

# **EFFECT OF EXTRACURRICULAR ACTIVITIES, INTRACURRICULAR AND CULTURE OF PESANTREN ON ENHANCEMENT OF STUDENT LEARNING ACHIEVEMENT IN PP. BAITUL ARQOM JEMBER**

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## **Abstract**

Pesantren is one of the oldest educational system in the archipelago. Classical method of a kyai as a figure and the mosque as a center of education proved to contribute knowledge and education character of the nation's children. Before modern education gives its influence, the classic, written or unwritten rules become a culture of positive direction for the santri in it. Countless warriors and heroes in accordance with his time give a share in the journey of this nation. Modern hut is one of the evolution of pesantren in responding to the dynamics of the times. The principle of "*Al mukhafadatu ala alqodimi assholeh, wal akhdu aljadidi al aslah*" or means keeping the good old tradition and take something new and better is a foothold in the management of the boarding school. The development is adjusted with the syllabus of the education curriculum according to the level of elaborating the terms of compulsory or Intra curricular activities as well as selected activities or Extra Curricular. The rest of the more important role is the culture surrounding the pesantren as a container to synergy activities in everyday life. This article is more practical try to review the relationship of variables between the influence of Extracurricular activities, Intrakurikuler and pesantren culture on improving student achievement in PP. Baitul Arqom Jember. Using a quantitative approach by collecting primary and secondary data with various methods of data analysis and validity test to determine the level of validity and reliabilitas.

**Keywords:** Extracurricular, Intrakurikuler, Pesantren Culture, Achievement, Student

## 1. INTRODUCTION

Pesantren world is one of the oldest educational institutions in Indonesia that until now still exist its existence. As one of the educational institutions that implement the full day system within 24 hours will be many things done in the system of forming one's character. Culture that emphasizes the ethics, knowledge and skills that become one is an effective container in the formation of the character. So the process is expected to be able to provide optimal results. Until later managed to make a referral system (*Role Model*) human resources ready to use and powerful in society and in all aspects of life.

The journey of pesantren has evolved in accordance with the growing treasury of knowledge. There are schools that adhere to the tradition with non-formal pendidikan as a teaching method (*Shalafi*), there is also aligned with the development of modern science make formal education as an educational variant manages (*Khalafi*) (Qomar, 2007: 58). But all of them still have the characteristic, namely making Kiai figure as the central education and activator in a boarding school. The central figure of a Kiaitersebut fused with a set of ethics (*morality it self*), which became effective education to become so. This has made pesantren culture for hundreds of years spawned the figure of national figure who qualified both in the scope of social, economics and academics.

Previous research reveals the relevance of both simultaneous and partial to the method of learning in various similar institutions. Intra Curricular manifold activities *Full Day Schooll* (Netya Anggun Pratiwi, 2013) as well as various activities of the organization shall be in school (Ahmad Rusdi, 2010) contributing character and willingness to learn more. Especially if the activity focuses on one lesson then the relevance of activities will become more significant (Eni Chandra Nur Hayati, 2013). Learning patterns will be unique because we do not know exactly where a motivation comes from. But with the reinforcement that comes from the environment by providing experience and appreciation of education will further affirm how should the pattern of education that occurred (Ana Purnama Dewi, 2012), especially an educational institution is a boarding school (Ani Khoirun Nisa, 2011).

Pondok Pesantren Baitul Arqom is one of the schools in Jember which applied Modern cottage-style education pattern (*Khalafi*). Sistemyang applied to a cottage-style boarding school system that combines curriculum Gontor Darussalam Ministry of Religious Affairs Republic of Indonesia with cottage-style curriculum system Alumni Gontor which has been applied among themselves. The form of organizational implementation is steady in everyday activities, as well as the application of two foreign languages in the learning in the classroom and daily language in addition to the figure of a Kiai as a central figure. In addition to these

activities a variety of extra and intra-curricular activities are strictly applied and implemented directly in everyday life. It is a kind of mandatory rhythm to be practiced by all santri. The existence of structurally tiered organization makes control of the activity applicable without accepting the reason for ignoring it. Sanctions will apply to those who violate established rules. Pesantren culture brings its own characteristics in the implementation of extra and intrakurikuler activities are applied.

