic > t table (20.48 > 1.70) this indicates there is a significant relationship between The personality competence of Civics teachers with the democratic attitude of students in class XII SMA Negeri 17 Medan in 2021/2022 can be accepted as true. To test the significant level of the relationship between the two variables, it was continued with the "t" test. Based on the results of the t test, it is obtained that the value of t arithmetic = 20.48 and t table = 1.70 at a significant level of 5% n = 30 because t arithmetic > t table (20.48 > 1.70) this indicates there is a significant relationship between The personality competence of Civics teachers with the democratic attitude of students in class XII SMA Negeri 17 Medan in 2021/2022 can be accepted as true.

Keywords: *Civics Teacher Personality Competence, Democratic Attitude of Students.*

I. PRELIMINARY

Education will produce good quality if all components of education can run well. Basically, the components of education are required to support each other, so that an optimal educational outcome can be achieved. The components include the teacher as proportional staff, facilities and infrastructure, curriculum, and so on. Teachers are one of the external factors that contribute to the development of student attitudes at school. Teachers who have competence will help realize educational goals. The term competence according to Broke and Stone as quoted by Mulyasa is a qualitative description of the nature of meaningful teacher behavior. Meanwhile, the Law on Teachers and Lecturers Number 14 of 2005 states that competence is a set of knowledge, skills, and behaviors that must be possessed, internalized and controlled by teachers or lecturers in carrying out their professional duties. In line with this, it is still stated in the same law that teacher competence includes pedagogic competence, personality competence, social competence, and professional competence obtained through professional education. Of the four competencies, this study will only be limited to personality competencies. The personality of the teacher has been regulated in the Regulation of the Minister of National Education No. 16 of 2007, in paragraph 2 of article 3, namely: the personality of the teacher at least includes a personality that is faithful and devoted, has noble character, is wise and wise, democratic, steady, authoritative, stable, mature, honest, sportsmanship, becomes an example for students and the community, objectively evaluates

one's own performance, and develops oneself independently and sustainably. Teachers who have good personalities will always be respected, admired, and loved by students, this can also lead to their love of science and shape their good attitudes and behavior. In addition, students will also feel sympathy because of authority and try to show positive things in front of them. And there is also the opposite if a teacher does not or lacks a good personality, then he will be less respected. valued and loved by students. This will lead to their lack of love for the science. The teacher's personality competence is important and strategic because in the teacher's personality competence there is a great influence on students, teachers who have good competence in teaching quality, and professional level, students will feel the importance of teacher's personality competence. A democratic attitude is a person's personality that encourages him to act in accordance with the values contained in democracy. The value of democracy in Civics subjects includes very broad values. The democratic values taught include: tolerance, freedom of expression, respect for differences of opinion, understanding diversity in society, open and communication, upholding human values and dignity, self-confidence, not depending on others, mutual respect, able to restrain oneself, togetherness and balance. Learning these values will prevent students from taking actions that are contrary to democratic values. But in reality it is the opposite, many students do not understand the material of democratic values which in the end students do not have a democratic attitude. This can be seen from the number of students who do not want to participate in expressing opinions in deliberation, students force their will to have an opinion and tend to abstain when electing the student council chairman or other organizational leaders in the school. This reflects the students' low understanding of democratic values and democratic attitudes. upholding human values and dignity, being confident, not depending on others, respecting each other, being able to restrain oneself, togetherness and balance. Learning these values will prevent students from taking actions that are contrary to democratic values. But in reality it is the opposite, many students do not understand the material of democratic values which in the end students do not have a democratic attitude. This can be seen from the number of students who do not want to participate in expressing opinions in deliberation, students force their will to have an opinion and tend to abstain when electing the student council chairman or other organizational leaders in the school. This reflects the students' low understanding of democratic values and democratic attitudes. upholding human values and dignity, being confident, not depending on others, respecting each other, being able to restrain oneself, togetherness and balance. Learning these values will prevent students from taking actions that are contrary to democratic values. But in reality it is the opposite, many students do not understand the material of democratic values

