

Correlation Between Personality Competence Of Religion Teachers And Educational Interaction Process With The Character Educational Development Students At 36 Junior State High School Sarolangun

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Abstract: *The ability of Religion teachers in reflecting themselves as a personality who has integrity in carrying out educational interaction to build student character which is noble and dignified by balancing cognitive abilities, affective, and psychomotor on students. The student's character contained in the form of national education goals namely: faithful and devoted, noble, capable, creative, independent, and responsible. Forms of this character that are now beginning to disappear, causing a variety of behavioral phenomena that deviate from young people and teenagers. So it is necessary to provide guidance to the student's character. Guidance will provide reinforcement and changes to good character. The population of all seventh grade students were 48 students and the entire population is given the same opportunities as a sample, also known as probability sampling.*

Keywords: *personal skills, educational interaction, character education*

I. Introduction

Fakry in Johar Permana et al., mentioned that character education is a process of transformation of the values of life to be cultivated in a person's personality to become one in the behavior of the person's life (Johar Permana, 2013, page., 5). Meanwhile, Anas Salahudin said that character education is a moral education plus, that involves aspects of knowledge (cognitive), feeling (feeling), and action (action) (Anas Salahudin, 2013, page., 45).

Then, character education is not just to teach what is right and wrong, moreover, character education plants habits (habituation) about which is a good thing so that learners become familiar (cognitive) about which is right and wrong, are able to feel (affective) good value and usually do it (psychomotor) (Heri Gunawan, 2014, hl., 27). Character education will be implemented effectively if held strengthening and revitalizing of the role of educational institutions. If one of

these components does not care about the development of character education, it will

develop characters that bring students from various places.

By law the Government of Indonesia has set the competencies that must be owned by a teacher. Competence is in accordance with the Law of the Republic of Indonesia Number 16 of 2005 on Teachers and Lecturers Article 11 paragraph 1, which said: competence of teachers referred to Article 8 includes pedagogical competence, personal competence, social competence, and professional competence acquired through professional education (2005 page, 105).

Teacher competence as stipulated in the Law on Teachers and Lecturers one of them is personal competence. Personal competence outlined in the Teacher Education Minister Regulation No. 16 of 2007, namely:

1. Act in accordance with religious norms, legal, social, and national culture of Indonesia Present yourself as a person who is honest, noble, and a role model for students and the community,
2. Present yourself as a person who is steady, stable, mature, wise and dignified;
3. Showing the work ethic, high level of responsibility, a sense of pride to be a teacher, and self-confidence.
4. Uphold the code of ethics of the teaching profession (MONE, 2007).

Furthermore, H.A.R. Tilaar a teacher in essence is a spiritual guide to a group, which themselves has mastered the spiritual capacity (H.A.R Tilaar 2009, pg., 91). Islamic Religious Education (PAI) contained in GBPP SMU cited by AkmalHawi which is a conscious effort to prepare students to believe, understand, appreciate and practice the Islamic religion through the guidance, direction or practice by taking into account the demands to respect other religions in harmony relation among religions in society to realize national unity (Akmal Hawi, 2013, pg., 19).

Educational interaction, according to Abu Achmadi and Shuyadi in SaifulBahriDjamarah is an active two-way relationship between teachers and students that takes place in the educational purposes bond (Saiful Bahri Djamarah 2010, pg., 11). Then SaifulBahri Djamarah explains that the process of educational interaction is a process which contains norms that should be transferred by teachers to their students so that it does not proceed in a vacuum means but in a meaningful way (SaifulBahriDjamarah, *Loc cit*). Furthermore, according to Sadiman A.M. the educational interaction is a process of interaction that is intentional, conscious purpose, which is to deliver students to the level of maturity (Sadiman A.M., 2014, pg., 18).

The task of teaching and coaching the subjects of Islamic education is the responsibility of Islamic Education Teachers (PAI). As educators in school,

the teacher also has a religious background and education as a Islamic Education Teacher. Thus, the teachers has duty and authority to educate and teach the subject of Islamic Religion.

Based on the above opinion the definition of a process of educational interaction is a form of conscious activity undertaken with the purpose to establishing a joint effort to achieve a goal of education. This effort should always be fostered so that the purpose of national education can be achieved.

Hence, this study proposes the following research questions:

1. Is there any correlation between the competence of the religion teacher's personality with the development of students' character education of class VII 36 Junior State High School Sarolangun?
2. Is there any correlation between educational interaction process with the formation of the students' character education of class VII 36 Junior State High School Sarolangun?
3. Is there any correlation between the competence of the religion teacher's personality and educational interaction process with the formation of character education class VII 36 Junior State High School Sarolangun?