## **2. Theoretical framework and hypothesis development**

### **A. Understanding Curriculum**

According to the Great Indonesian Dictionary, the curriculum means the subject matter taught by educational institutions (KKBI: 2014). Further the curriculum is a system of learning programs to achieve institutional goals in educational institutions, so that the curriculum plays an important role in realizing a quality school and dynamic (Rusman, 2008: 01). So that in every educational institution where the system is the driving tool, the curriculum will be a very vital part. Segara outline, direction, purpose and output will be driven by the utility and characteristics that until was built all the experience that has been planned to prepare students to achieve educational goals (Rusman, 2008: 21).

As for things that are very concerned in the preparation of a curriculum, among others:

#### **1. Productivity**

The results to be obtained in curriculum activities are aspects that should be considered in curriculum management. Consideration of how the learners can achieve learning outcomes in accordance with the objectives.

#### **2. Democratization**

It should be based on a democracy that puts the manager, executor and subject of educator in a position that should be in carrying out the task of full responsibility.

#### **3. Cooperative**

There needs to be a positive cooperation from various parties involved.

#### **4. Effectiveness and efficiency**

Must consider the effectiveness and efficiency to achieve the curriculum objectives so that these activities provide useful results with cost, and a relatively short time.

## 5. Directing vision, mission and goals

The ongoing process should be able to strengthen and direct the vision, mission, and objectives of the curriculum (Rusman, 2008: 04).

### B. Understanding Extras and Intra-curricular.

While Extras is a form bound outside and Intra means bound within. With extra-free and intrakurikuler understanding is an activity that is bound within the learning device included in the learning effort both within and outside the learning device.

In other words, the concept of extra and intrakurikuler activities is part of the implementation of self-development activities contained in the Regulation of the Minister of National Education No. 22 of 2006 as follows.

*"Self-development is not a subject to be cared for by teachers. Self-development aims to memebrikan opportunities to learners to develop and express themselves in accordance with the needs, talents, interests of each learner in accordance with the conditions of the school. Self-development activities facilitated and guided by counselors, teachers, or educational personnel that can be done in the form of extracurricular activities . Self-development activities are conducted through counseling services related to personal issues and social life, learning, and career development of learners (Rusman, 2008: 415).*

The development of education is not only derived from academic theoretical activities but the development of civilization is more directed to the formation of personality. Where learners more closer to the mental and fighting power in the future. And in practice it can be done outside regular effective hours, with more flexible supervisors coming from teachers' boards or competent authorities in their fields. As for the essential characteristics of each type of curricular activities can be described in the Table as follows:

Table 2.2.1.

ASPECT	INTRACURRICULAR	EXTRACURRICULAR
Goals and Functions	Provide experience (cognitive, affective, psychomotor) in accordance with prescribed curricular goals.	Provide experiences that match the hobbies, talents, interests and abilities of learners.

Content / Content	Specified in the syllabus of each subject.	Adapted to the characteristics of learners and school conditions.
Activities	In the Lesson.	Outside of lessons
Program	Terpogram	Terpogram
Evaluation	Daily repeat, general repeat (end of Program)	Evaluation of Development, Evaluation of Action
Subject Didik	Regular class attendees (required by all students)	Participants of the Special Class (by Choice).

Source (Rusman, 20: 2009).

## 2.2.2 Culture

### A. Understanding Culture

According to Big Indonesian Dictionary, "Culture" is defined as thought, reason, or custom (KBI, 2014; 214). In other words everything produced by humans will be called as a result of culture. According to the pioneer of Modern Anthropology Edward. B. Taylor in his primitive Culture defines culture as follows:

*"Culture or civilization is a complex whole of knowledge, belief, art, morals, law, customs, and abilities and other habits acquired by man as a member of society"* (Tilaar, 1999: 39).