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(A) Literature Review

Teacher Personality Competence

The teacher's role is very significant in efforts to improve the quality of education. For this reason, teachers are required to have competence in carrying out the learning process as well as possible. This is as stated in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers which states that teachers are required to have academic qualifications, competence, educator certification, physically and mentally healthy, and have the ability to realize national education goals. Teachers are often seen as someone who has an ideal personality. Therefore, the teacher's personality is often regarded as a model or role model (which must be nurtured and imitated). According to Sanjaya Wina (2011: 18) As a model, teachers must have competencies related to personality development (personal competencies), including:

1. Ability related to the experience of religious teachings in accordance with their religious beliefs.
2. The ability to respect and appreciate inter-religious people.
3. The ability to behave in accordance with the norms, rules, and value systems that apply in society.
4. Develop commendable qualities as a teacher, such as manners and manners.
5. It is democratic and open to reform and criticism.

In line with that, the Decree of the Minister of National Education number 045/U/2002 concerning the Core Curriculum of Higher Education also states, "Competence is a set of

intelligent, responsible actions that a person has as a condition to be considered capable by the community in carrying out tasks in certain fields of work. ".The learning process and student learning outcomes are not only determined by the school, its structure and curriculum content, but are largely determined by the competence of the teachers who teach and guide them. Competent teachers will be better able to create effective, fun learning and will be better able to manage their classes, so that students' learning is at an optimal level. Competence refers to a person in applying knowledge, skills or the ability to perform something to a specific size. Competence is seen from the behavior of acting that every teacher needs a combination to implement it. They must be able to show the context of the work and it is influenced by the organization's culture and work environment. In other words, competence consists of a combination of knowledge, skills, and abilities needed to perform the main tasks and functions.

Teacher's Personality

Allport in Sumadi (2014: 205) that "Personality is a dynamic organization within the individual as a psychophysical system that determines his unique way of adapting to the environment". According to Daradjat in Syah Muhibbin (2010: 225) argues that "Personality is what will determine whether he becomes a good educator and coach for his students, or will be a destroyer or destroyer for the future of students, especially for students who are still small (level of education). elementary school) and those who are experiencing mental shock (secondary level)". Personality is a very influential factor in the success of a teacher as a developer of human resources. Why is that? The reason is, in addition to acting as a guide and assistant, as the authors have stated, the teacher also acts as a role model. Therefore, every prospective teacher and professional teacher is expected to understand the characteristics (characteristics) of his personality that are needed as role models for their students. Personality characteristics related to the success of teachers in their profession include:

1. Teacher's Cognitive Flexibility

Cognitive flexibility (flexibility in the realm of creativity) is the ability to think followed by adequate action in certain situations. The opposite is the inability to think and act in accordance with the situation at hand. Flexible teachers are generally characterized by open-mindedness and adaptability. In addition, he also has resistance (endurance) to the premature (too early) closure of the creative realm in observation and recognition. When observing and recognizing a particular object or situation, a flexible teacher always thinks critically. Critical thinking is thinking with reasonable reflective considerations that are centered on making decisions to believe or deny something, and do or avoid something.

2. Teacher's personal psychological openness

Another thing that is also a factor that determines the success of a teacher's task is the psychological openness of the teacher himself. This openness is the basis of teacher professional competence (ability and authority to carry out tasks) that every teacher must possess. According to Kizlik (Jamaris 2013:248) suggests the personality characteristics of teachers who are able to carry out the education and learning process effectively, as described below:

- a. Mastering the lessons taught and able to explain the content of the lesson well.
- b. Able to manage emotions in dealing with various unpleasant situations shown by students, parents, peers, and superiors.
- c. Have a sense of humor and be able to use humor as part of an appropriate learning strategy.
- d. Shows a positive attitude towards the students they teach.
- e. Able to conduct an objective assessment of student learning progress based on the learning outcomes achieved by students, not based on subjective assessments.
- f. Sensitive to various changes that occur in the classroom and can quickly determine the appropriate action to be implemented.
- g. Having high expectations and guiding students, to achieve these expectations he does various ways to improve the quality of student learning.
- h. Able to describe tasks as educators in detail so that they can be carried out one by one on an ongoing basis.
- i. Able to manage time well.
- j. Able to become a leader or follower according to the needs and situations that develop in the conditions faced by educators. At one time, the teacher is a member of the school board, at other times he is the homeroom teacher or vice principal.
- k. Shows caution in acting and acting, and is not easy to trust something without the right reason.