II. Research methods

This research used a symmetric associative quantitative approach namely: studies the relationship between variables which arise simultaneously. Housed in 36 Junior State High School Sarolangun the population of all seventh grade students were 48 students and the entire population is given the same opportunities as a sample, also known as probability sampling. According to S. Nasution probability sampling gives equal chances for each element of the population to be selected as the sample (S. Nasution, 2012, hl., 86).

III. Research result

The data obtained in the field and then put into data summary table for each variable that was investigated by entering a value of choice of respondents' statements. These data are fully processed using Microsoft Excel Application Program. The selection of the program is to understand better the step by step of the process of tabulation that is performed.

1. Descriptive Statistics

a. Personal competence of Islamic religion teachers Data from research result on teacher competence of religion teachers' character based on questionnaire that has been done by the respondents the highest total score is 85 and the lowest is 51, range of 34, and the average number of personal competence of religion teachers is 66.12.

According to Irianto in NurQosim Once known the lowest rate, the highest rate, and the range, it can be used to determine the class interval (i) with the following formula:

$$\text{Interval (i)} = \frac{\text{The highest rate} - \text{the lowest rate}}{\text{interval class}}$$

(Nur Qosim, 2008, pg., 90)

$$\text{Interval (i)} = \frac{85 - 51}{5}$$

$$\text{Interval (i)} = \frac{34}{5}$$

$$\text{Interval (i)} = 6,8 \text{ rounded to } = 7$$

b. Educational interaction process

Data from research on Educative Interaction Process of questionnaire that has been done by the respondents gained an average of 62.73 with a highest number of 82 and the lowest number of 41, range 41. Based on these data, it can be used to determine the class interval (i) according to the following formula:

$$\text{Interval (i)} = \frac{\text{The highest rate} - \text{The lowest rate}}{\text{interval class}}$$

$$\text{Interval (i)} = \frac{82 - 41}{5}$$

$$\text{Interval (i)} = \frac{41}{5}$$

$$\text{Interval (i)} = 8,2 \text{ rounded to } = 8$$

c. The development of students character education of 36 Junior State High School Sarolangun

The Development of Student Character Education is the third variable of the questionnaire that has been done by the respondents in the study gained an average of 66.79 with the highest number of 89 and the lowest number of 46, range 43. Based on these data it can be used to determine the class interval (i) with the following formula:

$$\text{Interval (i)} = \frac{\text{The highest rate} - \text{the lowest rate}}{\text{interval class}} \text{ (Nur Qosim, 2008, pg., 90).}$$

$$\text{Interval (i)} = \frac{89 - 46}{5}$$

$$\text{Interval (i)} = \frac{43}{5}$$

$$\text{Interval (i)} = 8,6 \text{ rounded to } = 9$$

IV. Discussion

Analysis of the research results based on the hypothesis proposed in the study, namely a) there is a positive and significant correlation between the personality competence of religion teachers to the development of students character education of 36 Junior state high school Sarolangun, b) there is a positive and significant correlation between the process of educational interaction with the development of students character education class VII on the 36 Junior state high school Sarolangun, and c) there is a positive and significant correlation between the personality competencies of Religion teachers and educational interaction process with the development of students character education class VII on 36 Junior state high school Sarolangun.

a. Correlation between Personal Competency of Religion Teachers with the Development

ofseventh gradestudentsCharacter Education of 36 Junior state high school Sarolangun

The hypothesis of this study are: there is a positive and significant correlation between the personality competence of Religion Teacher PAI with the

development of seventh gradestudentsCharacter Education of 36 Junior state high school Sarolangun expressed in the form of moment product correlation using a helper table below.

Table 4. HelperTable of Correlation Data Analysis between Personality Competence of Religion Teachers with the Development of students Character Education.