As a human being, many dynamics are always generated. At the level of apeny relating to humans is a culture that is formed. Either in the social and political, technological and art arena. At the infinite dimension of the culture includes all. Culture covers wherever humans are, free from the dimension of cultural time also changes in every sphere. Both demographic and sociological culture will depend on where the man showed eksistensiny According Koentjaringrat that culture have at least three forms, namely:

1. The form of culture as a complex of ideas, ideas, values, regulatory norms and so on.
2. Beings of culture as a complex of activity, patterned behavior of humans in society.
3. Beings of culture as objects of human works (Koentjaringrat, 1975: 19).

Thus in the world of education will also experience a different culture. The system or process that takes place will form a separate culture. System is culture, learning process is culture, attitude

toward teacher and also student of culture. Further the culture in the world of education can be defined in the following framework:

1. Culture is a complex whole. This means that culture is a unity and not a sum of parts. They all have unique designs or patterns. Each culture has a specific mosaic.
2. Culture is a human creation achievement that a-material means in the form of psychological achievements such as science, belief, art, and so forth.
3. Culture can also be physical as a result of art, the formation of family groups.
4. Culture can also take the form of directed behaviors such as law, sustainable customs.
5. Culture is an objective reality, which can be seen.
6. Culture is obtained from the environment.
7. Culture does not materialize in a solitary or alienated human life but who lives in a particular society (Tilaar 1999: 40).

Thus in the world of cultural education can be concluded that culture is all things that inspire learners in the learning process either directly or indirectly, both in thoughts, words and deeds.

a. Culture and Education

It is with culture, education also provides immediate implications for the development of human life. Because humans are always in a state of processing, then education is also a pillar that forms a culture itself. It can not be separated. Man forever develop knowledge and who they are .In certain point need a set of logic and ethics that can form a civilization becomes better. And this is where the role of education apply in real. Given concept of behaving, thinking, even assessing everything in accordance with applicable law. Education become tools Progress of a nation.And always get the most important place in progress.

Long before that was Indonesian Education Father Ki Hadjar Dewantara formulated a vital role of education in culture. Are as follows :

1. That culture can not be separated from education, even culture is the foundation or basis of education.
2. The culture that is the reason for the education must be national. Thus the culture in question is a real culture that is a living culture within the society of Indonesian nationality.

3. Education has a direction that is to realize the needs of life. What is meant by life is not only an aspect but the whole of human life.

4. The direction of the goal of education is to elevate the State and the people. Visionary education (Tilaar, 1999: 70).

From the above formula it can be concluded that education and culture is not separate. And will always be the spirit for the development of civilization of a nation.

### 2.2.3 Students and Pesantrens

#### A. Understanding Santri and Pesantren

In the Great Indonesian Dictionary the word "Santri" is defined as a person who deepens Islam, people who worship sincerely or as a soleh (Great Dictionary of Indonesian: 2014). Those who study religious knowledge more intensely also terminology entered in Santri category. More standardized in Sociology by Clifort Gertz santri became a wider circle of its own aligned with the Islamic Kejawen called the abangan and the nobility called the nobility.

The institution where the santri live is generally called "Pesantren". Or the development is called "Pondok Pesantren". Where the naming of the residence of the santri community is always placed at the beginning as an identity before the name of a pesantren is pinned. This is inseparable from the history of mention of the term cottage it self. Pondok pesantren is a meaning at the beginning as a home or a simple residence made of bamboo. Besides, the word "cottage" may also be derived from the Arabic "*funduq*" which means the hotel or hostel (Hasbullah, 1999: 138). While the pesantren originated from the word santri that has been mentioned at the beginning.