Attitude

Attitude or in the English sense of attitude, according to Purwanto (2010:141) that "Attitude is a way of reacting to a stimulus or a tendency to react in a certain way to a stimulus or situation at hand". In simple terms, attitude can be interpreted as a person's tendency to act with respect

to a particular object. The definition of attitude in the Big Indonesian Dictionary (2011:34) that "Attitude is an act and so on based on the establishment of opinions or beliefs, behavior gestures". Meanwhile, according to Sanjaya Wina (2011: 234) that "Attitude is a person's readiness or willingness to accept or reject an object based on an assessment of the object, whether it means or not for him". Therefore, Attitude relates to a person's knowledge and feelings about the object, so that attitude can be seen as a person's tendency to behave. The same thing was also expressed by Ahmadi (2010:163) who said that "Attitude is an act of positive or negative tendencies related to psychological objects which include symbols, words, slogans, ideas and so on".

Democratic

According to John Dewey in Winarno (2016: 109), the main idea of democracy is a view of life which is reflected in the need for participation from every adult citizen in shaping the values that govern life. A democratic form of life will be solid if the values of democracy grow among the people. Democracy as an attitude of life in which there are democratic values that are practiced by the people as a democratic culture. According to Nurcholish Madjid in Winarno (2016:109) that "Democracy as a process contains norms that become a shared view of life. Democracy is a process towards and maintaining a civil society that respects and seeks to realize democratic values. From a linguistic (etymological) point of view, democracy comes from the Greek, namely demos which means people and cratos or cratein which means government or power. So, in language demos-cratein or demos-cratos means people's government or people's power. Abraham Lincoln in his book Winarno (2016:101) states that "Democracy is government of the people, by the people, and for the people". Attitude is that part of a person's personality that drives him to act in response to a particular object. While the essence of democracy is as a system of society and state and the government emphasizes the existence of power in the hands of the people both in the administration of the state and government. Abraham Lincoln in his book Winarno (2016:101) states that "Democracy is government of the people, by the people, and for the people". Attitude is that part of a person's personality that drives him to act in response to a particular object. While the essence of democracy is as a

system of society and state and the government emphasizes the existence of power in the hands of the people both in the administration of the state and government.

II. CONCEPTUAL FRAMEWORK

Personality is a characteristic that exists in each individual in interaction with other people, this personality is unique and makes each individual different from the others, thus each teacher has their own characteristics in teaching and guiding students according to their personality even though they teach the same field of study. A teacher with a good personality is a teacher who interacts and establishes a good relationship with students in the context of educational goals. The teacher's personality will be an example and idol for students, which in turn makes students have obedience and obedience in carrying out the tasks given by the teacher. Students will feel happy doing all the activities that can satisfy the teacher can be in the form of enthusiasm and sincerity in following every lesson taught by the teacher. Democratic attitude is a readiness or tendency of students to behave prior to mutual interest, respecting the opinions of others fairly, honestly, and openly. Democratic attitudes are influenced by many factors. One of the influencing factors is social interaction. The readiness and maturity of the teacher in reading the child's character in learning is a very important part in attracting children's attention to the lesson. If a Civics teacher has a solid personality, noble character, wisdom, and authority in order to achieve educational goals, there will also be a relationship with the democratic attitude of students.

(A) Research Hypothesis

Based on the theoretical and conceptual studies that have been described previously, the hypothesis of this research is proposed as follows "There is a Significant Relationship Between the Personality Competence of Civics Teachers and the Democratic Attitudes of Students at SMA NEGERI 17 MEDAN THN 2021/2022

III. RESEARCH METHODS

(A) Population

In carrying out a research, of course, there must be a population as a data source. The population in this study were students of SMA NEGERI 17 MEDAN which consisted of 3 classes with a total of 122 students.