| NO. ITEM | SKOR (X ₁) | SKOR (Y) | X ₁ Y | X ₁ ² | Y ² |
|----------|------------------------|----------|------------------|-----------------------------|----------------|
| 1 | 75 | 75 | 5625 | 5625 | 5625 |
| 2 | 69 | 75 | 5175 | 4761 | 5625 |
| 3 | 72 | 81 | 5832 | 5184 | 6561 |
| 4 | 75 | 72 | 5400 | 5625 | 5184 |
| 5 | 69 | 65 | 4485 | 4761 | 4225 |
| 6 | 58 | 50 | 2900 | 3364 | 2500 |
| 7 | 82 | 84 | 6888 | 6724 | 7056 |
| 8 | 65 | 73 | 4745 | 4225 | 5329 |
| 9 | 57 | 59 | 3363 | 3249 | 3481 |
| 10 | 60 | 63 | 3780 | 3600 | 3969 |
| 11 | 60 | 63 | 3780 | 3600 | 3969 |
| 12 | 56 | 68 | 3808 | 3136 | 4624 |
| 13 | 51 | 66 | 3366 | 2601 | 4356 |
| 14 | 72 | 65 | 4680 | 5184 | 4225 |
| 15 | 81 | 69 | 5589 | 6561 | 4761 |
| 16 | 73 | 68 | 4964 | 5329 | 4624 |
| 17 | 61 | 64 | 3904 | 3721 | 4096 |
| 18 | 57 | 71 | 4047 | 3249 | 5041 |
| 19 | 80 | 76 | 6080 | 6400 | 5776 |
| 20 | 52 | 56 | 2912 | 2704 | 3136 |
| 21 | 58 | 52 | 3016 | 3364 | 2704 |
| 22 | 66 | 89 | 5874 | 4356 | 7921 |
| 23 | 53 | 46 | 2438 | 2809 | 2116 |
| 24 | 74 | 64 | 4736 | 5476 | 4096 |
| 25 | 69 | 64 | 4416 | 4761 | 4096 |
| 26 | 54 | 46 | 2484 | 2916 | 2116 |
| 27 | 66 | 58 | 3828 | 4356 | 3364 |
| 28 | 60 | 69 | 4140 | 3600 | 4761 |
| 29 | 65 | 77 | 5005 | 4225 | 5929 |
| 30 | 62 | 64 | 3968 | 3844 | 4096 |
| 31 | 67 | 67 | 4489 | 4489 | 4489 |
| 32 | 85 | 83 | 7055 | 7225 | 6889 |

| | | | | | |
|------------|-----------|----------|--------|-------------|--------|
| 33 | 58 | 58 | 3364 | 3364 | 3364 |
| 34 | 56 | 59 | 3304 | 3136 | 3481 |
| 35 | 77 | 71 | 5467 | 5929 | 5041 |
| 36 | 79 | 69 | 5451 | 6241 | 4761 |
| 37 | 78 | 74 | 5772 | 6084 | 5476 |
| 38 | 73 | 71 | 5183 | 5329 | 5041 |
| 39 | 55 | 56 | 3080 | 3025 | 3136 |
| 40 | 76 | 80 | 6080 | 5776 | 6400 |
| 41 | 71 | 66 | 4686 | 5041 | 4356 |
| 42 | 64 | 69 | 4416 | 4096 | 4761 |
| 43 | 67 | 70 | 4690 | 4489 | 4900 |
| 44 | 63 | 68 | 4284 | 3969 | 4624 |
| 45 | 66 | 63 | 4158 | 4356 | 3969 |
| 46 | 67 | 68 | 4556 | 4489 | 4624 |
| 47 | 59 | 64 | 3776 | 3481 | 4096 |
| 48 | 61 | 58 | 3538 | 3721 | 3364 |
| $\sum X$ | 3174 | 3206 | 214577 | 213550 | 218134 |
| $\sum X^2$ | 10074276 | 10278436 | | 45603602500 | |
| r hitung | 0.6735156 | | | | |
| r tabel | 0.291 | | | | |
| hasil uji | Korelasi | | | | |

Based on the data in the table above were obtained the following results:

$$\begin{aligned} \sum X &= 3174 & \sum Y^2 &= 218134 \\ \sum Y &= 3206 & (\sum X)^2 &= 10074276 \\ \sum XY &= 214577 & (\sum Y)^2 &= 10278436 \\ \sum X^2 &= 213550 & & \end{aligned}$$

The above results were processed using product moment correlation formula as follows:

$$\begin{aligned} r &= \frac{n\sum XY - \sum X \sum Y}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}} \\ r &= \frac{48 \sum 214577 - \sum 3174 \times \sum 3206}{\sqrt{\{48 \sum 213550 - (\sum 10074276)\}\{n\sum Y^2 - (\sum Y)^2\}}} \\ r &= \frac{10299696 - 10175844}{\sqrt{\{176124\}\{191996\}}} \\ r &= \frac{123852}{\sqrt{33815103504}} \\ r &= \frac{123852}{183888,8346} \\ r &= 0,6735 \end{aligned}$$