The santri education system is different from the normative education system in general. Survival of a pesantren is highly dependent on the appeal of the central figure (Kiai or Guru) who leads, continues or inherits it. If the heirs fully master the religious knowledge, prestige, teaching skills and other necessary wealth, then the age of the pesantren will last long. Instead the pesantren will retreat and may disappear, if the heir or the offspring of Kiai who inherit it do not meet the requirements (Hasbullah, 1999: 139). Departing from here the dynamics of pesantren experiencing many developments. Adaptation with the existence of modern knowledge and skills needed to make the boardingers are divided into two types .:

1. Traditional Boarding School (Pesantren *Salafi*).

It is the oldest form of Islamic educational institution in Indonesia. Where the central role of Kiai as Figured is sometimes trapped in the cult of the individual. Where the daily activities of santri are centered on the Kiai guidance both in the teaching system and the regeneration of

institutions. This is what often does not have significant correlation with the power of management. (Qomar, 2007: 59).

## 2. Modern Pesantren (Pesantren Khalafi)

Is a form of Islamic educational institutions that are more Adaptive. Adaptation is done in the development and change of education which is the result of the guidance of the development of modern science and technology (Qomar, 2007: 58).

But in broad outline there are still similarities that remain inherent in educational institutions called pesantren. This is in accordance with the identity of a santri where religious education is a priority in the learning process. Are as follows :

### 1. Cottage

It is Kiai's residence with his santri in the form of dormitories.

### 2. The existence of a mosque

As a center of worship activities and sometimes also as a center of teaching and learning activities.

### 3. Santri

Is a basic element of a boarding school, usually consists of two groups, namely:

#### a. Santri Mukim.

He is a santri who came from a remote area and settled in a boarding school.

#### b. Santri Kalong.

That is the students who come from the area around the boarding school and usually they do not settle inside the pesantren. They go home each after each follow a lesson in the pesantren.

### 4. Kiai

Is a central figure in the pesantren that provide teaching.

### 5. The Classical Islamic Books

Another key element that distinguishes pesantren from other educational institutions is that pesantren is taught in the classical books written by earlier scholars on the sharing of Islamic and Arabic Islamic science (Hasbullah, 1999: 144).

Thus, students are a group of students with a variety of uniqueness with a separate learning system that includes:

1. Intellectual Education

Includes basic education and teaching of Shari'a science applied both adaptively and derived from the classical books.

2. Community Social Education

It is an education that governs relationships with people. In this case, called *mu, amalah* or *mu, asyarah* (hang). In this field can be seen from the teaching field right to the heirs (*fara, id*), zakat, living or fulfillment of daily living

3. Population Education.

The purpose of population education is to foster learners to have understanding, awareness and responsibility towards the realization of a happy family of the world and the hereafter on a micro scale.

4. Sports and Health Education

Is an education with the provision of sports as a form of physical and spiritual health development efforts contained in various forms of sports.

5. Skills Education

It is a skill given to equip students in life after pesantren education. Among other skills of Arabic and English language as well as computer skills (Zubaedi, 2007: 212).

## 2.2.4 Improvement of Learning Achievement

### A. Understanding Achievement

In the Great Indonesian Dictionary, the increase in the meaning of the word meaningful level of layered or plaited arrangement such as house lenggek (KBBI: 2014). While the increase refers to the meaning of the process of improving as well as an increase in business.

While the meaning of pretation is the result that has been achieved (KBBI: 2014). In this case more achievement leads to academic results contained in the collection of values from various lessons in take. In the assessment of subjects and attitudes of everyday a santri.

## b. Understanding Assessment

Further assessments are a set of values that are based on various Indicators. Can be done using tests and non tests in written or oral form, performance observation, attitude measurement, assessment of work in the form of tasks, projects, and or products, portfolio use, and self-assessment.