(C) Sample

According to Arikunto (2010:174) said: "The sample is part or representative of the population studied". According to Arikunto, if the subject (population) in the study is less than 100, it is better to take all the subjects, so that the research is a population study. Furthermore, if the number of subjects is large, it can be taken between 10-15% or 20-25% or more. Based on the quote above, the researcher took a sample of 25% of the total population with a simple random sampling technique (Random Sampling).

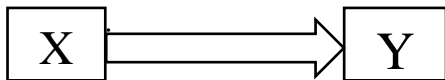
(D) Types of research

This type of research is correlational research, which is a research that involves collecting data to determine whether there is a relationship and the degree of relationship between two or more variables.

Nazir in Sukardi (2011: 166) "groups correlation research into descriptive research, because the research also tries to describe the conditions that have occurred." In this study, the researcher tries to describe the current condition in a quantitative context which is reflected in the variables.

IV. RESEARCH DESIGN

In connection with this form of correlational research, the design of this study can be seen as



Information :

X : Independent variable

Y : dependent variable

Instrument Trial

Questionnaire Validity

The validity of the questionnaire is an instrument that is able to measure what is to be measured, to measure the validity of the questionnaire, it is done by testing the Product Moment Correlation.

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

Information :

- N = Number of respondents (Arikunto 2013 : 213)
- r_{xy} = The correlation coefficient of the validity of the questionnaire
- X =Value for each item of the questionnaire
- Y = Total value of all questionnaires
- x =Total score distribution x
- y = Total score distribution y
- xy =The sum of all multiplications

Test Criteria:

1. If r count $>$ r table at a significant level of 95% or 5% then the questionnaire is considered valid and if r count $<$ r table then the questionnaire is considered invalid.

Questionnaire Reliability

This reliability test is carried out so that the questionnaire has a high level of confidence so that it can provide stable results. To test the reliability used alpha formula.

$$r_{ii} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum ai^2}{at^2} \right)$$

Data analysis technique

In this study the method used by researchers to test the hypothesis is to use a statistical formula.

Test Requirements Analysis

As a requirement to use this analysis technique, normality test and linearity test are carried out.

Normality test

Linearity Test

To test linearity, it is done to find out whether the relationship between the independent variable and the dependent variable is linear or not. The simple regression line equation is: $Y = a + bx$

Hypothesis testing

The data analysis technique used in this research is product moment correlation.

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

(Sugiyono 2015: 255) Where after we know the value of the calculation results will be consulted with the product moment table. To test the hypothesis that has been formulated can be accepted or not, then the t-test is used, namely: r_{xy}

$$t = \frac{r\sqrt{n-2}}{1-r^2}$$

Information :

N = Number of respondents

R_{hitung} = Correlation coefficient obtained

If the significant level is 0.95% ($\alpha = 0.05\%$) then the hypothesis can be accepted if the hypothesis is rejected. $t_{hitung} > t_{tabel}$ $t_{hitung} < t_{tabel}$

V. RESEARCH RESULT

(A) Description of Research Data

1. Civics Teacher Personality Competency Data (X)

Based on the data obtained from the research with 30 respondents, the highest score was 52 and the lowest score was 25, with the arithmetic mean ($M = 41.2$) and standard deviation ($SD = 8.24$). The frequency distribution of the PKN teacher's personality competency data (X) can be seen at:

Table 4.1. Distribution of Civics Teacher Personality Competence Data (X)

| Number | Class interval | F. Absolute | F. Relative | Category |
|--------|----------------|-------------|-------------|-------------|
| 1 | 46 | 11 | 36.67% | Very good |
| 2 | 41-45 | 9 | 30% | Well |
| 3 | 36-40 | 4 | 13.33% | Pretty good |
| 4 | 31-35 | 1 | 3.33% | Enough |
| 5 | 25-30 | 5 | 16.67% | Not enough |
| Amount | | 30 | 100% | |

Based on the table above, it is found that the very good category is 11 people (36.67%), the good category is 9 people (30%), the good category is 4 people (13.33%), the enough category is 1 person (3.33%). less category as many as 5 people (16.67%). Thus, the level of the category of Personality Competence for Civics Teachers for class XII Pharmacy SMK YPFSU Medan TP 2016/2017 (X) is categorized as very good.