The Result of $r_{count} = 0.6735$ then consulted with the value of r_{table} with a standard error of 5% at the two-party test and $dk = 48 - 2 = 46$ is $r_{table} = 0.304$. Because $r_{count} > r_{table}$ then H_0 rejected and H_a accepted, meaning that there is a correlation between personality competence of religion teachers with the development of students character education of 36 State junior high school Sarolangun. If consulted with interpretation table of correlation coefficient the value of $r_{count} = 0.6735$ included in the strong relation rate. To view the contribution of variable X_1 its correlation with Y known determinant coefficient value which is:

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

$$KP = 0,6735^2 \times 100\%$$

$$KP = 0,4536 \times 100\%$$

$$KP = 45,36\%$$

The value of contribution of variable X_1 with Y is 45.36%, it means that the teacher's personality competence has a correlation percentage of the development of character education primarily by 45.36%.

Based on the statistical hypothesis if $H_0: r_{xy} < 0$ then H_0 is rejected and H_a is accepted meaning that there is no significant correlation, but for $H_a: r_{xy} > 0$ ($0.6735 > 0.291$), then H_0 is rejected and H_a is received it means that there is a correlation between the religion teacher's personality competence with the development of students character education of 36 State junior high school Sarolangun. The correlation contribution of personal competence of religion teachers with the development of students character education class VII in 36 State junior high school Sarolangun amounted to 45.36%, the remaining is 54.64% correlation with the other.

b. Correlation Between Educative Interaction Process with The Development of Students Character Education in grade VII of 36 State junior high school Sarolangun.

The second hypothesis testing that listed on the hypothesis namely: There is a correlation between educative interaction process with the development of students character education of class VII in 36 State junior high school Sarolangun tested product moment correlation using helper table as below.

Table 5. Helper Table of Correlation Data Analysis between the Educative Interaction Process with the Development of Character Education class VII in 36 State junior high school Sarolangun

| NO. RESP. | Of | SCORE (X ₂) | SCORE (Y) | X ₂ Y | X ₂ ² | Y ² |
|-----------|----|-------------------------|-----------|------------------|-----------------------------|----------------|
| 1 | | 72 | 75 | 5400 | 5184 | 5625 |
| 2 | | 69 | 75 | 5175 | 4761 | 5625 |
| 3 | | 66 | 81 | 5346 | 4356 | 6561 |
| 4 | | 73 | 72 | 5256 | 5329 | 5184 |
| 5 | | 64 | 65 | 4160 | 4096 | 4225 |
| 6 | | 55 | 50 | 2750 | 3025 | 2500 |
| 7 | | 82 | 84 | 6888 | 6724 | 7056 |
| 8 | | 60 | 73 | 4380 | 3600 | 5329 |
| 9 | | 56 | 59 | 3304 | 3136 | 3481 |
| 10 | | 67 | 63 | 4221 | 4489 | 3969 |
| 11 | | 68 | 63 | 4284 | 4624 | 3969 |
| 12 | | 70 | 68 | 4760 | 4900 | 4624 |
| 13 | | 49 | 66 | 3234 | 2401 | 4356 |