The things that need to be considered in the assessment are the following:

1. Assessment is directed to measure the achievement of competence.
2. Assessment using the criterion reference, namely based on what can be done learners after following the learning process.
3. The planned system is an ongoing assessment system. In the sense that all Indicators are billed, then the results are analyzed to determine the basic competencies that have been and which have not, as well as to know the difficulties of learners.
4. Assessment results are analyzed to determine follow-up. Follow-up in the form of improvement of the next learning process, remidi program for learners who achievement of their competence under the criteria mastery, and enrichment program for learners who have met the criteria mastery.
5. The assessment system should be tailored to the learning experience pursued in the learning process. For example, if using a field observation approach approach, evaluation should be given either to process (process skills) such as interview techniques, or products or outcomes that make field observations in the form of information required (Rusman, 2008: 413).

## C. Understanding Learning

While Learning is the beginning of a teaching word meaningful instructions given to someone to be known. While learning is a process or way of learning (KBBI: 2014). In other words learning is a process of deed in gaining knowledge. In this case there is certainly a system and objectives to be studied. Further learning is a process done by individuals to gain a new behavioral change as a whole, as a result of their own experiences in interaction with their environment (Rusman, 2008: 372).

In the learning process many things must be considered as both teachers and learners who receive the learning process. The various laws and principles include:

1. Conformity (relevance),

That is, every type of teaching skills applied must be tailored to the components or other learning variables (internal and external).

2. Creativity and innovative,

That is every type of basic teaching skills that are applied packaged in a creative and innovative so as to encourage activity and creativity of student learning optimally.

3. Accuracy (accuracy),

That each type of basic teaching skill applied should be selected, both in quality and quantity so that each type and form of basic teaching skills applied achieves the expected learning objectives.

4. Benefit,

Each type of basic teaching skills applied can contribute or have a high value of benefits for the development of student potential both academically and non academically.

5. Pleasant,

That cooptation and application of any kind of teaching basic skills endeavored to create an atmosphere of learning the exciting and fun (*Joyfull Learning*) (Rusman, 2008: 375).

If it is freely translated, the improvement of learning is an attempt to improve one's learning process. And in this case refers to a learning system applied within an institution in improving the quality and quantity of individuals.

#### D. Effect Of Extra Curricular Activities on the Achievement of Student Learning

Extra curricular activities are basically the development of curriculum development that is taught. Dynamics of the development of students is very diverse then it takes an activity unit that can direct the talents and interests of learners more intensely. Further extracurricular activities are out-of-school educational activities and counseling services to assist student development in accordance with their needs, potentials, talents, interests (through) that are specifically held by educators or education personnel who are capable and authorized in school or *madarasah* (Rusman , 2008: 20).

In the various researches conducted, the fertilization of talents and interests of learners can be a catalyst for the development of learning achievements become more effective (Eni Chandra Nur Hayati: 2013).

#### E. The Effect of Intra Curricular Activities on the Achievement of Student Learning

Basically, the differences between intra and extra intra-curricular activities are only available at the implementation level. Namely intra more inclusion in formal lessons and are mandatory for regular learners. And more general. The success rate of extracurricular activities if combined in a comprehensive manner with intracurricular activities will provide more effective results for curricular development (Rusman, 2008: 20).

#### F. The Influence of Pesantren Culture on Student Achievement of Santri

One of the benefits of pesantren is the creation of a conducive climate for the learning system. In it there is a set of rules that are obeyed together that can create and direct students into a better person. It is by the Ki Hadjar *Among Dewantara* called concept and *Peguron* system based on family life to unite the teaching of knowledge with teaching manners (Tilaar, 1999: 44). The unification of several aspects of education within the pesantren is what makes the effectiveness of learning increasing (Mita Anggraeni, 2011).

### **3. Research method**

#### **1. Types of research**

This type of research uses Quantitative Research methods that use statistical data. In this study using descriptive statistic method. Ie statistic that serves to describe or give an idea of the object under study through sample data or population as it is, without doing analysis and make conclusions that apply to the public (Sugiyono, 2013: 29).