Student Democratic Attitude Data (Y)

Based on the data obtained from the results of the study with the number of respondents 30 people, the highest score was 51 and the lowest score was 23 with the arithmetic mean (M) = 41.2 and Standard Deviation (SD) = 8.24. The frequency distribution of the Student Democratic Attitudes variable data (Y) can be seen in the following table:

Table 4.2. Data Distribution of Students' Democratic Attitudes (Y)

| Number | Class interval | F. Absolute | F. Relative | Category |
|--------|----------------|-------------|-------------|-------------|
| 1 | 44 | 15 | 50% | Very good |
| 2 | 39-43 | 5 | 16.67% | Well |
| 3 | 34-38 | 3 | 10% | Pretty good |
| 4 | 29-33 | 2 | 6.66% | Enough |
| 5 | 23-28 | 5 | 16.67% | Not enough |
| Amount | | 30 | 100% | |

Based on the table above, there are 15 very good categories (50%), 5 people (16.67%), good category as many as 3 people (10%), good category as many as 2 people (6.66%) , the less category is 5 (16.67%). Thus, the level of tendency for the Democratic Attitudes of Participants in SMA Negeri 17 MEDAN in 2021/2022 (Y) is categorized as very good.

Test Requirements Analysis

Normality test

For the normality test of Civics Teacher Personality Competence (X) and the Democratic Attitude of Students (Y) it is carried out using the chi square formula (X^2) with the condition that the normal distribution can be met if $X^2h < X^2t$ at the significant level = 5% with degrees

of freedom ($df = 30$). The results of the normality test of research data can be seen in the following table:

Table 4.3. Results of Normality Analysis of Variables X and Y

| Research variable | DK | X ² _h | X ² _t ($\alpha=0.05\%$) | curve |
|---|----|-----------------------------|--|--------|
| Civics Teacher Personality Competence (X) | 30 | 34.99 | 43.77 | Normal |
| Democratic Attitude of Students (Y) | 30 | 15.36 | 43.77 | Normal |

Based on the table above, the normality test of the data for each variable is obtained $X^2_h < X^2_t$ ($34.99 < 43.77$) for Civics Teacher Personality Competence data that is normally distributed and ($15.36 < 43.77$) for Student Democratic Attitudes data is normally distributed at 5% significance level. Thus it can be concluded that the data distribution of the two research variables is normally distributed.

Linearity Test

The linearity test is based on simple regression analysis, namely the functional or casual relationship of the independent variable (X) with one dependent variable (Y) with the regression equation $Y = A + BX$. In this study there are two variables, namely the independent variable is the Personality Competence of Civics Teachers (X) and the dependent variable is the Democratic Attitude of Students (Y). The linearity test is based on simple regression analysis, namely the functional or casual relationship of the independent variable (X) with one dependent variable (Y) with the regression equation $Y = A + BX$. In this study there are two variables, namely the independent variable is the Personality Competence of Civics Teachers (X) and the dependent variable is the Democratic Attitude of Students (Y). Based on the calculation results, the simple regression equation is $Y = 32.6 + 0$,

Tendency Test

PKn Teacher Personality Competency Tendency Test

Based on the data obtained from the research on the personality competence of the Civics teacher (x) the number of respondents was 30, the highest score was 54 and the lowest score was 27, so it can be seen that the trend data for the personality competence of the Civics teacher (x) is in table 4.4.