| | | | | | |
|--------------|-----------|-----------|-------------|-------------|-------------|
| 14 | 64 | 65 | 4160 | 4096 | 4225 |
| 15 | 69 | 69 | 4761 | 4761 | 4761 |
| 16 | 67 | 68 | 4556 | 4489 | 4624 |
| 17 | 57 | 64 | 3648 | 3249 | 4096 |
| 18 | 49 | 71 | 3479 | 2401 | 5041 |
| 19 | 69 | 76 | 5244 | 4761 | 5776 |
| 20 | 45 | 56 | 2520 | 2025 | 3136 |
| 21 | 53 | 52 | 2756 | 2809 | 2704 |
| 22 | 61 | 89 | 5429 | 3721 | 7921 |
| 23 | 41 | 46 | 1886 | 1681 | 2116 |
| 24 | 57 | 64 | 3648 | 3249 | 4096 |
| 25 | 61 | 64 | 3904 | 3721 | 4096 |
| 26 | 60 | 46 | 2760 | 3600 | 2116 |
| 27 | 54 | 58 | 3132 | 2916 | 3364 |
| 28 | 67 | 69 | 4623 | 4489 | 4761 |
| 29 | 50 | 77 | 3850 | 2500 | 5929 |
| 30 | 64 | 64 | 4096 | 4096 | 4096 |
| 31 | 71 | 67 | 4757 | 5041 | 4489 |
| 32 | 79 | 83 | 6557 | 6241 | 6889 |
| 33 | 55 | 58 | 3190 | 3025 | 3364 |
| 34 | 57 | 59 | 3363 | 3249 | 3481 |
| 35 | 68 | 71 | 4828 | 4624 | 5041 |
| 36 | 73 | 69 | 5037 | 5329 | 4761 |
| 37 | 62 | 74 | 4588 | 3844 | 5476 |
| 38 | 65 | 71 | 4615 | 4225 | 5041 |
| 39 | 56 | 56 | 3136 | 3136 | 3136 |
| 40 | 70 | 80 | 5600 | 4900 | 6400 |
| 41 | 60 | 66 | 3960 | 3600 | 4356 |
| 42 | 62 | 69 | 4278 | 3844 | 4761 |
| 43 | 76 | 70 | 5320 | 5776 | 4900 |
| 44 | 75 | 68 | 5100 | 5625 | 4624 |
| 45 | 62 | 63 | 3906 | 3844 | 3969 |
| 46 | 60 | 68 | 4080 | 3600 | 4624 |
| 47 | 60 | 64 | 3840 | 3600 | 4096 |
| 48 | 61 | 58 | 3538 | 3721 | 3364 |
| ΣX | 3011 | 3206 | 203303 | 192413 | 218134 |
| ΣX^2 | 9066121 | 10278436 | | 37022762569 | |
| r hitung | 0.5832 | | | | |
| r tabel | 0,291 | | | | |
| hasil uji | Korelasi | | | | |

According to the table above were obtained the following data:

$$\begin{aligned} \sum X &= 3011 & \sum Y^2 &= 218134 \\ \sum Y &= 3206 & (\sum X)^2 &= 9066121 \\ \sum XY &= 203303 & (\sum Y)^2 &= 10278436 \\ \sum X^2 &= 192413 & & \end{aligned}$$

The data above were processed using the product moment correlation formula as follows:

$$\begin{aligned} r &= \frac{n\sum XY - \sum X \sum Y}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}} \\ r &= \frac{48 \sum 203303 - \sum 3011 \times \sum 3206}{\sqrt{\{48\sum 192413 - (\sum 9066121)\}\{48\sum 218134 - 102278436\}}} \\ r &= \frac{9758544 - 9653266}{\sqrt{\{169703\}\{191996\}}} \\ r &= \frac{105278}{\sqrt{32582297188}} \\ r &= \frac{105278}{180505,6708} \\ r &= 0,5832 \end{aligned}$$

The result of $r_{\text{count}} = 0.5832$ then consulted with the value of r_{table} with a standard error of 5% at the two-party test and $dk = 48 - 2 = 46$ namely $r_{\text{table}} = 0.304$. Because $r_{\text{count}} > r_{\text{table}}$ then H_0 is rejected and H_a is accepted, meaning that there is a correlation between the Educative Interaction Process with the Development of students Character Education in 36 state junior high school Sarolangun. When consulted by the interpretation table of correlation coefficient the value of $r_{\text{count}} = 0.5832$ includes in the sufficient relation level. To view the contribution of the correlation of variable X_2 with Y known with the value of determinant coefficient is:

$$\begin{aligned} KP &= r^2 \times 100\% \\ KP &= 0,5832^2 \times 100\% \\ KP &= 0,3401 \times 100\% \\ KP &= 34,01\% \end{aligned}$$

The contribution of variable X_1 with Y is 34.01%, meaning that the educative interaction process has a correlation with the percentage of character education development by 34.01%.

Based on statistical hypothesis if $H_0: r_{xy} < 0$ then H_0 is rejected and H_a is accepted meaning that there is no significant correlation between, but for $H_a: r_{x_2y} > r_{\text{table}}$ ($0.5832 > 0.291$), then H_0 is rejected and H_a is received means that there is a correlation among the educative interaction with the development of students character education of 36 State junior high school Sarolangun. The magnitude of the correlation contribution to the educative interaction process with the development of students character education of 36 State Junior high school Sarolangun amounted to 34.01%, the remaining is 65.99% correlation with the other.

c. Correlation between Personality Competence of Religion Teachers and Educative Interaction Process with the Development of Students Character Education

The third data analysis consistent with the hypothesis put forward, namely: a correlation between the personality competence of Religion teachers and educative interaction process with the development of students character education of class VII in 36 State junior high school Sarolangun.