#### **2. Identify Variables**

In this study using two identification variables, namely:

##### a. Independent Variable

Ie free variables or variables that affect mkenjadi cause changes or the emergence of the dependent variable. In this case Extra Curricular Activities and Intracurricular Activities into free variables.

##### b. Dependent Variables

Ie the dependent variable which is the thing that becomes the result because of the independent variable. In this case Student Achievement is a bound variable.

### **3. Operational Definition of Variables**

#### **A. Activities Intracurricular**

Intracurricular activity is an obligatory activity for every student in PP. Baitul Jember. This organization is comprehensive and becomes the driving force for the daily activities of santri.

Table 3.6

Variable	Indicator	Item Statement
Intra Curricular Activities	1. Cognitive activity	1. There is increasing intellectual santri
	2. Affective activities	1. The development of polite attitude
	3. Psychomotor activity	1. The existence of academic behavior

**B. Extracurricular activities**

It is an alternative activity that can be an alternative choice of supporting activities for a santri. This activity is held in accordance with the talents and interests according to the aspirations of the santri.

Table 3.6.2.

Variable	Indicator	Item Statement
Extracurricular activities	In accordance with the talents and interests of students	<p>1. There is interest in following the activity.</p> <p>2. The existence of skill development in following the activity.</p> <p>3. The existence of the</p>

		organization in accordance with the similarity of interest.
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**c. Culture of Pesantren**

According to the exposure of experts that Koentjaraningrat states that culture has at least several forms, which include dlam dynamics of human life. It is an accumulation of every facet of human needs. Among others:

Table 3.6.3

Variable	Indicator	Item Statement
(1)	(2)	(3)
Culture of Pesantren	1. Tangible written rules	1. The regulation is mandatory.  2. The existence of sanctions if it violates the rules  3. The regulation concerns all the activities of santri in pesantren.
	2. Tangible daily activities	1. Usually done by all santri.  2. The absence of compulsion in

		<p>doing these activities.</p> <p>3. This activity is almost done by all santri from several periods.</p>
	<p>3. Tangible objects used</p>	<p>1. Always used by all santri.</p> <p>2. Used in everyday santri.</p> <p>3. Used in helping students learn.</p>

#### **d. Achievements Learning Students**

Achievements can be analyzed if they consist of a variety of supportive values. One such Indicator is the result of a semiannual report consisting of a Report Card each of the Students. Which consists of various *natijah* or the value of the various subjects taught, the assessment also directly or indirectly way. This is evidenced by the report card grades Pupils in odd semester.

#### **6. Method of collecting data**

Method of data collecting in this research use primary data and secondary data. Primary data is used through direct interview process or by using a closed questionnaire distributed to respondents. While the secondary data using relevant documents that support the object of research.

While in this sense the definition of an interview is a form of verbal communication that aims to obtain information (Pabundu Tika, 2005). These data collection methods include using:

##### **a. Questionnaire**

This is a closed questionnaire consisting of two parts, the respondent's personal data for the first part, and the item of the constructor or variable statement used in the model for the

second part. Data collection is done directly by requesting the respondent's willingness to fill out the questionnaire in the workplace.

b. Interview

Is a process to obtain information by way of direct meeting with respondents or related parties to support the data obtained through the questionnaire.

c. Literature review

Obtained by reading the literature-literature associated with the problems studied, in the form of theories proposed by experts associated with research obtained from: books, journals, previous research and the internet.

## 7. Data analysis method

This research method using Multiple Regression data analysis method. That is, if the researcher intends to predict how the situation (ups and downs) of the dependent variable (Criterium), if two or more independent variables as the predictor factor is manipulated (should decrease its value). So multiple regression analysis will be done when the number of independent variables at least 2 (Sugiyono, 275: 2013).