Table 4.4. Trends in the Personality Competence of Civics Teachers

| Class | interval | Fo | Fr(%) | Category |
|-------|----------|----|--------|-----------|
| 1 | >44 | 16 | 53.33% | Very good |
| 2 | 39 to 45 | 5 | 16.67% | Well |
| 3 | 33 to 38 | 4 | 13.33% | Enough |
| 4 | <32 | 5 | 16.67% | Low |
| | Amount | 30 | 100% | |

Based on the table above, there are 16 people (53.33%) very good category, 5 people (16.67%), good category 4 people (13.33%), low category 5 people (16, 67%). Thus, the level of tendency of the Civics Teacher Personality Competence at SMA Negeri 17 MEDAN in 2021/2022 (Y) is categorized as very good.

Test of Students' Democratic Attitude Tendency (Y)

Based on the data obtained from the study of Democratic Attitudes of Students (Y) the number of respondents 30 obtained the highest score of 57 and the lowest score of 35, it can be seen the tendency of democratic attitudes of students in the following table:

Table 4.5. Table of Students' Democratic Attitude Tendency (Y)

| Class | interval | Fo | Fr(%) | Category |
|-------|----------|----|--------|-----------|
| 1 | >44 | 15 | 50% | Very good |
| 2 | 38 to 43 | 5 | 16.67% | Well |
| 3 | 32 to 37 | 4 | 13.33% | Enough |
| 4 | <31 | 6 | 20% | Low |
| | | 30 | 100% | |

Based on the table above, there are 15 people (50%) very good category, 5 people (16.67%), good category 4 people (13.33%), low category 6 people (20%). Thus, the level of tendency

for the Democratic Attitudes of Participants in SMA Negeri 17 MEDAN in 2021/2022 (Y) is categorized as very good.

Research Hypothesis Test

To test the hypothesis of the relationship between Civics Teacher Personality Competencies (X) and Students' Democratic Attitudes (Y), correlation analysis was used with the product moment formula. The results of the correlation analysis obtained the correlation coefficient between the relationship of Civics Teacher Personality Competence (X) with the Democratic Attitude of Students (Y) obtained $r_{count} = 0.798$ consulted against the criticism table at a significant level of 5% with $N=30$ obtained $r_{table} = 0.361$. Because $r_{count} > r_{table}$ ($0.798 > 0.361$). This shows that there is a relationship between the Personality Competence of Civics Teachers and the Democratic Attitudes of Students. To test the significant correlation of the two variables, it is done using the "t" test. t test results obtained $t_{count} = 20.48$ $t_{table} = 1.70$ at a significant level of 5%. Because $t_{count} > t_{table}$ ($20.48 > 1$,

VI. DISCUSSION

The results show that: There is a significant relationship between the Personality Competence of Civics Teachers and the Democratic Attitudes of Students at SMA Negeri 17 MEDAN in 2021/2022. Civics Teacher Personality Competence is the core of the overall educational process, with the teacher as the main role holder. The personality competence of the Civics teacher is very important in awakening the democratic attitude of students in participating in classroom learning. The democratic attitude of students will create an atmosphere of democratic life between teachers and students with mutual respect, close and open cooperative relationships.

VII. CONCLUSION

Based on the results of the analysis of the data obtained by being oriented to the problems and objectives in this study, the authors draw the following conclusions: The tendency of the Personality Competence of Civics Teachers at SMA Negeri 17 MEDAN in 2021/2022 is a very good category (53.33%). The Democratic Students of SMA Negeri 17 MEDAN THN 2021/2022 are in the very good category (50%).

1. There is a significant relationship between the Personality Competence of Civics Teachers and the Democratic Attitudes of Students at SMA Negeri 17 MEDAN THN 2021/2022 based on the results of the t-test obtained $r_{count} > r_{table}$ ($0.968 > 0.361$), and $t_{count} > t_{table}$ ($20.48 > 1.70$).

VIII. SUGGESTION

Based on the conclusions above, there are several suggestions that need to be considered as follows: It is necessary to increase the competence of the teacher's personality in accordance with the criteria of the teacher's personality competence, so as to be able to make students behave democratically. It needs to be socialized in schools about the competence of a good teacher's personality, so that students can carry out a democratic attitude with good and enthusiasm. The better the personality of a teacher, the better the democratic attitude of students in the classroom and outside the classroom.

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