Based on test results with Variable X1 and Y, variable X₂ and Y, and variable X1 and X2 could create a helper table as follows:

Table 6. HelperTable the correlation between personality competence of Religion teachers and educative interaction process with the development of students character education of class VII 36 State Junior high school Sarolangun.

| Statistic summary for X1 and Y | | Statistic Summary for X ₂ and Y | | Statistic Summary for X ₁ and X ₂ | |
|---|---------|--|---------|---|---------|
| Symbol | Value | Symbol | Value | Symbol | Value |
| N | 48 | N | 48 | N | 48 |
| ΣX ₁ | 3174 | ΣX ₂ | 3011 | ΣX ₁ | 3174 |
| ΣY | 3206 | ΣY | 3206 | ΣX ₂ | 3011 |
| ΣX ₁ ² | 213.550 | ΣX ₂ ² | 192.413 | ΣX ₁ ² | 213.550 |
| ΣY ² | 218.134 | ΣY ² | 218.134 | ΣX ₂ ² | 192.413 |
| ΣX ₁ ·Y | 214.557 | ΣX ₂ ·Y | 203.303 | ΣX ₁ ·X ₂ | 291.545 |
| The result summary among correlation | | | | | |
| r _{x₁y} | 0,6735 | r _{x₂y} | 0,5832 | r _{x₁x₂} | 0,6951 |
| Σr _{x₁y} ² | 0,4536 | Σr _{x₂y} ² | 0,3401 | r _{x₁x₂} ² | 0,4599 |

The Correlation coefficientData above and then tested using product moment multiple correlation formula as follow:

$$R_{yx_1x_2} = \sqrt{\frac{r_{yx_1}^2 + r_{yx_2}^2 - 2(r_{yx_1})(r_{yx_2})(r_{x_1x_2})}{1 - r_{x_1x_2}^2}}$$

$$R_{yx_1x_2} = \sqrt{\frac{0,4536 + 0,3401 - 2(0,6735)(0,5832)(0,6951)}{(1 - 0,4599)}}$$

$$R_{yx_1x_2} = \sqrt{\frac{0,7937 - 0,5460}{0,5401}}$$

$$R_{yx_1x_2} = \sqrt{\frac{0,2476}{0,5401}}$$

$$R_{yx_1x_2} = \sqrt{0,4585}$$

$$R_{yx_1x_2} = 0,6771$$

The result of R_{count} = 0.6771 then consulted with the value of r_{table} with a standard error of 5% at the two-partytest and dk = 48-2 = 46 namely r_{table} = 0.304. Because the R_{count} > r_{table} then H₀ is rejected and H_a is accepted, meaning that there is a correlation between the Personality competence of Religion Teachers and Educative Interaction

Process together with the students Character Education Development of 36 State Junior high school Sarolangun. To view the contribution of variable X1 and X2 and the correlation with Y calculated by the value of the determinant coefficient r = 0.6771 are:

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

$$KP = 0,6771^2 \times 100\%$$

$$KP = 0,4585 \times 100 \%$$

$$KP = 45,85\%$$

The value of contribution of the variables X1 and X2 are correlated with Y is 45.85%, meaning that the personal competence of religion teachers and educative interaction process has a correlation with the percentage of character education development by 45.85%.

Based on the statistical hypothesis if $H_0: r_{xy} < 0$ then H_0 is rejected and H_a is accepted meaning that there is no significant correlation between them, but as $H_a: > r_{table}$ ($0,6771 > 0,291$), then H_0 is rejected and H_a is received means that there is a significant correlation between the development of educative interaction with the students character education of 36 State junior high school Sarolangun. The amount of correlation contribution of educative interaction process with the development = 0,6771 if consulted with

the correlation coefficient table then it includes in the strong category. Then with determinant coefficient of 45.85%, meaning that personal competence of teachers and the educative interaction process correlates with the students character education of 36 State junior high school Sarolangun amounted to 45.85%, the remaining is 54.15% correlation with the other.

V. Conclusion

Based on the above discussion we can conclude this study, as follows;

1. The Correlation of personal competence of Religion teachers with the development of students character education of class VII 36 State junior high school Sarolangun is very significant viewed from the amount of statistical analysis results.
2. The Correlation of educative interaction process with the development of students character education of 36 State junior high school Sarolangun is significant based on the calculation of statistical analysis.

1. The Correlation of personal competence of teachers and educative interaction process correlates with the students character education of 36 State Junior high school Sarolangun has contributed very large or very significantly from the results of statistical analysis.

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