This validity test is used to determine the level of validity and level of reliability.

a. Validity test

Any item in the instrument is valid or not, can be known by correlating between the score of the item with the total score. When the price correlation below 0.30, it can be concluded that the clause is not valid instrument, so it must be repaired or discarded.

b. Test Reliability

According Ghozali (2005) in Dimiyati (2009), stating the value of which is used to assess the level of reliability that can be accepted is 0.70, when the study was explore then the value below 0.70 is acceptable if data are reasons empirically that seen in the exploration process.

c. Normality test

To determine whether the data taken from the population and a normal distribution it is necessary to test for normality. There are several techniques that can be used to test the normality of the data, among others: the norm opportunities paper, chi-square test, Liliefors test and Kolmogorov-Smirnov techniques, and SPSS.

In this study using techniques SPSS, SPSS 16.0. In the package program SPSS will produce 4 types of output, namely 1) Processing Summary, 2) Descriptive, 3) test of normality, and 4) QQ plots. For the purposes of research generally required only output a test of normality. Of the output data can be seen in the column Kolmogorov-Smirnov, how to pay attention to a significant, or insignificant normality test results is by looking at the numbers in the column of significance (Sig.) To establish normality. If the significance of which was obtained  $> \alpha$  (0.05) then the samples come from populations with normal distribution, and if a significant acquired  $< \alpha$  (0.05) then the samples come from populations not normally distributed (Juliansyah Noor, 2011: 177-178 ).

d. Linearity test

Linearity test is performed to determine whether the relationship between the dependent and independent variables is linear (straight line). Linearity test on this study will be done by using SPSS 16.0. In SPSS will produce Interactive Graph which has pointed out the regression line. If the regression line shown on the lower left to the upper right, then the dependent and independent variables have a relationship linear. The other way if the linear regression line looks flat from left to right, means the dependent and independent variables has no linear relationship (Muhammad Nisfiannorr, 2009: 103-108).

e. test Heteroskedastisitas

Heteroskedastisitas test to determine whether disruption variable in the regression equation have the same variant or not. Heteroskedastisitas symptoms occur as a result of the inequality of the data, so the variation of the value of the data to determine whether there researched. It was detected heteroskedastisitas case or not. Basis for decision making based on the opinions Kuncoro (2007) as follows:

1. If certain patterns, such as dots that form a particular pattern, mak has happened heteroskedastisitas;
2. If there is no clear pattern, as well as the points spread above and below the number 0 on the Y axis, then there heteroskedastisitas.

f. Multiple Linear Regression Analysis

Multiple linear regression analysis is used to determine the effect of the independent variable to variable dependen. Analisis articles used by the researchers in this study are multiple regression analysis If researchers intend predict how the situation (rise and fall) the dependent variable (criterion), when two or more independent variables as a factor predicting manipulated (dinaik lower value). Serhingga multiple regression analysis will be carried out if the amount of at least two independent variables (Sugiyono, 2012).

The equation of the regression are:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

Information:

Y = Achievement Students

a = Constant

b = Coefficient of Linear Regression

X1 = Extracurricular Activity

X2 = Intra-Curricular Activities

X3 = Culture Pesantren

e = Error

## 8. Hypothesis Testing

### a. t test (partial test)

The t-test is used to determine the effect of each independent variable on the dependent variations. Criteria value t test with significance level of 5%, as follows:

1. If  $t > t_{table}$ , then the hypothesis is accepted.
2. If  $t < t_{table}$ , then the hypothesis is rejected

### b. f Test (simultaneous test)

F test is used to determine the effect of independent variables together (simultaneously) to variable terikat. The significant one is meaningful relationships that occur can apply to the population. Use of the significance of the F test tingkan diverse, which is 0.01 (1%); 0.05 (5%); and 0.10 (10%). If the probability value  $< 0.05$ , it can be said to be a significant influence jointly between independent variables on the dependent variable. However, if the significance value  $> 0.05$ , no significant effect jointly between independent variables on the dependent variable.

### c. Koefisien determination (R<sup>2</sup>)

The coefficient of determination (R<sup>2</sup>) was used to measure the contribution of several independent variables to variations downs dependen. Hal variable is usually expressed in percentage.

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